

Learning to be an Environmental Journalist

Before you Begin

Communication happens when there is an exchange of information between individuals through spoken words, gestures, or written form. It can be both verbal and non verbal. This is a natural part of the way we conduct ourselves. Communication as a discipline has evolved to include a deep understanding of using various media such as written media, audio-visual media and the emerging social media to share and exchange messages. Technical advancement including satellite technology for communication, mobile technology and revolutions in computer applications for social networking, messaging etc. have helped create a plethora of virtual media available to people.

When communication is produced and distributed with a purpose of sharing news about happenings in our social, political, economic environment in the immediate, national and international context, it is termed as Journalism. News too uses all forms of communication media from written to audio-visual. Journalists provide us with a daily update on what is happening in the world around us. Not only that, the way news are portrayed, stories formulated shape opinions of the recipients. With the advent of internet and ease of sharing the events, a new form journalism known as citizen journalism is emerging that involves the collection, dissemination, and analysis of news and information by the general public.

With the immense potential, come the challenges, and the plethora of media, information and news create an overload of messages that often can confuse or desensitize the recipient. For a communicator, it becomes a challenge to make oneself heard in this noise of messages. The challenge is to creatively engage the attention of the reader, listener, viewer and be able to communicate the key points across.

What are the different kinds of media being used/ can be used for communication as a journalist?

1. Print: written word works well with the literate community. Print media using visuals have been able to reach out to people with low literacy levels. Online published media is emerging as an important alternative to print media.
2. Audio-visual: Radio especially with the FM channels available, has huge potential and reach in the community especially in remote locations. Television programmes have a huge viewership and impact opinion in a big way.
3. Emerging social media such as the Facebook, WhatsApp, Twitter have found use in mass production and consumption of information.

All of these media can also support each other owing to technological advances. For example, e-newspapers, news blogs, facebook pages, FM radio etc. are available on smart phones and it is much easier to access information and share than it was before. So while there is huge potential for outreach, the danger is of ill-informed, poorly researched, biased or subjective stories to find a way into the media. Hence, responsible and sensitive reporting becomes imperative.

Journalism Basics

Frame the issue using the questions -
Who did **What** **Where** and **When**
Then look for additional information –
How did the what occur, or how did the who do the what?
Why did the who do the what?

One of the emerging challenge of media is to be able to spot the bias and power to manipulate. Literacy for many years was associated with one's ability to read and write. The scenario has changed over time when it was primarily a print media from which one got information to a situation where we get our information from a complex interwoven system now heavily dependent on technologies. Hence, the ability to read many types of media has become an essential skill in the 21st Century. Media literacy has been defined as the ability to access, analyze, evaluate, and create media. As an outcome, media literacy helps to better understand the complex messages we receive from television, radio, Internet, newspapers, magazines, books, billboards, video games, music, social media and other forms of media. Media literacy is an effective and engaging way to apply critical thinking skills to a wide range of issues.

Media literacy skills developed through journalism can also help young people develop critical thinking skills by being able to:

- recognize what the message creator wants us to believe or do
- understand how media messages influence, shape and sustain a culture and society
- recognize bias, spin, misinformation/ lies
- decipher the information not being presented
- identify the intended target group of the media
- evaluate media messages based on own experiences, skills, beliefs, and values
- create and distribute own messages across different media

A good journalist needs to have media literacy skills. This strand looks at three key media used as a part of the YRE programme – newspaper article writing, using photographs to tell a story, and using videos for communicating about an issue.

Writing an Article



INTRODUCTION

Written articles have been primary source of sharing information. In recent years they have evolved from being shared through print media to now online on a virtual. The advent of the internet and social media has virtually made everyone using them a journalist. Articles are of different types. The key ones are

News articles: Inform readers about things that are happening in the world or in the local area.

Feature articles: Compared to News article, a featured article explores news stories in more depth. Often the trigger or motivation is because of a story that has been in the news for a while. A feature articles goes beyond telling what has happened, but explores or analyse the reasons.

Editorials, columns and opinion pieces: By invitation these are written by experts whose opinions are valued. Styles might differ from serious to comic depending on the personality of the person.

