

Affirm, Counter, Transform

Framing and Messaging for Effective Communication

Alia Stevenson & Jordan Bingham
Public Health Madison & Dane County
October 17, 2016



Discussion Guidelines

- What you share within the context of the conversation is confidential and respected.
- Use "I" statements. Do not speak for another or for an entire group.
- Listen with empathy; resist the desire to interrupt.
- When emotions are triggered, breathe and take note about what is coming up for you.
- Embrace discomfort and non-closure.



Objectives

1. Be able to recognize bias and racial coding
2. Improve skills to proactively communicate to challenge bias and racial coding
3. Set a personal objective



How do you talk about what you do?



Frame, Narrative and Message

- Frame: a lens or worldview through which people see an issue or problem. Frames can be intentionally or unintentionally constructed.
- Narrative: specific stories used to convey or reinforce a given frame.
- Message: the takeaway from frames and narratives that points to a specific action needed

Race Forward: *Moving the Race Conversation Forward*

<https://www.raceforward.org/research/reports/moving-race-conversation-forward>

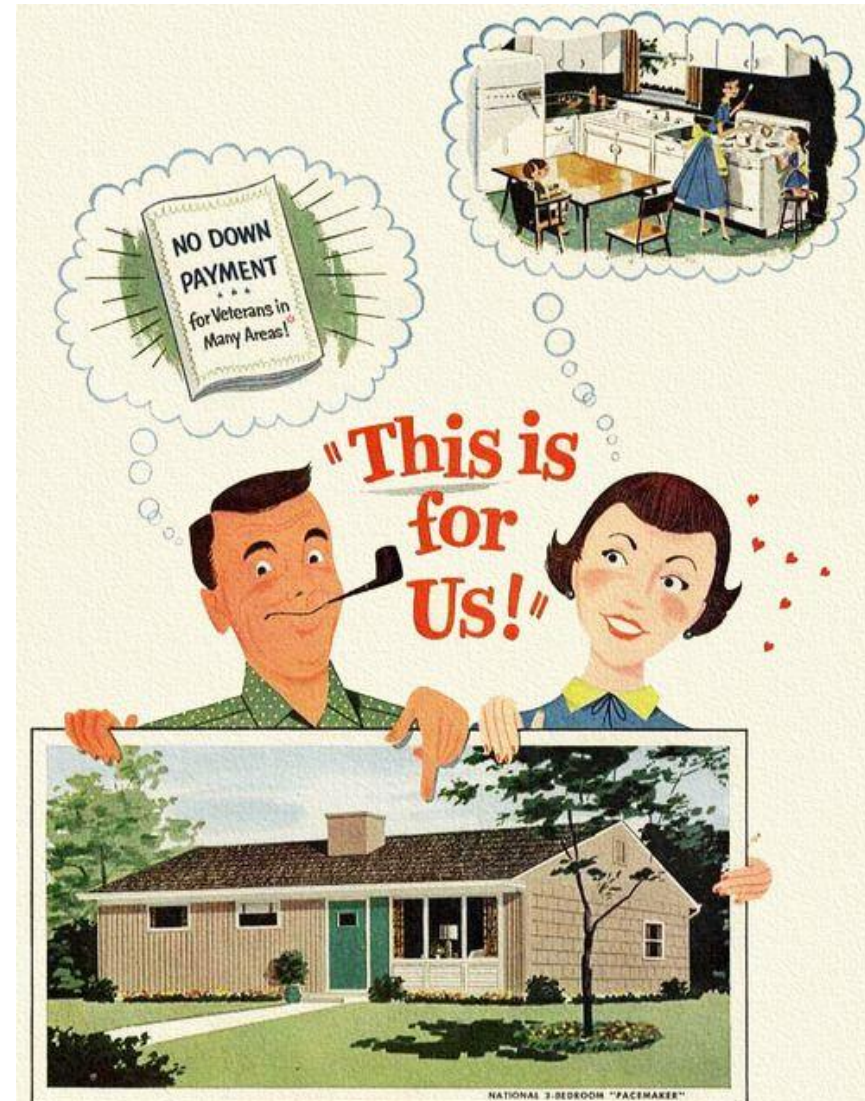
What are Frames?

