

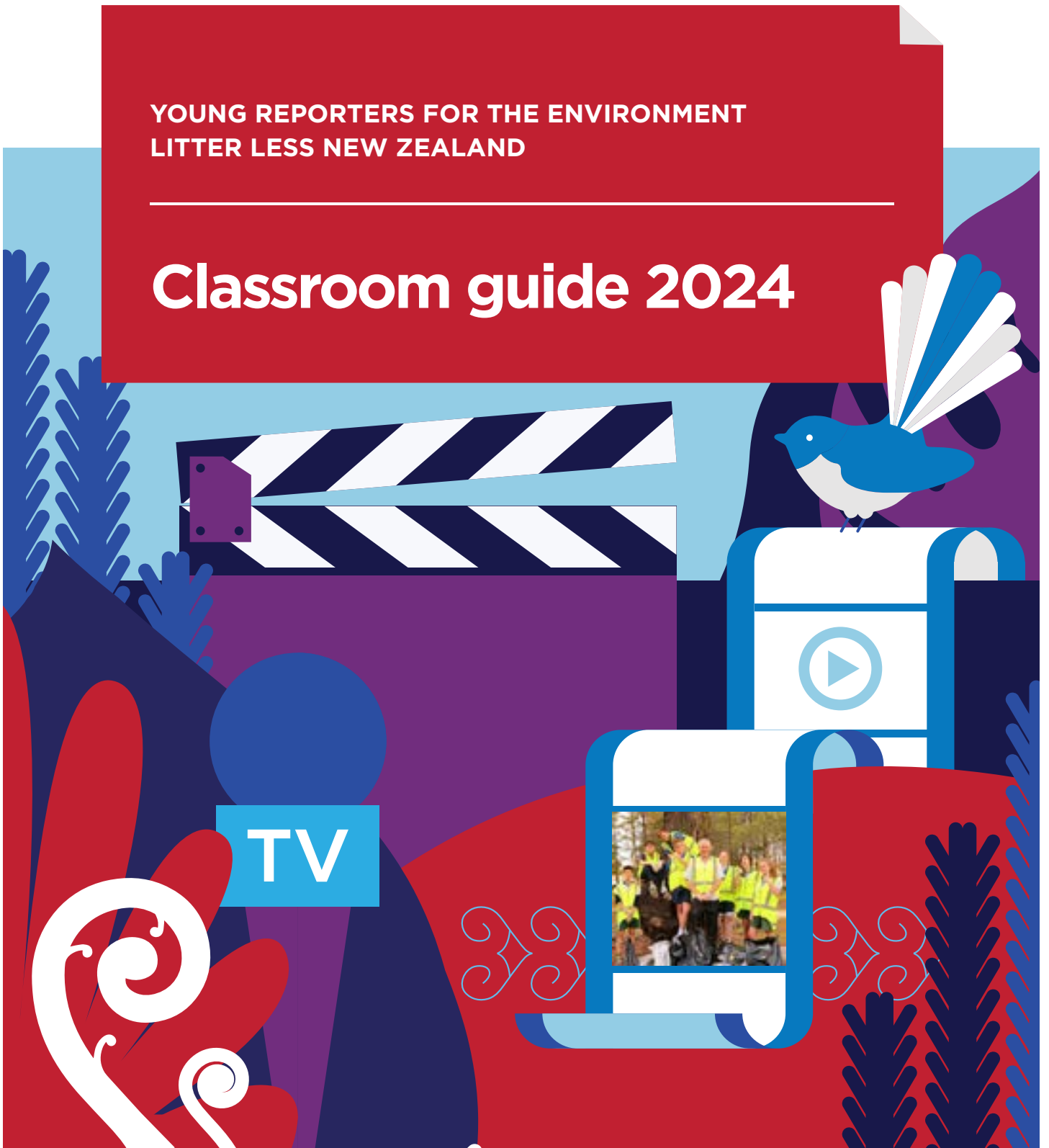
KEEP
NEW ZEALAND
BEAUTIFUL



MARS WRIGLEY
Foundation

YOUNG REPORTERS FOR THE ENVIRONMENT
LITTER LESS NEW ZEALAND

Classroom guide 2024





This guide provides tools and resources to help teachers incorporate the YRE Litter Less New Zealand Programme into their classrooms.

BACKGROUND

What is YRE New Zealand?

Young Reporters for the Environment (YRE) – Litter Less New Zealand is a national environmental education programme that gives young people the opportunity to be part of the solution by producing creative and engaging environmental journalism. Participants investigate and report on environmental issues, and propose solutions by using video, photography or writing.

Who can participate?

Anyone can participate as long as they are aged 11–25 years. Students can enter as an individual or as part of a school, university or youth group. There are three competition age categories: 11–14, 15–18 and 19–25.

Goals of the Litter Less Campaign

The aim of the Litter Less Campaign is to educate students around the world about the importance of reducing litter and affecting long-term behaviour change over time. The main objectives are:

- ▶ To reduce the litter and waste footprint of communities through changes in students' attitudes
- ▶ To influence action by organising Litter Less Environmental Campaigns and Community Action Days in the contexts of global development and implementation of the 17 UN Sustainable Development Goals
- ▶ To increase student knowledge and practical skills in preventing and managing litter and waste
- ▶ To improve students' behaviour in preventing and managing litter and waste
- ▶ To raise awareness on issues related to local litter and waste, offering solutions through articles, photographs and videos
- ▶ To create responsible sustainability youth leaders through the YRE programme methodology and educational principles



KEEP NEW ZEALAND BEAUTIFUL

We're a not-for-profit charitable organisation that's been leading the way in educating Kiwis on how to Keep New Zealand Beautiful since 1967. Our 'Be a Tidy Kiwi' and 'Do the Right Thing' campaigns are now an intrinsic part of New Zealand's DNA.