YRE steps: Investigate, Research Solution, Report, Disseminate

Curriculum Linkage: Science/ Environmental Studies/Social Science/ Global Citizenship

Objectives:

Students will be able to

- present their observations in a structured manner.
- build a sense of confidence about writing abilities.
- polish their observation, analytical and presentation skills.

Time required/ Duration:

- **Classroom session 1:** 45 minutes for introducing students to different writing styles and classroom discussions.
- **Home assignment 1:** Five to six hours over a week for students to identify various problems.
- **Classroom session 2 :** 45 minutes for writing the article.

Resources Required:

- Stationery including notepads and writing material
- Internet
- Laptop/ computer
- Old newspapers
- Resource 1 (Structuring an Article) & 2 (Atlantic Recycling)



15-18
Years



Activity

Classroom session 1

- Share old newspapers with students.
- Ask the students to read in class different types of newspaper articles to introduce students to different types of articles.
- Discuss with students about how different articles were written and how they could go about writing an article; Refer Resource 1-structuring an article.
- Project Resource 2 - Atlantic Recycling 'serious pollution' still not removed, BBC News, 2017; in the class/ or students could be given a handout of the same.
- Facilitate a classroom discussion using Resource 2 on the observations of the students on structuring and article.

Home Assignment 1

- Guide students to identify and observe one issue related to waste management near their homes.
- Some of the issues which students may observe include:
 - waste disposal practices by households,
 - waste segregation (at household level/ collection of mixed waste)
 - littering in their locality (where people litter the most - local shopping center, park, streets, empty plot of land, etc.).
- Encourage them to find the best practices or similar problems on the area of identified issues.
- Ask students to record their observations with the objective of writing a newspaper article on the issue.

Classroom session 2

- Ask students to display their articles, ask them to take notes of the interesting aspects.
- Discuss the articles and encourage a round of peer review/feedback.

Evaluation:

Identify if the main idea of waste generation, behaviours and problem areas are getting reflected and amplified through the article and students are able to reflect on the nuances of a good article.

Check for the following in student articles

- Inclusion of supporting material like photographs and data.
- Presentation of information in order of importance/relevance.
- Continuity in the storyboard of the article, clarity and ease of understanding.

Resource 1

Structuring an article:

Structuring an article is important in order to maintain focus and continuity. Two basic building blocks are used by journalists.

1. The linear storyline wherein the story moves ahead in a linear fashion from the main topic to the body and finally the secondary material.
2. The main topic is not presented directly, rather it is kept purposely hidden. It is presented in the form of an anecdote, incident or something else that hints at the main idea.
3. In order to organize the story, following seven steps should be followed:

Step 1	Identify and focus on the main idea
Step 2	Locate and put in place the material that supports, explains, amplifies the main idea
Step 3	Organise the material in order of importance
Step 4	Decide if you want to choose the direct or indirect approach
Step 5	While writing, make sure that the different elements are linked with transitions
Step 6	Read your completed copy and check for accuracy, brevity, clarity, grammar and word usage style . Make sure you have buttressed, documented, amplified the main idea.
Step 7	If you encounter any problems in step 2 through 6 - rewrite

Link to the YRE Handbook

<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56af2a9ce32140aba6f96dcd/1454320291485/YRE+handbook++part+1.pdf>

Resource 2

Atlantic Recycling 'serious pollution' still not removed (BBC News, 2017)

29 November 2017

A recycling boss who dumped waste at a conservation site has failed to remove it four years after being ordered to do so.

In 2013, David Neal was given a suspended sentence and companies he ran from Wentloog, Cardiff, fined. Since the conviction, Neal admitted not complying with the environmental permit ordering him to remove the waste.

At Cardiff Magistrates' on Tuesday, he was given a suspended 18-week sentence, with fines and costs of £230,000.

He admitted charges of failing to comply with an environmental permit, as well as on behalf of Atlantic Recycling - his waste management company that takes household and general builders' waste from customers.

During the May 2013 case, magistrates heard "substantial and serious pollution" leaked toxic liquid water at the firm's base, Ty-To Maen Farm on the Gwent Levels.

The area falls within a Site of Special Scientific Interest for its fauna and flora and was monitored by the Countryside Council for Wales.

A year-long investigation by Natural Resources Wales (NRW) found toxic liquids leached into a reën - a ditch - after neighbors complained of strong odors.