Networks of association that shape how we think, not just what we think

- People reject facts that don't fit their frames
- People carry multiple frames that are sometimes linked and sometimes contradictory.
- Framing is a long-term project because people need to receive it in multiple forms and overtime to shift

Frame Examples

- “Law & order” vs. Human dignity
- Personal vs. Government responsibility
- Individual vs. Public health
- “Right choices” vs. Environment



Obesity

 <p>WARNING</p> <p>CHUBBY KIDS MAY NOT OUTLIVE THEIR PARENTS</p> <p>stopchildhoodobesity.com</p>	 <p>WARNING</p> <p>FAT KIDS BECOME FAT ADULTS.</p> <p>stopchildhoodobesity.com</p>	 <p>WARNING</p> <p>BIG BONES DIDN'T MAKE ME THIS WAY. BIG MEALS DID.</p> <p>stopchildhoodobesity.com</p>	 <p>WARNING</p> <p>HE HAS HIS FATHER'S EYES, HIS LAUGH AND MAYBE EVEN HIS DIABETES.</p> <p>stopchildhoodobesity.com</p>
--	--	--	--



**PORTIONS HAVE GROWN
SO HAS TYPE 2 DIABETES, WHICH
CAN LEAD TO AMPUTATIONS**

THEN

NOW

CUT YOUR PORTIONS. CUT YOUR RISK.

» Call 311 for your Healthy Eating Packet

Made possible by funding from the Department of Health and Human Services.
©2012 New York City Department of Health and Mental Hygiene.