Our original mandate in the 1960s was litter abatement, however since then New Zealand's population has grown and so has the scale, scope and implications of our waste problem.

Today, the most critical challenges that waste poses to New Zealand and our people is climate change, biodiversity loss and pollution. Keep New Zealand Beautiful has a critical role in addressing these threats and so we've pivoted our focus and our programming towards ensuring a greener, more climate conscious future for Aotearoa.

Together with our branches, members, partners and volunteers, we're committed to inspiring, educating and empowering the community of Aotearoa to restore, preserve and improve our climate future through active participation. Through the ongoing delivery of our transformational educational programmes, community led initiatives, behaviour change campaigns and research, we will continue to fulfil on our legacy as New Zealand's most iconic and recognisable environmental organisation, dedicated to the creation of a

more sustainable, ecologically diverse and pollution free future for all New Zealanders.

To learn more about our work visit www.knzb.org.nz



FOUNDATION FOR ENVIRONMENTAL EDUCATION

Young Reporters for the Environment operates in 45 countries around the world. It is coordinated internationally by the Foundation for Environmental Education (FEE) and provided in New Zealand by Keep New Zealand Beautiful.

To learn more about FEE visit www.fee.global



MARS WRIGLEY

YRE Litter Less New Zealand is proudly brought to you by the Mars Wrigley Foundation.

THE PROBLEM OF LITTER

Definitions for litter

One can identify litter in many ways. In this campaign litter is defined as follows:

'Litter is waste in the wrong place'

That is, rather than being placed in a bin or other waste container, waste is left on the footpath, park or school field. Litter is untidy and unsightly and can affect people's view on the quality and safety of an area. Litter can consist of anything from a tiny sweet wrapper, or an empty sandwich box, to a discarded mattress in a public park.

The majority of litter comes from people dropping it intentionally or unintentionally, although some litter comes from other sources, for example wind-blown or natural litter. Litter includes synthetic materials, such as those associated with smoking, eating and drinking; and materials that will eventually decay, such as food waste and dog fouling.

Sources of litter

Litter comes from different sources, and different people. For instance, it may be intentional litter from motorists discarding litter out of windows, pedestrians dropping litter on the street or footpaths, or people on picnics and other public space events.

Unintentional litter may come from uncovered loads of rubbish that can easily be blown out of trucks, cars and trailers, household rubbish and rubbish from the wind and animals disturbing unsecured items. Other causes are commercial rubbish that can become litter if not secured by good covering, and uncontrolled building waste.

Impact of litter

Litter can be harmful to people, animals and the natural environment, as it can threaten their existence and evolution. The major impacts involve the threatening of public health, the risk of fire hazards, threatening, or even killing wildlife, and serious harm of waterways. Furthermore, litter directly and indirectly affects the tourist industry and quality of life; as a result of this irresponsible pollution, protecting the environment from litter requires more spending, which could have been used in environmental preservation or development instead.

Check out the following figures on the duration it takes for litter to disappear naturally:

- ▶ Paper 6 months
- ▶ Cigarette butts 2-5 years
- ▶ Banana peel 3 months
- ▶ Plastic bags 10-30 years
- ▶ Gum 20-25 years
- ▶ Aluminium can 200-400 years

YRE IMPLEMENTATION

In 2024 students will be asked to investigate a topic around the themes of litter, waste and/or environmental pollution.

YRE FOUR STEP METHODOLOGY

1. **Investigate** a local litter, waste or environmental pollution issue
2. **Propose** and suggest achievable, practical **solutions** to your issue
3. **Report** your story through writing, film or photography
4. **Inform** others by disseminating your entry through at least three different media



Refer to Appendix 2 for further information about YRE Methodology

PLAN AND IMPLEMENT AN ENVIRONMENTAL CAMPAIGN

Schools/groups will be expected to support young people to plan and implement a Litter Less environmental campaign. KNZB will provide schools/groups with a full media kit to guide you through the process.

The aim is for schools to share at least one article/photo/video per month (on a school/national or international level) presenting activities relating to SDGs, waste and/or litter.. These can be based on individual, school or local community activities. Examples could include sharing content with the local community and/or Keep New Zealand Beautiful, publishing work in school newsletters, school exhibitions, student blogs, social media etc.

COMMUNITY ACTION DAYS

Schools/groups will be encouraged to organise a Community Action Day where young reporters will activate others to take action on a litter problem. This action will be an activity involving the whole school and/or wider community and could be part of a school open day or a practical activity to raise awareness about litter, waste or environmental pollution. The Action Day can be incorporated into KNZB's annual Clean Up Week which is held in September. KNZB can provide all resources (bags, gloves, certificates, event guide etc) free of charge for each Clean Up Event.