Neal pleaded guilty to breaches of environmental rules and also pleaded guilty on behalf of his two businesses (Atlantic Recycling and Neal Soil Suppliers) to depositing waste likely to cause pollution to the environment or harm to human health.

The companies and Neal were ordered to pay £200,000 in fines and costs, while he was also handed a suspended three-week prison sentence.

In addition, they were issued with a court order to remove wastes from the site. But since the conviction, NRW said: "the operator has failed to comply with the legal notice or take any significant steps or provide adequate plans to improve operations".

Atlantic Recycling was fined £130,000 on Tuesday and ordered to pay £50,000 costs.

Neal was fined £30,000, ordered to pay £20,000 costs, and given an 18-week prison sentence, suspended for 12 months.

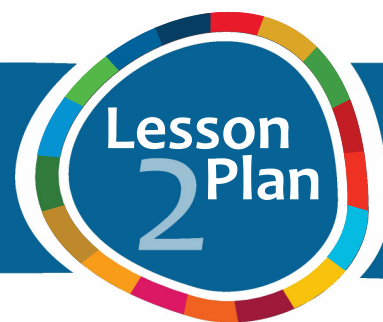
Jon Goldsworthy, of NRW, said: "Despite our best efforts to work with David John Neal and the companies he operates, he continues to show a lack of respect for the rules we enforce and for the health of the environment."

Source: (2017, 12 26). Retrieved from BBC News: <http://www.bbc.com/news/uk-wales-south-east-wales-42157077>
Mencher, M. (2011). News Reporting and Writing. MacGraw Hill.



Large piles of unregulated waste were found on David Neal's former farmland on the Gwent Levels (image related text)

International Trade in Waste



Introduction

The global waste trade as the international trade of waste between countries for further treatment, disposal, or recycling. The fall out of this kind of trade is that toxic or hazardous wastes are often exported from developed countries to developing countries in Africa, Asia, and Latin America.

Objectives:

Students will be able to

- understand the concept of “trade in waste”.
- investigate and analyse trade in waste.
- report trade in waste.

YRE steps: Investigate, Research Solution, Report, Disseminate

Curriculum Linkage: Science/ Environmental Studies/Social Science

Time required/ Duration:

- **Classroom session 1:** 45 minutes for background introduction and classroom activity through a case study approach.
- **Home assignment 1:** 12 hours over a month for investigation, research solution on trade in waste and reporting
- **Classroom session 2:** 45 minutes to summarise student investigations and convert the same into articles/videos.

Resources Required:

- Resource 1 (“China says it won't take any more foreign waste” - A case study)
- Writing material
- Internet



15-18
Years



Activity

Classroom session 1

- Provide a background introduction for the class and trade in waste.
- Divide students into groups of 3-4 members.
- Ask each group to discuss the article provided in Resource 3 (China says it won't take any more foreign waste).
- Gather the different perspectives on likely impact of the decision.

Home Assignment 1

- Get student groups to investigate “trade in waste” - taking the example of their own country, students should be encouraged to gather data and statistics and find out if their country is trading in waste
 - Either exporting waste
 - Importing waste
 - What are the waste types being traded?
 - Which are the countries from where this waste is originating?
 - What are the impacts of these wastes in the countries which are importing them?

Classroom session 2

- Ask the students to present/share the information gathered by them.
- Facilitate a discussion to help students gather different perspectives and gather their thoughts.
- Ask the students to pen down their investigations and findings in the form of an article.
- Encourage students to present the report article on the YRE bulletin board or share on other platforms including social media.

Evaluation:

Review the reportage and ascertain if students have been able to analyse

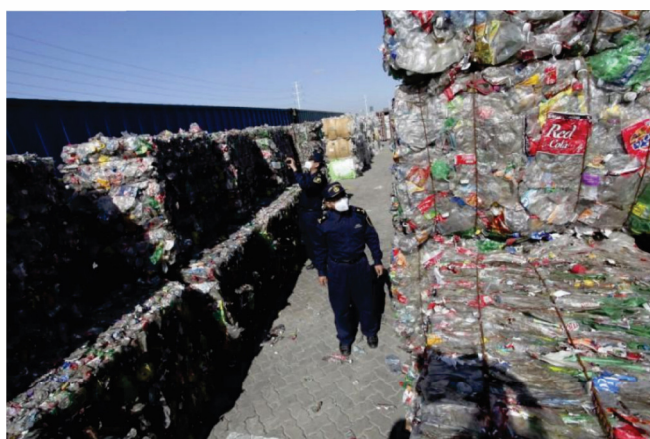
- Types of waste which get traded.
- And the impacts of these wastes on the environment as well as the people dealing with them.