NYC
Health

Michael R. Bloomberg
Mayor
Thomas Farley, MD MPH
Commissioner

Recognizing the Frame, Narrative and Message

Frame

Right choices, personal responsibility



Narrative

Poor parenting leads to obese children



Message

Cut portions

Make better choices

Take responsibility for
your/your family's health

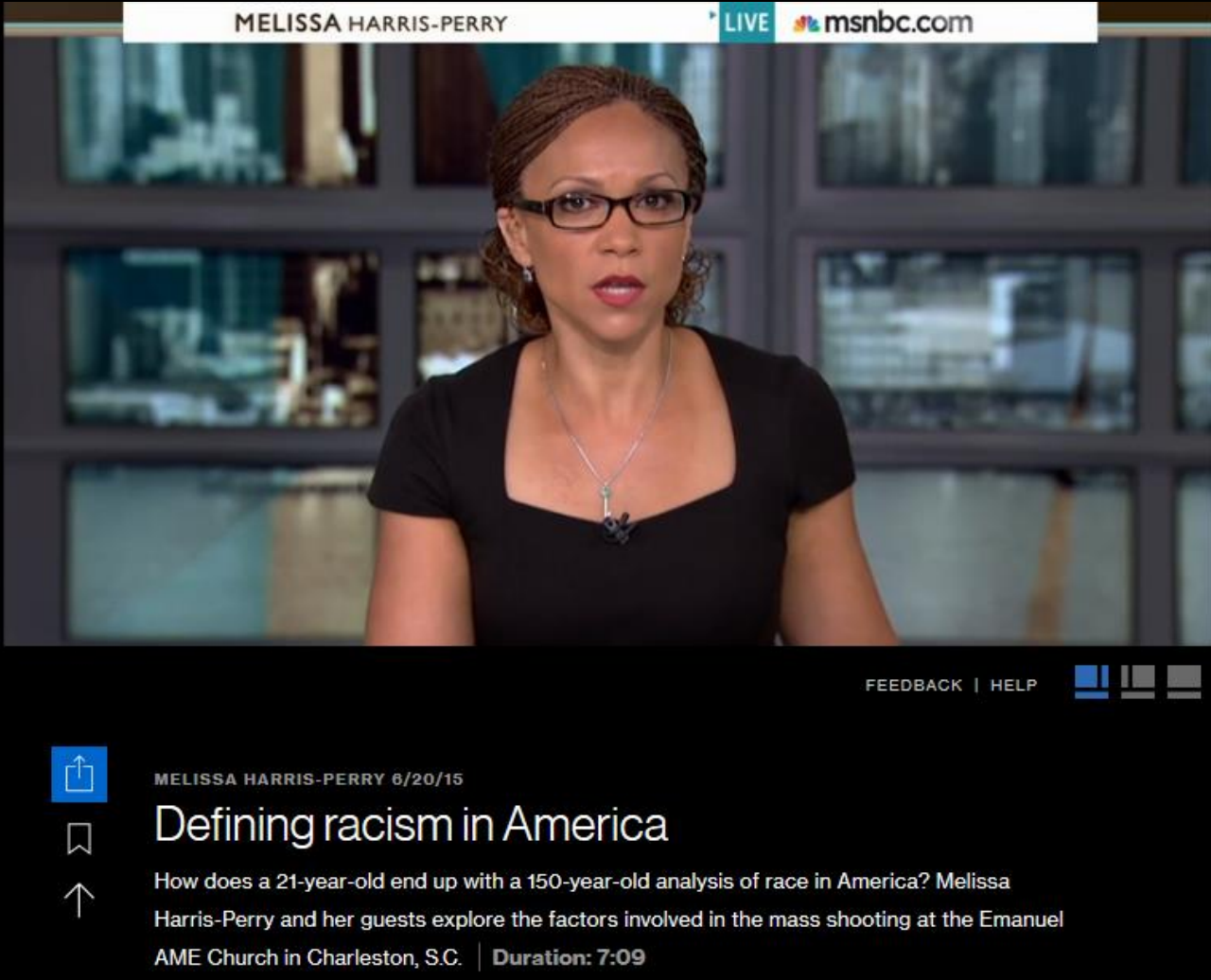
Race Frames

By Eduardo Bonilla Silva

- 1. Racism and racial inequality are things of the past**
"All Lives Matter"
- 2. Disparities caused by culture/behavior**
"Poor Black and Latino youth don't do well in school because their families don't value education"
- 3. Disparities inevitable and/or natural**
"Some group has to be at the bottom" or "Self-Segregation"
- 4. Programs helping people of color are unfair to Whites**
a.k.a. reverse discrimination

People often jump between these frames, and so challenging their frame requires attacking all four

Narrative



A screenshot of a video player interface. The top banner shows 'MELISSA HARRIS-PERRY' and 'LIVE msnbc.com'. The video frame shows a woman with glasses and a black top. The bottom section has a dark background with white text. On the left, there are three icons: a share icon, a bookmark icon, and an upvote icon. The main text area contains the title 'Defining racism in America', a subtitle 'How does a 21-year-old end up with a 150-year-old analysis of race in America? Melissa Harris-Perry and her guests explore the factors involved in the mass shooting at the Emanuel AME Church in Charleston, S.C.', and the duration 'Duration: 7:09'. In the top right of the bottom section, there are links for 'FEEDBACK | HELP' and three small square icons.

MELISSA HARRIS-PERRY LIVE msnbc.com

FEEDBACK | HELP

MELISSA HARRIS-PERRY 6/20/15

Defining racism in America

How does a 21-year-old end up with a 150-year-old analysis of race in America? Melissa Harris-Perry and her guests explore the factors involved in the mass shooting at the Emanuel AME Church in Charleston, S.C. | Duration: 7:09

<http://www.msnbc.com/melissa-harris-perry/watch/defining-racism-in-america-468866627999>