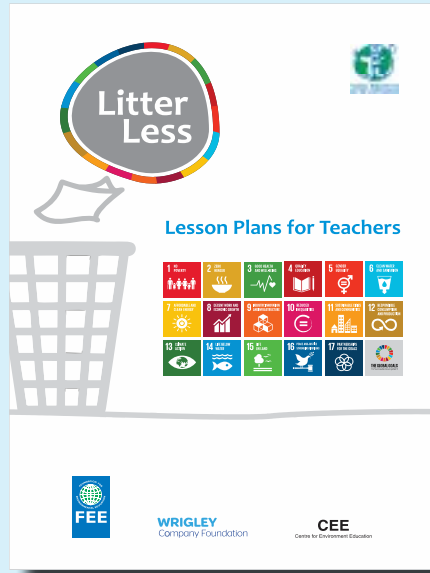
UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS (SDGS)

All YRE entries must be linked to one of the 17 United Nation's Sustainable Development Goals.

For example, a story about a school replacing cling film with beeswax wraps in packed lunches could be linked to Goals 11 or 12.



Full information on each SDG is provided on the United Nations website <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



YRE LESSON PLANS

These lesson plans will support students on their YRE journey and include activities and assignments based on the YRE methodology.

The following topics are covered:

- ▶ Waste Management
- ▶ Litter
- ▶ Packaging
- ▶ Sustainable Consumption
- ▶ Marine Waste
- ▶ Learning to be an Environmental Journalist

WORKSHEETS

1) I've had Enough! Low-waste nutrition and packaging

The students will organise a 'litter less lunch' together. This will teach the students about what kind of packaging types and amounts are used and discarded during their daily meals. As a next step, they can develop ideas on how to limit or avoid the amount of such packaging. The worksheet serves as a personal approach to the topic. On the worksheet the students will develop their preliminary answers and ideas, which they will then put into concrete terms with the help of the tasks in the following worksheets.



2) Litter Hot Spots on your way to school! Littering and rubbish bins around the school

The worksheet will encourage your students to research the types of rubbish, litter amounts, and rubbish bins along the path they take to school each morning. The worksheet's task will help the students by clarifying the connection between their actions and the consequences of such actions. Your school is used as an exemplary part of the environment that the students can attempt to improve by proactively altering their own behaviour.



3) Pure nature? How nature processes plastic

By conducting a compost experiment, your students will examine how different rubbish objects are decomposed by nature. The students will become acquainted with the risk potentials that different plastic materials have for the environment. The final work assignment asks the students to find alternatives to the use of plastic in their everyday lives.



4) ..and Action! Rubbish and littering behaviours in the group

This worksheet instructs your students to write a screenplay for a film or a photo-story regarding their littering behaviours and rubbish practices. By dealing with this topic using these types of media, your students can learn how to identify and describe a conflict related to littering from their everyday lives and how to develop workable solutions to such problems. The form of role-play allows students to take on and articulate different positions in the conflict.

5) Advertise & inform Creativity and communication in dealing with rubbish and littering

This worksheet asks students to research various anti-littering campaigns either online or in local media. The worksheet prompts the students to analyse and appraise the materials they collect. With these campaigns as a motivation and starting place, the students will now develop their own anti-littering slogans and campaigns. Furthermore, they will be sensitised to the psychological mechanisms of advertising and marketing.



6) Make your own compost maker

This experiment can be conducted as an extension of Worksheet #3, Pure Nature. Students learn how to make their own compost maker to highlight the differing decomposition rates of organic and inorganic material.

[DOWNLOAD RESOURCES](#)

[DOWNLOAD RESOURCES](#)

STUDENT ENVIRONMENTAL JOURNALISM GUIDES



Writing

Guide to writing like an Environmental Journalist

This guide will help students to learn the six steps for writing an article that is engaging and interesting. The guide is full of tips and examples for producing an excellent piece that will educate people about a significant environmental issue in the community.

Photographing

Guide to photographing like an Environmental Journalist

Students learn tips for photographing in natural spaces. 'A picture is worth a thousand words' and this guide has plenty of examples of great photos which will get students thinking about how they can transfer some of the qualities of an effective photo to their own shots.



Filming

Guide to filming like an Environmental Journalist

This guide is full of tips for shooting great films. From writing an initial script to editing the final production, this guide will step students through the process of producing an engaging short film.



[DOWNLOAD RESOURCES](#)

KEY TASKS & TIMELINES

Below is an example of a possible timeline for the project, based on typical term schedules for New Zealand schools.

FEBRUARY

- ▶ Teachers receive support either in-person, on the phone or online to introduce them to Keep New Zealand Beautiful and help them incorporate the YRE programme into their curriculum. Teachers/students download the YRE resources from the KNZB website.
- ▶ Schools receive KNZB Environmental Campaign kit to assist with planning a school environmental campaign.

MARCH

- ▶ Registered schools receive an invitation to a series of online YRE information sessions in preparation for starting work on their assignments (Date TBC).
- ▶ Students start work on their assignments (see Appendix 1 for student resources and useful links).

MAY

- ▶ Teacher has a mid-point check-in call with Keep New Zealand Beautiful to discuss how programme is coming along/any challenges. KNZB will visit a sample of schools over the programme to inspire, assess progress and take pictures for reporting purposes.

AUGUST

- ▶ Students submit their projects to the national competition online at www.knzb.org.nz (see rules for more information).