Resource 3

China says it won't take any more foreign garbage - A Case Study

Tom Miles, Reuter Journalist

GENEVA (Reuters) - China notified the World Trade Organization (WTO) on Tuesday that it would stop accepting shipments of rubbish such as waste plastic and paper as part of a campaign against “foreign garbage”.



FILE PHOTO - Customs officers check on imported solid waste at an examination centre in Qingdao, Shandong province, October 15, 2013. REUTERS/China Daily

The import ban, which will enter into force by the end of 2017, will also cover slag from steelmaking, and many kinds of waste wool, ash, cotton and yarn.

“We found that large amounts of dirty wastes or even hazardous wastes are mixed in the solid waste that can be used as raw materials. This polluted China's environment seriously,” China's WTO filing said.

“To protect China's environmental interests and people's health, we urgently adjust the imported solid wastes list, and forbid the import of solid wastes that are highly polluted.”

China is a major importer of waste. Last year it imported 7.3 million tonnes of waste plastics, valued at \$3.7 billion, accounting for 56 percent of world imports. Apart from Hong Kong, the biggest sources of that plastic waste were Japan and the United States, which accounted for roughly 10 percent of the volume each, according to data from the International Trade Centre, a United Nations-WTO joint venture.

The same two countries are also the main sources of scrap paper going to China each year, accounting for half of the almost \$1 billion business between them.

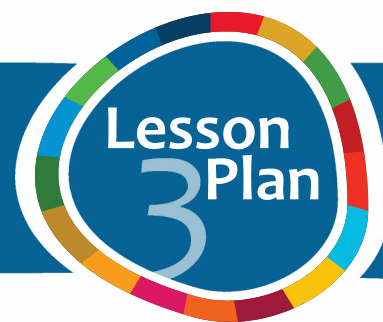
China's speedy industrial development has seen it struggling to regulate waste disposal, leading to toxic waterways and cities blanketed in smog.

China plans to conduct a nationwide survey of pollution sources, and has urged local authorities to speed things up by launching local investigations by the end of July, the Ministry of Environmental Protection said on Monday.

Reporting by Tom Miles; Editing by Gareth Jones

Source: <https://www.reuters.com/article/us-china-environment/china-says-it-wont-take-any-more-foreign-garbage-idUSKBN1A31JI>

Managing Waste ... through a Handprint - Actions towards sustainability approach



Introduction

The Footprint and the Handprint are two complementary concepts that help people like you and me to find their own best way to lead a more sustainable lifestyle that would contribute towards a sustainable society and planet. The Ecological Footprint is a measure of human pressure on earth's resources. Every human being has an ecological footprint. It is the lifestyle that determines how small or big an individual's footprint is.

Handprint is a measure of what we can do individually, and together, to restore the balance between consumption and the planet's carrying capacity.

Positive stories have powerful impact in haring ideas that can motivate others to take actions and it is important in context of environment when we want people to have hope and work towards a solution.

YRE steps: Investigate, Research Solution, Report, Disseminate

Curriculum Linkage: Science/ Environmental Studies/Social Science/ Global Citizenship



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Years

Objectives:

Students will be able to

- investigate different print media for coverage pertaining to waste.
- analyse news coverage.
- investigate positive news.
- plan and implement handprint actions.

Time required/ Duration:

- **Classroom session 1-** 60 minutes for introduction and background, and group work.
- **Home Assignment:** 15 days for media analysis.
- **Classroom session 2:** For planning and sustaining year-long handprint actions.

