



# Designing Visual Counter-Storytelling

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**Counter-storytelling**

Counter-storytelling informed by critical race theory offers space to challenge dominant, deficit narratives and centralizes the story and voices of historically marginalized groups (Solórzano & Yosso, 2002). Counter-storytelling challenges the deficit master narrative that overemphasizes and individualizes the deficits of non-dominant students and eventually forces non-dominant students to assimilate into mainstream norms (Ladson-Billings & Tate, 1995; Solórzano & Yosso, 2002).

During a mathematics unit  
How can we make our playground a better place?

**The reinforced ELL identity**

I don't do spelling like you guys...

Can I help you with this?  
You don't know

Karim!  
Why don't you do a survey on bullying with ELL students?

Sure.

We hear lots about Afghanistan in news!

Are you a Terrorist?

**Becoming an "agent of change"**

Great job Iris!  
Why don't you become a play leader?

Thank you!  
I will become a play leader.

These are popular games among students.

There are some kids who are alone during the recess...

**Geopolitical configuration**

Said (1978) sheds light on how geographical, political, and historical dimensions shape the formation of subjects, especially the Other who came to be deprived of being a subject of thoughts and actions and deprived of discursive space to speak and represent.

**Figurative identities**

Figurative identities are "the stories, acts, and characters that make the world a cultural world" (Holland, Skinner, Lachicotte Jr., & Cain, 1998, p.127). These identities evoke "storylines or plots among generic characters" (p.128)

**Positional identities**

Positional identities are "the day-to-day and on-the-ground relations of power, deference, and entitlement, social affiliation and distance with the social-interactive, social relational structures of the lived world" (Holland, Skinner, Lachicotte Jr., & Cain, 1998, p.127). Positional identities are relational in the sense that "depending on the others present, of her greater or lesser access to spaces, activities, genres, and through those genres, authoritative voices, or any voices at all" (p.128).