SEPTEMBER

- ▶ YRE national winners announced.
- ▶ KNZB provides survey for teachers to administer to students for measuring behaviour and knowledge in the YRE Litter Less classes.
- ▶ Schools hold a Community Action Day (in conjunction with KNZB Clean Up Week).

NOVEMBER

- ▶ KNZB holds National Winners Workshop for winners in each category. The workshop will also include an Awards Presentation.

ACCEPTANCE CRITERIA FOR YRE NATIONAL COMPETITION

Submissions for the YRE National Competition can be entered online at www.knzb.org.nz

In order for your students to submit their article, photo or video to the YRE National Competition, there are a few criteria they should adhere to:

1

The piece must investigate a local issue relating to litter, waste and/or environmental pollution, propose possible solutions through an expert or different local stakeholders, and report the findings through writing, photos or video.

4

There must be a short explanation of the link between the topic and a chosen United Nations Sustainable Development Goal.

2

The submission must be the correct length, size and format, etc. See specific guidelines for Articles, Photographs and Video in Appendix 3: Competition Rules.

5

Any non-original pictures and music which have been used in the Article and Video must have accreditation and permission for usage.

3

The piece must have been disseminated to local audiences through at least three different outlets. It is mandatory to supply evidence of dissemination by providing links or pictures.

6

Students may work individually or in a group of up to three people and may submit a piece in each of the three categories.

PLEASE REFER TO APPENDIX 3 FOR FULL COMPETITION RULES AND JUDGING CRITERIA

PRIZES

Students who place first in their medium will receive prizes from our sponsors and the opportunity to attend a YRE Litter Less workshop and prize giving ceremony. Winners will also automatically be considered for the YRE International competition.



APPENDIX 1 – RESOURCES

KNZB DOWNLOADABLE RESOURCES:

Visit <https://www.knzb.org.nz/yre-resources/> to download the following lesson plans and resources:

YRE LESSON PLANS:

- ▶ Earth Cycle of Resources
- ▶ Waste Management
- ▶ Litter
- ▶ Packaging
- ▶ Sustainable Consumption
- ▶ Marine Waste
- ▶ Hazardous Waste
- ▶ E-Waste
- ▶ Learning to be an Environmental Journalist

YRE WORKSHEETS:

- ▶ Worksheet #1 – Nutrition, zero waste & packaging
- ▶ Worksheet #2 – Littering & Rubbish Around School
- ▶ Worksheet #3 – How Nature Processes Plastics
- ▶ Worksheet #4 – Rubbish & Littering Behaviours
- ▶ Worksheet #5 – Creativity & Communication
- ▶ Worksheet #6 – Experiment (PET Compost Maker)

STUDENT HANDBOOKS

- ▶ Guide to Writing like an Environmental Journalist
- ▶ Guide to Photographing like an Environmental Journalist
- ▶ Guide to Filming like an Environmental Journalist

STUDENT VIDEO TUTORIALS

- ▶ Writing 101
- ▶ Photography 101
- ▶ Video 101

SUSTAINABLE DEVELOPMENT GOALS

- ▶ YRE & The Sustainable Development Goals
- ▶ Sustainable Development Goals A4 Poster
- ▶ Sustainable Development Goals Comic

OTHER USEFUL LINKS

ENVIRONMENT

- ▶ [Royal Society – Plastics in the Environment – Resource with infographics](#)
 - ▶ [PM Chief Science Advisor – Rethinking Plastics in Aotearoa](#)
 - ▶ [NZ seas worst in world for seabirds eating plastic](#)
 - ▶ [Love Food Hate Waste – What we Waste](#)
 - ▶ [Stuff – Handle with Care – Fighting the Tide of Fast Fashion](#)
 - ▶ [Newshub – Seabirds now eating Plastic](#)
 - ▶ [United Nations Sustainable Development Goals](#)
 - ▶ [Sciencelearn – Recycling and biodegradability](#)
 - ▶ [SDG Lesson Plans for New Zealand Teachers](#)
 - ▶ [Sciencelearn – Waste Management](#)
 - ▶ [Young Ocean Explorers – Stop Plastic](#)
 - ▶ [Young Ocean Explorers – Crazy Plastic Journey](#)
 - ▶ [Orchestra of Recycled Instruments](#)
 - ▶ [\(Enviro\)Mental documentary](#)
-

JOURNALISM

- ▶ [NZ YRE Judging Tips for a Winning Entry](#)
 - ▶ [Exposure – examples of previous YRE Winners](#)
 - ▶ [BBC – What is News?](#)
 - ▶ [API – What is Journalism?](#)
 - ▶ [Columbia University – Interviewing Principles](#)
 - ▶ [Katie Couric – How to conduct a good interview](#)
 - ▶ [What makes a Good Journalist?](#)
 - ▶ [The Atlantic – What makes a Story Great?](#)
-

WRITING

- ▶ [YRE Writing 101](#)
 - ▶ [The two minutes it takes to read this will improve your writing forever](#)
-

PHOTOGRAPHY

- ▶ [The Guardian – Basic Camera Techniques](#)
 - ▶ [YRE Photography 101](#)
-

VIDEO

- ▶ [How to Create Awesome Documentary Videos for your Story](#)
 - ▶ [YRE Videography 101](#)
-

APPENDIX 2 – YRE METHODOLOGY FOUR STEPS TO IMPLEMENT THE PROGRAMME.