Coded Language

Inner City

Cut Taxes

Ghetto

Urban

Law and Order

Welfare

Food Stamps

Illegal

Culture

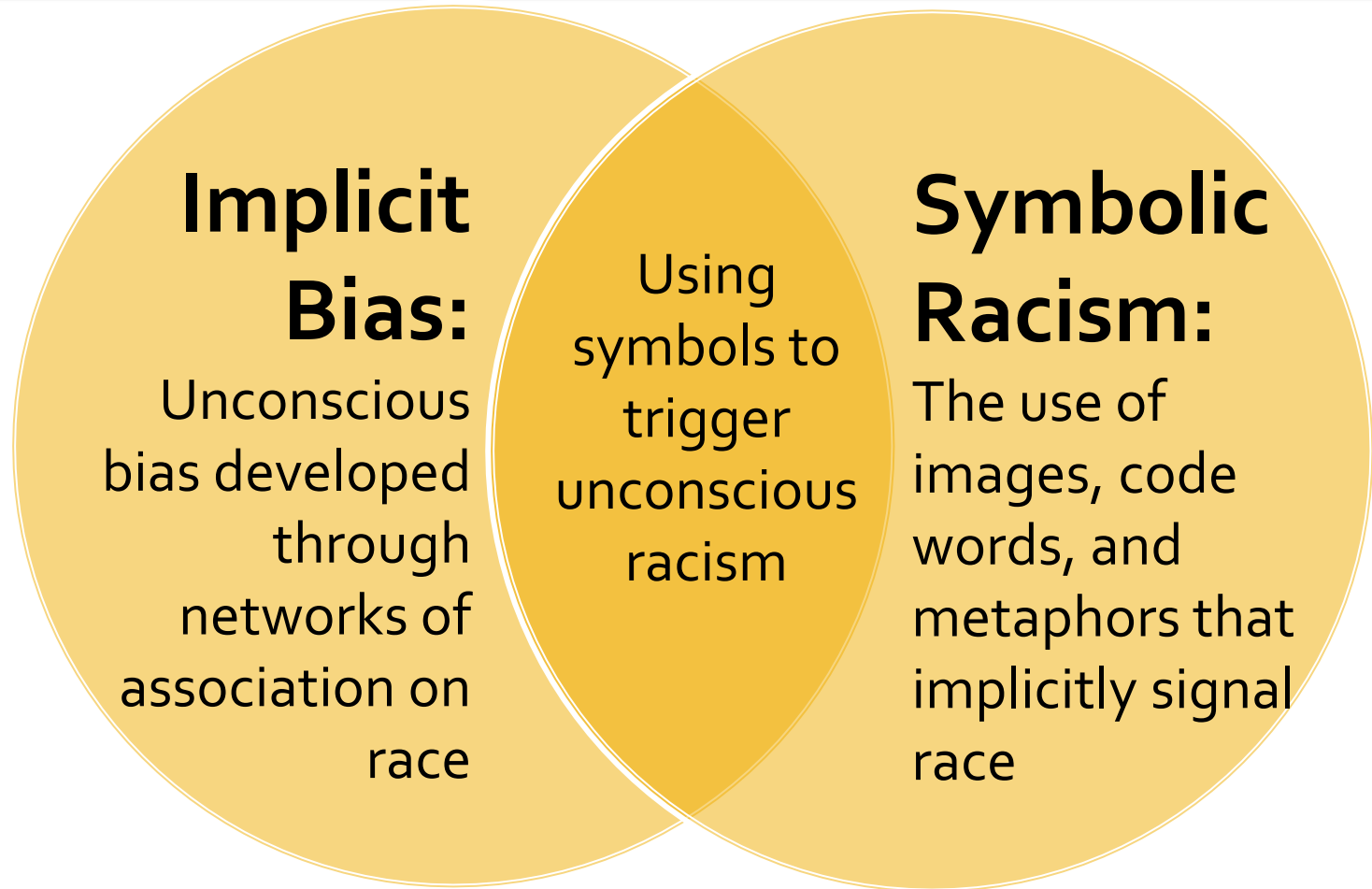
States' rights

The Good Old Days

"This sort of coded speech operates on two levels... It triggers racial anxiety and it allows plausible deniability by crafting language that lets the speaker deny that he's even thinking about race."

– Ian Haney Lopez,
Author of *Dog Whistle Politics*

How race is triggered in messages



Understanding Implicit Bias. Kirwan Institute for the Study of Race and Ethnicity, 2014. Web. October 14, 2014.

David O. Sears and P. J. Henry, "The Origins of Symbolic Racism", *Journal of Personality and Social Psychology* 85, no. 2 (2003): 259-275.

For all the taxes they take out
of my paycheck, the least
they can do is send me a
picture of the ghetto
family I'm supporting
to hang on my
fridge