Resources Required:

- "City's zero-waste woman" - newspaper coverage
<https://mumbaimirror.indiatimes.com/mumbai/other/citys-zero-waste-woman/articleshow/61212063.cms>
- Writing material
- Internet and other print media
- Resource 5 (Hand Print)



Activity

Classroom session **1**

- Discuss with students the need to look at both types of coverage - those which reflect the negative impacts of waste and those which reflect positive actions to deal with the waste problem.
- Ask the students the advantage of positive stories.
- Explain to students that this positive action to solve environmental problems is called the “handprint” action.
- Assign student groups (3-4 members in each group) and get them to investigate handprint actions relevant to waste. Resource 4 “City's zero-waste woman” has been provided as an exemplar.
- Subsequent to going through Resource 4, ask each group to make a presentation of their views.

Home Assignment **1**

- Provide student groups 15 days time to go through the different types of news items covered in different print media. Student may look at the online editions of Newspapers, TV channels, Social media pages that are dedicated to positive stories - For example the Better India.
- Guide students to collect relevant articles and bring the same back to class.

Classroom session **2**

- Get student groups to consolidate the different news items/stories that they have collected. Ask one student from each group to make a presentations of the different handprint actions that their group researched.
- Select representative news items that could be put on display on the Eco-Schools bulletin board as part of inform and involve.
- Ask the students to plan and implement a handprint action related to waste management that they can implement in their class/ school.
- Get students to frame an Eco-code which addresses waste management through a handprint action approach.
- The Eco-code developed by the students should be displayed on the Eco-Schools bulletin board/ other appropriate locations.

Continuous engagement:

- Teachers should ensure that students sustain their handprint actions year long.

Evaluation:

Get students to evaluate the success of their waste handprint action. Some questions you can ask how can we prioritise our Hand Print actions, the challenges we might face and what could be our strategy to overcome those challenges.

Resource 4



THE INSPIRATION
Meera decided about the 8th solid waste at zero waste create an idea. I realised I didn't need who run pit said. After the unrecycled shopped for house had. "Our kitchen at all, and I think a bit Meera said making it utensils contribute. The idea and in can sold to 13 medicine



MEERA'S WASTE MANTRAS

- Use own utensils to pack leftover food, or even collect takeaways.
- Donate clothes you don't need.
- Reusable menstrual cups are a better alternative to sanitary pads.
- There's no shame in collecting your own hair after a visit to the parlour. Put this hair in composting bin.
- Do not shop for things you don't need. Do not hesitate in using things friends and relatives have stopped using if you need those.
- Compost wet waste.
- Give away glass bottles and plastic items to raddiwallah, or to NGOs working for reusable energy.

Top: Meera Shah at her Mulund house. She composts waste and uses it for her plants; above (left): Meera says reusable menstrual cups are a better option compared to sanitary pads

<https://mumbaimirror.indiatimes.com/mumbai/other/citys-zero-waste-woman/articleshow/61212063.cms>

Resource 5

Handprint

- The Handprint was launched by Centre for Environment Education (CEE) in 2007 at UNESCO's 4th International Conference on Environmental Education at Ahmedabad, India.
- The concept emerged from one of the CEE's Programmes - Environmental Education in Schools of Andhra Pradesh (EESAP 2000 to 2008). The programme, implemented in 1500 schools, engaged students in small action projects in and around schools, and involving communities.
- Decade of Education for Sustainable Development (DESD), 2005-2014 also recognized Handprint as a measure of ESD action; action that is directed to decrease the human footprint and make the world more sustainable. Handprint represents the belief that we can make a difference through individual and collective actions to solve the environmental problems.

Read more about the Handprint <http://www.handprint.in/>



Photographs tell a Story



Introduction

Photographs capture a moment in time in the form of an image. We take pictures to record important events in our life, make memories and just for fun. With the mobile phones having powerful cameras, it has become easier to take photographs. Digital technology also allows us to take as many photographs we like and delete what we do not want.

As important they are for our memories, photographs can tell a good story of a social issue, happening or capture a moment for historical purposes. But for that to happen, the photographer needs to have an 'eye' for the possible story and capture it in the best way possible. The photographer needs to keep in mind some of the technical aspects of capturing a good picture. For eg. the light, focus on the subject, distance, framing etc.

Students can work on their photography skills to take photographs that can tell a story.

The activity is intended to provide the students with a hands-on experience in photo-journalism using 'littering behavior' as a subject.