2.1 Investigate

Investigate a local environmental issue:

- ▶ Identify, define and communicate a local environmental issue related to litter, waste and/or environmental pollution.
- ▶ Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources
- ▶ Identify key individuals and groups and find out what their different perspectives on the issue are, their approaches to resolving it and their assumptions and goals
- ▶ Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information
- ▶ Cover relevant historical, economic, social and/or political implications and possible consequences of the issue
- ▶ Link the local environmental issue to the bigger global picture (problem)
- ▶ Link the local litter problem to one of the 17 UN Sustainable Development Goals

INVESTIGATION TIPS:

There might be interesting litter or waste stories to be told in the following places:

- ▶ Town centres
- ▶ Routes to school
- ▶ Beaches, rivers and lakes
- ▶ Fences around schools and garden beds
- ▶ Play areas and parks where groups gather
- ▶ Car parks
- ▶ Railway stations
- ▶ Shopping areas etc.



SAMPLE ACTIVITY FOR STUDENTS #1

In your investigation try to answer these questions:

- ▶ Who is involved?
- ▶ How long has this been a problem?
- ▶ How do people feel about the issue?
- ▶ What have you done in response to this issue?
- ▶ Where have you gone to look for information?
- ▶ Why are you concerned about this issue?
- ▶ How have you become involved?
- ▶ What is preventing people from becoming involved?
- ▶ How many people recycle in your neighbourhood?
- ▶ Are there other clean-up projects taking place during the year to tackle litter or waste problems?
- ▶ Can the source of the problem be identified?
- ▶ How can the problem be solved?
- ▶ What can be done in order to avoid re-occurrence of the problem in the future?

2.2 Propose solution

Propose solutions to a local environmental issue related to litter, waste and/or environmental pollution.

- ▶ Identify a possible solution to the issue and evaluate its likely effectiveness, giving reasons for and against (pros and cons).
- ▶ Do not propose solutions on your own. Use local stakeholders and/or international sources to get knowledge and recommendations.

2.3 Report

Report on a local environmental issue and its possible solution through a journalistic production targeting a local audience:

- ▶ Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to?
- ▶ Plan how you will report on the issue (who needs to be informed? how? when?) and use the appropriate journalistic format and style
- ▶ Create an article, photograph, or video that documents the environmental issue; where possible you should suggest a solution
- ▶ Take a positive approach to inspiring change and finding a solution to the problem.

2.4 Inform

Share (disseminate) your work to a local audience through the media, e.g. newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc:

- ▶ Students will plan and implement a Litter Less environmental campaign. The aim is for schools to publish their articles/photos/videos (on a school/national or international level), presenting activities relating to SDGs and litter. It can be based on individual, school or local community activities. Schools could form partnerships with local media, use social media (individual, school or YRE), school newsletters/exhibitions, YRE blogs etc. KNZB will provide schools/groups with a full Environmental Campaign kit to guide you through the process.
- ▶ Organise a Community Action Day where participants will activate other students and/or community members to take action on a litter problem. This action will be an activity involving the whole school and/or wider community and can be a practical activity relating to raising awareness about litter. The Action Day can be incorporated into KNZB's annual Clean Up Week which is held in September. KNZB can provide all resources (bags, gloves, certificates, event guide etc) free of charge for each Clean Up Event.

SAMPLE ACTIVITY FOR STUDENTS #2

Use your creativity to make things happen:

- ▶ Undertake a survey on recycling at school/home
- ▶ Calculate the school or local recycling centre's carbon footprint
- ▶ Promote the consumption of local products by designing together a low carbon, local meal at school
- ▶ Assess the amount of waste produced by the family
- ▶ Promote or take part in a waste reduction week
- ▶ Promote non-packaging products when purchasing groceries

SAMPLE ACTIVITY FOR STUDENTS #3

Disseminate to the world! You can check the following media to disseminate your work and inform people about your campaign.

Newspapers

- ▶ School newspaper
- ▶ Call the local Council to offer to include your investigation in your neighbourhood or local newspaper
- ▶ Contact the local and regional media (they are often fond of and interested in initiatives by young people)

In Person

- ▶ Do a class or assembly presentation
- ▶ Display your project in a school expo, open day or in the office foyer
- ▶ Host a film screening at school to share your videos

Internet

- ▶ Social media: If you are aged 14+, create a Facebook page, open a Twitter account and follow the NZ and International YRE social media pages

- ▶ Blogs: create your own blog with WordPress, BlogSpot or Tumblr
- ▶ Create your website free with Joomla, Wifoo, Jimdo or other platforms and publish your articles and reports
- ▶ Open an account on Daily Motion or YouTube to publish and share your video on social media. You can also use KNZB or International YRE's YouTube channel!
- ▶ Publish your photos on Picasa or Flickr and share them on social networks and on sustainable development media pages
- ▶ Send your work to education@knzb.org.nz and request that it be published in the Keep New Zealand Beautiful section of [Kiwi Kids News](#)

Radio

- ▶ Contact a local community radio
- ▶ Create your own radio station in your school

Television

- ▶ Contact TV stations
- ▶ Create your own TV channel online on DailyMotion or YouTube, publish your videos for free and share your reports on social networks

APPENDIX 3

COMPETITION RULES & JUDGING CRITERIA

The YRE Litter Less Competition is open to students aged 11–25 who have registered with KNZB individually or through their school to participate in the YRE Litter Less Programme.