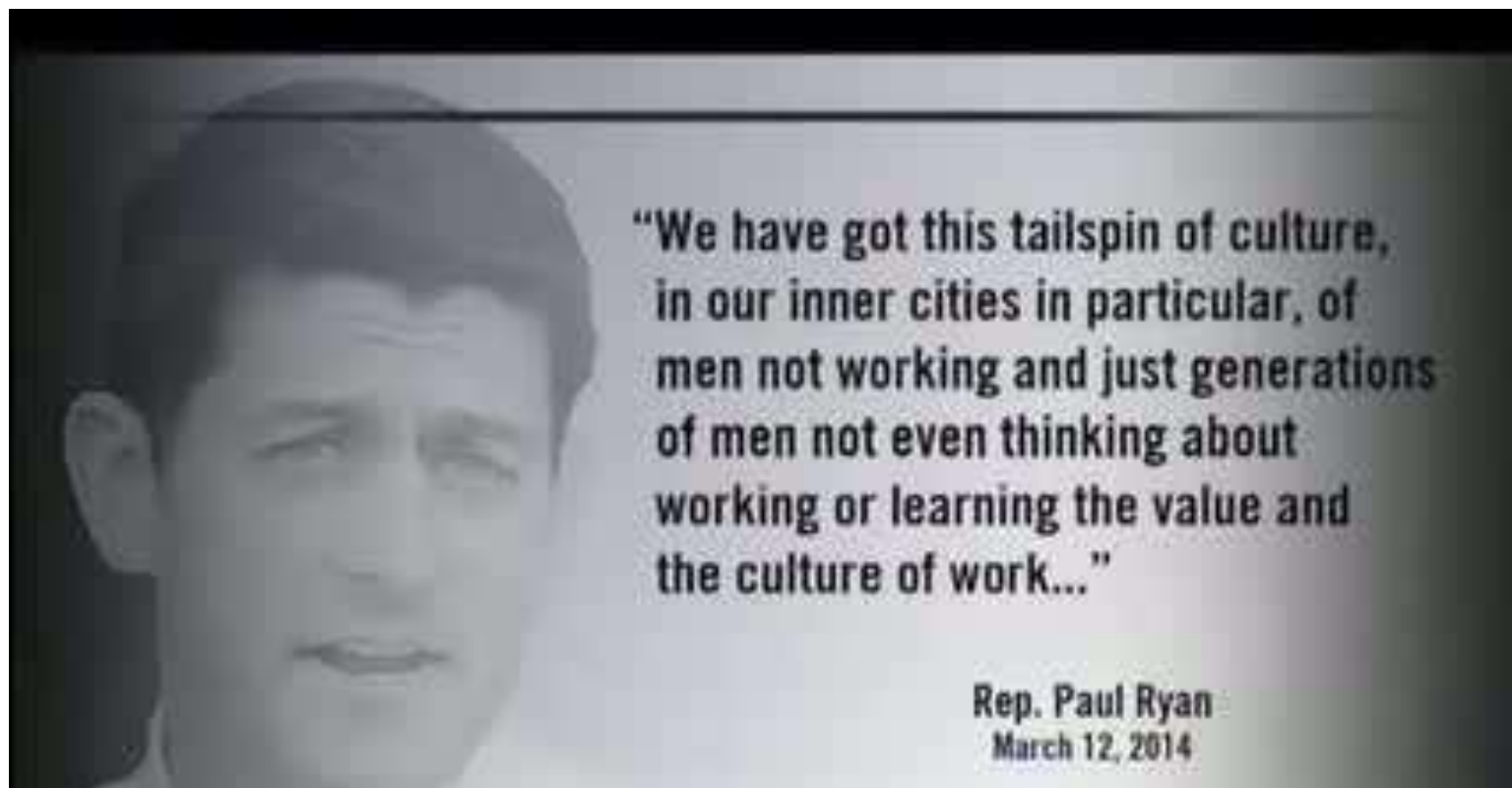
someecards
user card



Thanks for showing up to the
state-funded health-care
clinic with your Louis
Vuitton purse, fresh mani
and pedi, MAC lipgloss,
hair weave and
Medicaid card.

your someecards
someecards.com





**"We have got this tailspin of culture,
in our inner cities in particular, of
men not working and just generations
of men not even thinking about
working or learning the value and
the culture of work..."**