To see more examples, visit

<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56c5ea6cd210b8884d3fod53/1455811182226/YRE+handbook+-+part+3.pdf>

YRE steps: Investigate, Research Solution, Report, Disseminate
Curriculum Linkage: Science/ Environmental Studies/Social Science



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What makes a good photograph – Fundamental pointers:

1. Does your photograph tell a story? Is it raising an issue, or suggesting a solution? Would a photograph be the best way to tell the story? Is it talking about a local issue but able to connect to a global context?
2. Plan your photo to show a story visually and not tell.
3. Lighting – plan to take photos when you have the best light available. It is generally good to take photographs with the sun behind you. You may play with other types of lighting, until you find the kind of effect you like. Best pictures can be taken just after sunrise or before sunset when the daylight is softer compared to when the Sun is at its highest in the sky during 11 am to 4 pm.
4. Depth of field – Frame the photograph to adjust at least two objects at different distances. The human eye will automatically process the distance and generate an optical perception of depth. You could also just move close to the closest object. Don't use the Zoom, just use your feet.
5. Perspective – Often a change of perspective can get you a good photo. You may get close to the object and do whatever it takes to get the way you want the photograph to be. You could also take shots from a variety of perspectives such as wide shots, close ups, full frontal shots etc. and then choose which one tells the story better. You can then re-shoot using this perspective.
6. Compose your photo - Check out the Composition rules in the YRE Handbook (Page 14).
7. Enjoy yourself – follow your instinct.
8. Don't forget to Use a Caption - Write a catchy caption, make it impressive, snappy but not descriptive. It should not describe a photo but be able to convey the story.
9. Remember Journalistic Ethics and Editing – It is important to never alter or manufacture the contents or context of a photograph. Ensure that the photo is an ethical, accurate portrayal of reality. Under no circumstances should it ever alter reality.

Objectives:

Students will be able to

- identify a photo-opportunity and demonstrate critical observation.
- take a photograph capturing a possible story.
- critically analyse, present the story through the photograph.

Time required/ Duration:

- **Classroom session 1:** 45 minutes for introducing students to different ways in which photographs are taken, stories they tell through classroom discussion. Use the YRE Handbook “Photography Case Study page 28-29”.
- **Home assignment:** Seven days for students to identify an issue in the context of Littering Behavior and take a picture.
- **Classroom session 2:** 90 minutes (Two classroom sessions of 45 minutes each) for group work and classroom discussion on the key aspects of what makes a good photograph.

Resources Required:

- Student stationery including notepads and writing material
- Internet
- Students' Laptops/computers to be arranged for group activity
- Camera/phone camera
- Projector
- Handbook “Photography Case Study 1 and 2” to conduct this exercise.
(<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56c5e96b8a65e29feea7e3a/1455810961414/YRE+handbook++part+2-1.pdf>)

Activity

Classroom session

1

- Show the students slides of different kinds of photographs and introduce through a discussion the different facets of a good photo that tells a story and one that does not. For example, a photograph of just a dump of waste would not tell a story but it might if there is an element of the consequence that it leads us to imagine.
- Show the students the winning photograph from the YRE campaign. Discuss what struck them in the photo which makes it a good photo? Ask the students to identify and list the various facets of a good photo that tells a story. Discuss their observations. Use the YRE Handbook “Photography Case Study 1 and 2” to conduct this exercise.
- Ask them to write a story caption that they think it is suggesting.

Home Assignment

1

- Guide the students to identify and observe one issue related to waste management near their homes.
- Some of the issues which students may observe could include:
 - Waste disposal practices in their households - segregation systems/collection systems.
 - Littering in their locality (where people litter the most – local shopping center, park, streets, empty plot of land etc.)
- Ask students to take photographs of specific moments which could tell a story about “Littering behavior” of people. Obviously they would need to follow ethical practice and not take pictures of little children or if people object to being photographed.
- They may compose a photo creatively to tell a story.
- They would need to caption the photograph.

Classroom session

2

- 90 minutes (Two classroom sessions of 45 minutes each). Divide the students into groups of 5-8. Ask each group to share their photographs with other members of the group and tell a story to the other members of the group. The other member of the group will then try to connect the photographs and their respective stories with Sustainable Development Goals. If the students are familiar to SDG's they can be asked to take photographs related to litter and different SDG's.
- Reiterate to the students, the Journalism Basics “Who, What, Where, When, How, Why” and the Photography tips as a framework to analyse the photographs.
- Have a discussion in the class during the last 30 minutes touching on the key points using the students' observations and analyses of the photographs taken. Also discuss the challenges faced and discuss ways to overcome these.
- Discuss what ethical practices and privacy issues need to be kept in mind while taking pictures.