Students may work individually or in a group of up to three people and may submit a piece in each of the three categories: Article, Photograph and Video.

Submissions for the national YRE New Zealand Competition can be entered online at www.knzb.org.nz

Submission Requirements

Not meeting the National Competition's acceptance criteria will result in lower scores in the final competition.

All submissions must:

1. Be focused on a real and current local environmental issue related to litter, waste and/or environmental pollution
2. Include the following information:
 - Name of author(s).
 - Age of author(s) on day of submission in the National Competition.
 - Name of registered school or group.
3. Fulfil the Format & Structure and the Dissemination criteria for its category. See specific category guidelines below.
4. Be in written and/or spoken English or must have English subtitles.
5. Present possible and constructive solutions supported by credible sources e.g. local stakeholders, experts, academic research, etc.
6. Include a credit role, footnotes or a bibliography with the sources of images, video footage, music and information not created by students.
7. Identify and provide a brief explanation of how the submission is related to one or more Sustainable Development Goals. Submissions can focus on any of the Sustainable Development Goals, but an environmental lens is always required.

Judging Criteria

Judges may assign a score of 0–5 based on how well the submission meets the five criteria within each entry category listed below. Points are: 5=Excellent, 4=Very Well, 3=Well, 2=Fairly Well, 1=Qualifies and 0=Does Not Qualify. Participants are strongly encouraged to meet as many of the criteria as possible to submit quality work and improve their chances of winning.

In addition, the Jury is at liberty to not award in the case of too few submissions and to give more than one award in the case of exceptional entries in one or more age categories. The Jury may also give points for any journalistic and environmental features of a submission based on their professional backgrounds.

Dissemination

A core part of the YRE programme is dissemination. This is because YRE's mission is to encourage youth to use their voice to draw attention to environmental issues they see in their communities. As a young person, you can make a positive impact by sharing work with others. Whether it be an article you wrote, a photograph you took or a video you filmed, you're drawing people's attention to issues, challenges and solutions to environmental

issues they may have not have known about or considered before. Effort is most important with dissemination. Don't be discouraged if you sent your video to TVNZ and they don't play it on the news, or you sent your article to NZHerald and they didn't publish it. The most important thing is that you made an effort to bring the issue to people's attention.

The following four levels are where we think young people's voices need to be heard and will be used to assess all types of entries;

- ▶ Personal (Disseminate through social media such as Facebook, Instagram, Twitter or through a personal blog.)
- ▶ School Community (Disseminate through the school newspaper, website, or as a poster or flyer in the school building.)
- ▶ National (Disseminate through the platform of Keep New Zealand Beautiful, or in national news sources such as the radio, TV or newspapers.)
- ▶ International (Disseminate through YRE Hub, or even an international news outlet.)

Citing Your Sources

The YRE programme values academic honesty and the use of credible sources. Any facts, statistics, images, etc. that a student uses in their entry (article, photo, or video) should be listed in a 'Reference' list at the end of the entry and in-text footnotes are encouraged. Examples of this can be found [here](#) and [here](#).

- ▶ Article
- ▶ Single Reportage Photo
- ▶ Single Environmental Campaign Photo
- ▶ Photo Story (3–5 Photos)
- ▶ Reportage Video
- ▶ Campaign Video

Article

Format & Structure

1. No more than 1,000 words (after translation into English).
2. Must include a title of no more than 140 characters.
3. Must be submitted in Microsoft Word format.
4. Must include 1–3 images (photographs, illustrations, diagrams, etc.), each with captions of no more than 20 words. Sources for all images must be given.
5. Must include an introduction, body (supporting paragraphs) and conclusion and answer the questions of who, what, where, why, when, and how.

Honest & Unbiased Reporting

1. Facts, statistics, and scientific information must be supported by credible sources.
2. Any quotes used must be from real and credible sources.
3. Sources used in the article must be cited using footnotes and a 'References' list. This includes citing the original author/source of any images (photographs, illustrations, diagrams, etc.) used in article.

Constructive & Well-Rounded Perspective

1. Article should be balanced and fair in terms of representing different sides of an argument before suggesting possible solutions.

2. Article should explore the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
3. The article should show the link between local and global events, issues and/or phenomena.
4. The article should include relevant, feasible and constructive solutions to environmental issues presented in the article.

Originality & Independence

1. The article is original in content and/or scope. The author has picked a challenging and/or creative topic or has approached a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research and interviews (either in-person or over the phone) outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
2. Evidence of dissemination must be submitted with the article

Single Reportage Photo

The purpose of the Single Reportage Photo is to tell a story through a photograph that truthfully and accurately captures the reality of a situation, event or issue. The photograph should be candid, i.e. not be posed, or manipulated. An environmental lens or perspective is required.

Format & Structure

1. A single photograph must be submitted in JPEG or .PNG format with a resolution of no less than 150–300 DPI.
2. Must have a title of no more than 140 characters.
3. Must have a description of no more than 100 words and a caption of no more than 20 words OR only a description of maximum 120 words in total.
4. The description and caption should explain the environmental link and/or solutions to the issue presented in the photograph.
5. Must be technically and artistically of good quality. This includes composition, lighting, color, sharpness, and subject.