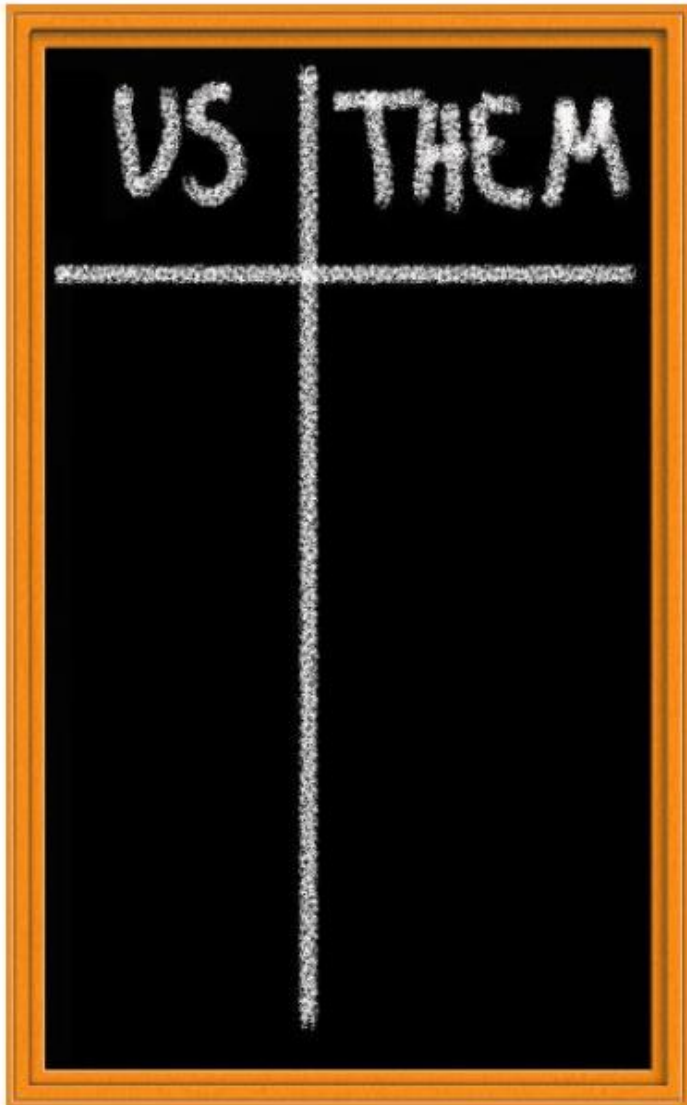
Rep. Paul Ryan
March 12, 2014

Public perceptions of government

From "Making the Case for Government" by Anika Fassia, Public Works, 11-18-15

How do you talk about what you do?

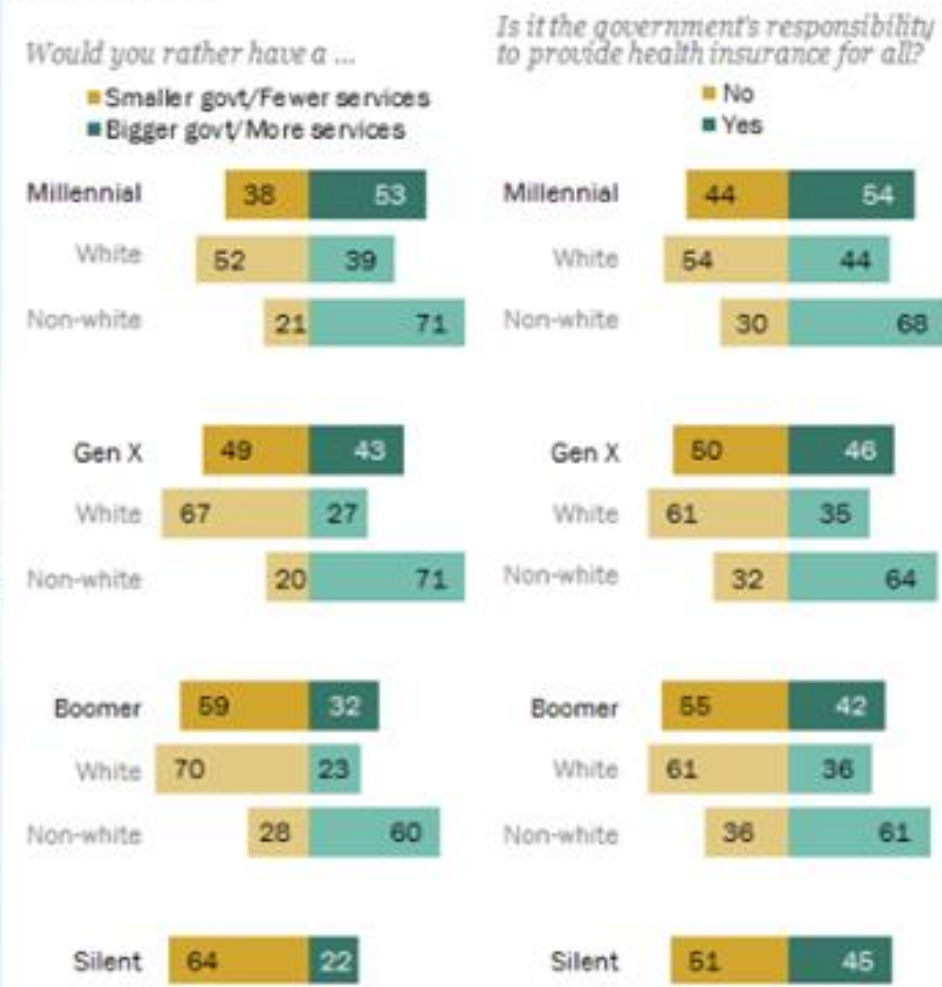




Government is not for me but
for “them”

- often racialized
- framed as “takers”
- reinforces bias and stereotypes
- feeds scarcity mentality and “nanny state” narrative

Wide Racial Differences on Views of Role of Government



Note: Whites are non-Hispanic; non-whites include Hispanics. Racial differences shown when significant sample is available.