Evaluation:

Identify if the main theme is getting reflected and amplified through the photographs along with clarity of picture, sharpness, focus on the subject, clean and not cluttered with too many things and creative use of photographing to tell a story.

Using Video to communicate about an issue



Introduction

One of the most powerful mediums of communication, videos are used often by a variety of professions. The videos can range from project documentations to advertisements, interviews, documentaries and short films. Phones and cameras can capture small video clips of an issue and these can easily be made into a film. Like in the case of taking photographs, a video would require preparation. A storyline with a clarity on the message that the video would convey is critical to developing a good video. It is also important to define the approach, the length and format of the video. The message mostly defines the treatment of the video to be developed. It would also be important to decide the sound, voice over and other aspects once the story is decided.



Objectives:

Students will be able to

- identify an issue that can be presented through a video.
- develop story line, plan the approach and format of the video.
- facilitate the editing/ do it themselves (in case they have the skill).
- present their story through the video.

YRE steps: Investigate, Research Solution, Report, Disseminate
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Time required/ Duration:

- **Classroom session 1:** 45 minutes for introduction of the topic and classroom activity through sharing different types of videos and classroom discussion. Use YRE Handbook Video case study 1 and 2, to share as case examples (<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56c5ea42d210b8884d3f0c3d/1455811156660/YRE+handbook++part+2-2.pdf>).
- **Home assignment:** Ten to fifteen hours over a month to identify an issue, develop a story line, script, shoot a video.
- **Classroom session 2:** 45 minutes mid way resolving queries of the students.
- **Classroom session 3:** 45 minutes - Presentation of the videos by students, review and discussion on the stories. Putting up the videos online on Youtube.

Resources Required:

- Video samples for presentation
- Projector
- Cameras/ phone cameras
- Internet
- Writing material
- Resource 6 (What makes a good video?)



Activity

Classroom session 1

- Show a set of videos in the class. Use YRE Handbook Video Case Study 1 and 2 (<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56c5ea42d210b8884d3f0c3d/1455811156660/YRE+handbook+++part+2-2.pdf>).
- Get students to discuss these videos from the perspective of the key fundamentals of video production discussed earlier. They have to visualize themselves as video journalists and comment on the videos.
- Ask the students to divide themselves into teams for the exercise on making their own videos.
- Ask the students to identify a topic on which they propose to do videos. Some of the issues which students may choose include
 - Waste disposal practices'
 - Waste segregation and collection
 - Littering behavior (in public places such as parks, streets etc.)
 - Collection of waste, cleaning etc.
- The students could work in teams or individually.

Home Assignment 1

- Guide the students to identify and observe one issue related to waste management near their homes.
- Tell them that they must look for interesting story possibilities.
- They could also interview people for the video.
- Once their storyline and approach and treatment plan are ready, ask them to meet you.

Classroom session 2

- Get the students to share their storylines, approach and treatment plans with you. It may not be a classroom presentation but they could share them individually with you. Give feedback and help solve queries if any.

Classroom session 3

- Have the students make presentations of their films and discuss them in the class, get peer feedback.
- Ask the students to vote for the best videos.
- Discuss the aspects that have led a video to be the best video.

Evaluation:

- Identify if the main theme is getting reflected and amplified through the video.
- Check for the following in the student videos
 - Visual appeal
 - Factual correctness
 - Flow of the story/ information
 - Clarity and ease of understanding

Resource 6

What makes a good video – Fundamental pointers:

1. Think about your story – You could ask yourself the following –
 - a. What's the problem?
 - b. What's the solution?
 - c. Visualizing the shots you will need: You will need footage for every single second of the story you want to tell.
 - d. Who you can talk to? – Most good stories are about interesting and engaging people
 - e. Remember the basic rules of journalism!
2. Write a script – this is the basis for planning the film and helps to organize your thoughts and decide how to tell your story.
3. Plan your production: Create a storyboard and list shots and the plan for taking these shots including the equipment you would require etc. In the plan, include production times, storyboard or visual concept, interviewee list, references, resources, shot list.