Honest & Unbiased Reporting

1. The photograph is a fair and truthful representation of reality and the subject and/or scene has not been significantly manipulated or altered. Editorial alterations to photos (e.g. colour, contrast, definition, shadows, highlights, cropping, levelling, etc.) are permissible, as long as these alterations do NOT alter the reality of the subject or object of the photo.
2. Any quotes used must be from real and credible sources.
3. Facts, statistics, and scientific information must be supported by credible sources.
4. Sources used in the description and/or caption must be cited using footnotes and a 'References' list.

Constructive & Well-Rounded Perspective

1. Photograph should address the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
2. The photograph and/or description/caption should show the link between local and global events, issues and/or phenomena.
3. The description and/or caption should include relevant and feasible solutions to environmental issues presented in the photo.

Originality & Independence

1. The photograph is original in subject and/or scope. The photographer has picked a challenging and/or creative topic or has depicted a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research for the photograph outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
2. Evidence of dissemination must be submitted with the photograph

Environmental Campaign Photo

The purpose of the Environmental Campaign Photo is to raise awareness of an issue, promote certain values, and/or inspire positive action through a photograph. The photograph can be staged, and the subject can be posed with the intention of sending a message to the viewers. An environmental lens or perspective is required.

Format & Structure

1. A single photograph must be submitted in JPEG or .PNG format with a resolution of no less than 150–300 DPI.
2. Must have a title of no more than 140 characters.
3. Description (optional) of no more than 100 words.
4. The description should explain the environmental link and/or solutions to the issue presented in the photograph.
5. Must be technically and artistically of good quality. This includes composition, lighting, color, sharpness, and subject.

Honest & Unbiased Reporting

1. Editorial alterations to the photo (e.g. colour, contrast, definition, shadows, highlights, cropping, levelling, etc.) are permissible, as long as these alterations do NOT alter the reality of the subject or object of the photo.
2. Minimal photoshopping is permissible, however the original photo should be the original work of the student and cannot change the reality of the subject.
3. Any quotes used must be from real and credible sources.
4. Facts, statistics, and scientific information must be supported by credible sources.
5. Sources used in the description and/or caption must be cited using footnotes and a 'References' list.

Constructive & Well-Rounded Perspective

1. Photograph should address the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
2. The photograph and/or description should show the link between local and global events, issues and/or phenomena.
3. The description should include relevant and feasible solutions to environmental issues identified in photo.

Originality & Independence

1. The photograph is original in subject and/or scope. The photographer has picked a challenging and/or creative topic or has depicted a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research for the photograph outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
2. Evidence of dissemination must be submitted with the photograph.

Photo Story (3–5 Photographs)

The purpose of a Photo Story (3–5 Photographs) is to tell a story through a series of photographs to help the viewer better understand environmental issues, events or phenomena. Like photo reportage, a photo story aims to tell a truthful and accurate story through a series of candid photographs.

Format & Structure

1. A maximum of 3 to 5 photographs must be submitted in .JPEG or .PNG format with a resolution of no less than 150–300 DPI.
2. Must have a title of no more than 140 characters.
3. Must have a description of no more than 100 words. Each photograph must have a caption of no more than 20 words.
4. The description and captions should explain the environmental link and/or solutions to the issue shown in the photos
5. Must be technically and artistically of good quality. This includes composition, lighting, color, sharpness, and subject.

Honest & Unbiased Reporting

1. The photograph is a fair and truthful representation of reality and the subject and/or scene has not been manipulated or altered. Editorial alterations to photos (e.g. colour, contrast, definition, shadows, highlights, cropping, levelling, etc.) are permissible, as long as these alterations do NOT alter the reality of the subject or object of the photo.
2. Any quotes used must be from real and credible sources.
3. Facts, statistics, and scientific information must be supported by credible sources.
4. Sources used in the description and/or caption must be cited using footnotes and a 'References' list.

Constructive & Well-Rounded Perspective

1. Photographs should address the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
2. The photographs and/or description/captions should show the link between local and global events, issues and/or phenomena.
3. The description and/or captions should include relevant and feasible solutions to environmental issues presented in the photos.

Originality & Independence

1. The photographs are original in subject and/or scope. The photographer has picked a challenging and/or creative topic or has depicted a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research for the photo story outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
2. Evidence of dissemination must be submitted with the photographs.

Reportage Video

Reportage Videos are similar to mini documentaries. They are based on news, events, history, facts etc., and use elements of direct observation, research, interviews and documentation.

Format & Structure

1. Video must be no longer than 3 minutes. This does NOT include credit roll.
2. Must have a title of no more than 140 characters.
3. Must be submitted to the competition in a file format supported on [YouTube](#).
4. Must be technically and artistically of good quality. This includes composition, lighting, color, sharpness, and subject.
5. Recommended to have an introduction and conclusion, use a documentary or reporter/interview style and answer the questions of who, what, where, when, why and how. Music is not recommended.

Honest & Unbiased Reporting

1. Facts, statistics, and scientific information must be supported by credible sources.
2. Any quotes used must be from real and credible sources.
3. Sources used in the video must be cited either in a credit roll at the end of the video or with separate 'References' list.
4. It is recommended that approximately 70% of the final video should be made up of students' own original images, video footage and audio. If additional images (photographs, illustrations, diagrams, etc.), video footage or audio is used, the original author/source must be cited.
5. The video is a fair and truthful representation of reality and the subject(s) and/or scene(s) have not been manipulated or altered.