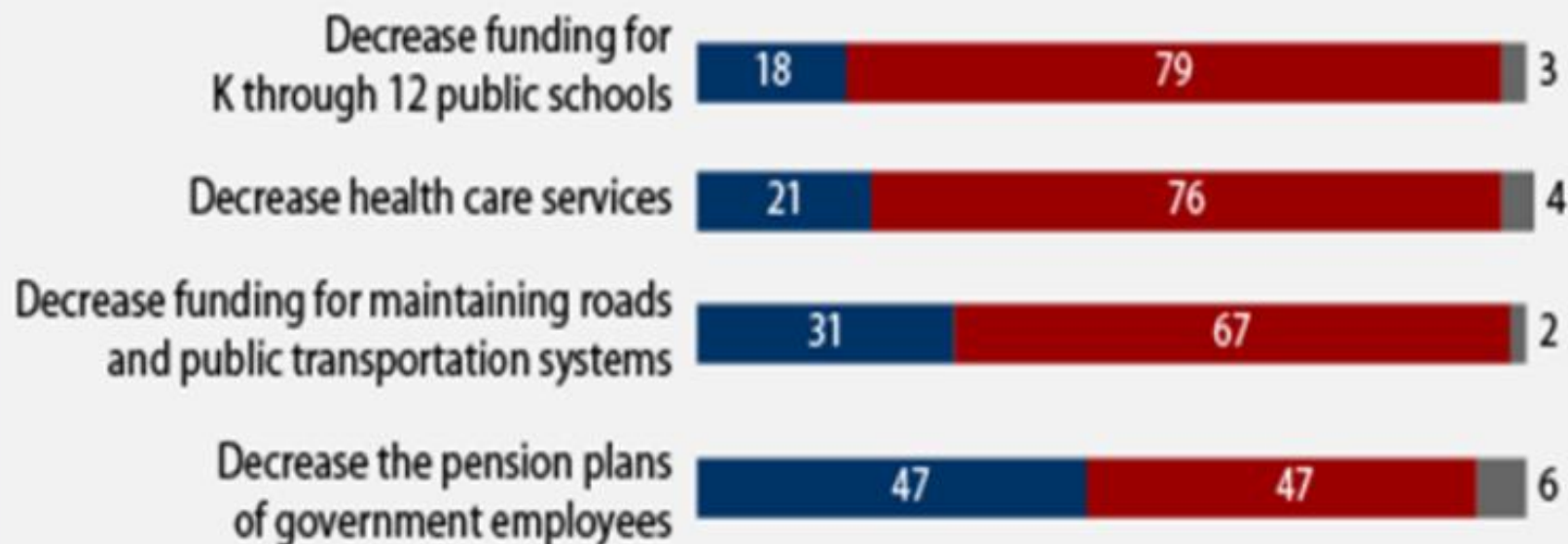
Source: Figures for role of government from Pew Research survey, Sept. 4-8, 2013; figures for government responsibility to provide health insurance from Pew Research survey, Jan. 23-Feb. 9, 2014

Stark racial and generational differences

But . . . We don't want services to be cut

If your state government needs to find ways to balance its budget this year, do you think your state should do the following or not?

■ Yes, state should ■ No, state should not ■ Don't know/refused



Source: February 2-7, 2011 Pew Research Center for the People and the Press political survey.
N=1,385.