See Storyboarding Tips in the YRE Handbook

(<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56c5ea42d210b8884d3f0c3d/1455811156660/YRE+handbook+-+part+2-2.pdf>)

4. Have your team in place: You may need a team to handle the camera, lights, sound, for doing a good interview or to watch out for traffic, if you are shooting outdoors. Enlist your friends to help and assign them clear, well-defined roles.
5. Decide your equipment:
 - a. Carefully choose your equipment based on the number of people in your team, what is possible to carry with ease, where will you be filming (indoors or outdoors), what is the space available and time on hand to set up your equipment to shoot. You can use a SLR, DSLR or even your smartphone cameras or try the GoPro camera.
 - b. Plan the lighting conditions and see that there is continuity.
 - c. Check the camera's internal microphone, else use a lapel mic for the interviews to cut other sound. If not available, use the Voice Memo function on your smartphone.
 - d. Use a tripod to ensure that your videos are not shaky.
6. Good to begin with your interviews:
 - a. It will be helpful to talk to the interviewees before you actually get down to doing it on film. Discuss with them your questions and keep it relaxed. Ask questions to get them to articulate their feelings as facts can be researched. The human interest angle in a story will make it easier for viewers to relate to.
 - b. The interviewees should never look straight into the camera. Stand just beside the lens, and ask your guest to look at you.
 - c. Use different angles for some variety.
 - d. Do it in a quiet place.
 - e. Try to capture your guest doing something – say walking, looking out of the window.
7. Get your pictures: Take the shots you need to tell your story. You need to ensure that you get at least 5-10 seconds per shot.

8. Write your final script: Assess what you have shot and revisit the script. Finalise it to include the narration and interviews in a continuous flow. Keep it short, to the point, use short sentences and action verbs.
9. Editing: Use the script to pull all the visuals together.
10. Music: In case you feel that a music piece would enhance the story or set a mood to the video, you could choose an appropriate one and add it. Don't overdo it. Check out free music on the internet and sound FX (Foley) on YouTube Audio Library. When adjusting sound levels, bring music levels down when people are speaking. Be cautious of legal matters as available on <http://www.yre.global>.

The activity is suggested to enable students to create videos as citizen journalists.

References

Young Reporters for the Environment, Handbook for Students and Educators. Available on <http://www.yre.global/handbook/>

<http://www.bbc.co.uk/academy/journalism>

Introduction to Media Literacy, Montana office of public instruction.

<https://www.youthconnectionscoalition.org/content/wp-content/uploads/2014/07/Intro-to-Media-Literacy.pdf>

<http://www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/commissionsrev2.shtml>

<http://www.yre.global>

Link to download the winning photographs

<http://www.yre.global/our-winners-photo/>

Link to access the Judging Criteria

<http://www.yre.global/judging-criteria/>

Link to download the winning videos of YRE

<http://www.yre.global/videos/>

Legal Matter has a lot of significance in the field of media today. It is your responsibility to be aware about the rules and regulations related to media creation when you work on your piece. Any submissions that FEE finds legal doubt about will be ineligible to win the international competition. If you have any doubts on this matter, please contact the national operator in your country or the YRE International Head Office.

Use of music for video entries: It is illegal to copy or otherwise infringe upon the rights of copyright-protected music, without the express written permission of the copyright/rights holder. Obtaining music licences to permit the use of copyright-protected material, even for a not-for-profit video, can be problematic. As such, it is strongly recommended that you do not use copyright-protected music in your video.

Please note that many platforms currently scan uploaded videos for coincidences with copyright-protected work. Work found to be using copyright-protected material is usually detected by copyright bots, and suspended from the platform. In some countries, infringement of copyright law is enforced, and punishable by hefty fines and a criminal record. Please be aware of your national copyright laws.

As an alternative, you can resort to the YouTube Audio Library, which offers royalty-free tracks made available for any not-for-profit creative purpose, and do not require written permission from the copyrights holder.

Music may also be published under an open content licensing scheme, such as the Creative Commons licence. There are still terms, conditions and restrictions applicable for music taken from the above sources, so please ensure these are fully observed and there is no copyright infringement in your video entry.