Constructive & Well-Rounded Perspective

1. Video should address the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
2. The video should show the link between local and global events, issues and/or phenomena.
3. The video should identify relevant and feasible solutions to the environmental issue(s) depicted in the video.

Originality & Independence

1. The video is original in subject and/or scope. The student has picked a challenging and/or creative topic or has depicted a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research and interviews (either in-person or over the phone) outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
2. Evidence of dissemination must be submitted with the video

Campaign Video

Campaign Videos aim to raise awareness of an issue, promote certain values, and/or inspire positive action through live images. The campaign story can be staged with the intention of sending a message to the viewers.

Format & Structure

1. Video must be no longer than 3 minutes. This does NOT include credit roll.
2. Must have a title of no more than 140 characters.
3. Must be submitted to the competition in a file format supported on [YouTube](https://www.youtube.com/).
4. Must be technically and artistically of good quality. This includes composition, lighting, color, sharpness, and subject.
5. Recommended to have an introduction and conclusion and use a promotional campaign or public service announcement (PSA) style*.

Honest & Unbiased Reporting

1. Facts, statistics, and scientific information must be supported by credible sources.
2. Any quotes used must be from real and credible sources.
3. Sources used in the video must be cited either in a credit roll at the end of the video or with a separate 'References' list.
4. It is recommended that approximately 70% of the final video should be made up of students' own original images, video footage and audio. If additional images (photographs, illustrations, diagrams, etc.), video footage or audio is used, the original author/source must be cited.

Constructive & Well-Rounded Perspective

1. Video should address the historical, economic, social, and/or political implications of the chosen topic through an environmental lens.
2. The video should show the link between local and global events, issues and/or phenomena.
3. The video should identify relevant and feasible solutions to the environmental issue(s) depicted in the video OR raise awareness about an environmental issue(s), promote certain lifestyle and/or positive actions.

Originality & Independence

1. The video is original in subject and/or scope. The student has picked a challenging and/or creative topic or has depicted a topic in a different and/or creative way.
2. The participant has engaged in fieldwork and conducted research on the chosen topic outside of their school grounds.

Dissemination

1. Participants are required to share their work through a minimum of 3 different channels. A total of 5 points may be awarded for dissemination through the following channels:
 - Personal Sphere = 1 Point
 - School Community = 1 Point
 - Keep New Zealand Beautiful = 1 Point
 - National Media (Newspaper, TV, Radio) = 2 Points
 2. Evidence of dissemination must be submitted with the video
- * PSA style – A public service announcement (PSA) is a message in the public interest disseminated by the media without charge to raise public awareness and change behaviour.

Ethical Journalism & Plagiarism

Legal matters are especially important in today's media. It is your responsibility to be aware of the rules and regulations relating to media content (text, photos and music) when you work on your submission. Any submissions that KNZB and FEE finds to be of dubious legal standing will be ineligible to win the National and International Competition. If you have any doubts on this matter, please contact Keep New Zealand Beautiful.

Plagiarism, or using someone else's ideas, words, images, videos and music, and representing it as your own original work, is a serious offense. Therefore, it is very important that you properly cite, any ideas, text or other media that are not your own. You can cite your sources using footnotes, credit rolls for videos, or a bibliography. There are several online sources where you can check your written work, such as articles, for plagiarism. As previously stated in the criteria, all photos, articles, and videos should be your own original work, and in the case of videos a minimum of 70 percent of the video should be your own video footage, images, etc. When reporting on issues and events, it is likely you will conduct additional research on your topic – and we encourage this! Just make sure that you can show where you found your information by citing it.

Use of Music for Video Entries

It is illegal to copy or otherwise infringe upon the rights of copyright-protected music, photos and text, without the 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 a video entry.

Please note that many platforms currently review whether uploaded videos use 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. TIP: Young Reporters might know some young musicians who can create their own original musical score.

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 rights-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.

Ethics for Visual Journalism

The National Press Photographers Association is a professional society that promotes the highest standards in visual journalism. They have created a Code of Ethics that is very relevant for YRE students who report through photography and videography in particular: <https://nppa.org/node/5145>

Use of Images in Articles and Video

When using images in articles or videos, it is important to ensure that they can legally be used and shared by others. [Open source](#) and [Creative Commons](#) licensed images may be used, as long as attribution and/or the source is provided through footnotes or a bibliography.

DECLARATION OF CONSENT FOR PROCESSING OF PERSONAL INFORMATION AND USE OF VIDEO/PHOTO/ARTICLE SUBMITTED

When signing up to this competition, **you agree that we can process your personal data provided in this submission form and given to us during the competition.**

We process the data so that we can register your participation, judge the submission, save what you have submitted and publish your submission.

Necessary permission, e.g., for photographing children faces are the responsibility of the author and must, therefore, be sought. All submissions will be saved in our archives and used by KNZB and the FEE network to promote the winners and the programme.

You always have the option to withdraw your consent and your submission to the competition.

The Data Controllers are:

Keep New Zealand Beautiful,
PO Box 58-932, Botany, Auckland, New Zealand
0800 Tidy Kiwi (0800 843 954)
education@knzb.org.nz

Foundation for Environmental Education,
Scandiagade 13, 2450 Copenhagen SV, Denmark,
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CAMPAIGN

MARS WRIGLEY
Foundation

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