Dominant Stories about Government



Just Politics

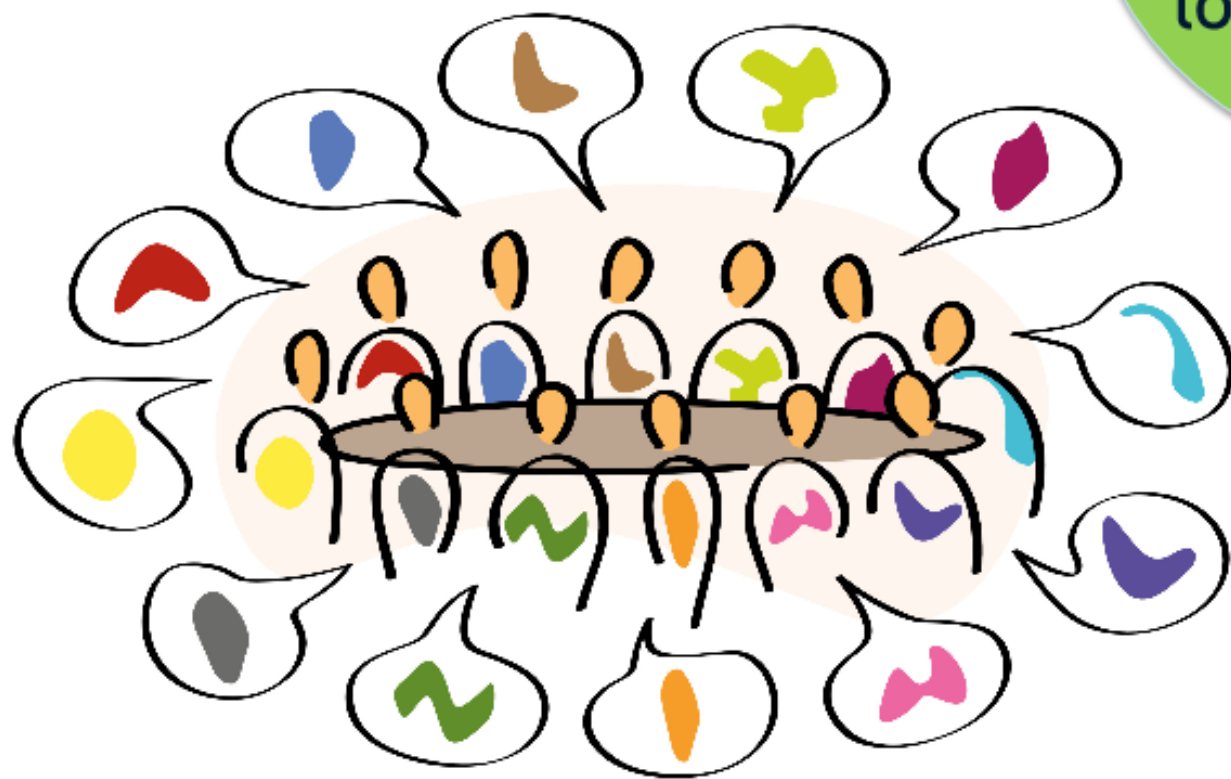


Bureaucracy



Vending Machine

Good News!
The “idea” of
government is not
lost



Reflection:

Think about an experience where you noticed racism or bias and resisted responding. Why?

Countering Bias in Communication



It's more than just talk – ACT

1. Start with the heart
2. Explain why we are all in this together
3. Explain why we have the problem
4. Take on race directly
5. Reframe winners and losers
6. End with heart and a solution

Why does this matter?

“Every child should have access to immunizations, but too many families in our community are not bringing our children in to our clinics. This is why we are proposing a new agency rule requiring more clinic hours.”

Speak to Values First

“The health of the whole community is **protected** when we assure that our children are immunized. One way we do this is through our **public health agencies** that provide free and low cost immunizations for **all children**. We need extended clinic hours to keep up with growing demands.”

Should I respond?

- Small groups
- Share your scenario
- Decide whether and how to respond

How do you decide whether, when and how to respond?

- Power dynamics
- Existing relationship and trust
- End goal: what do you want to accomplish?
- Cost/benefit analysis

Countering Bias in Communication



Affirm

Start off the dialogue by mentioning phrases and images that speaks to audience's values. The key is to hook and engage your audience.

1. *Start with the heart*
2. *Explain why we are all in this together*



Counter

Lead the audience into the discussion of race with a brief snapshot of the historical context. The key is to open audience's minds to deeper explanations about racial inequities.

3. *Explain why we have the problem*

4. *Take on race directly*



Transform

Leave the audience with an engaging solution. The key is to present a solution so that the audience feels committed and feel as though they are progressing forward.

5. *Reframe "makers" and "takers"*

6. *End with heart and solution*



Pair and Share Using ACT

Reflection: ACT practice

Was it easier or more difficult than expected?

Any surprises?

How can you continue developing your communication skills?