



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

www.cymru.gov.uk



United Nations Convention
on the Rights of the Child

Tell it like it is

Media Guide

"The media always shows the stories of young people doing bad things. It's not often that you see the news saying about the good things."

(young person, Urdd Eisteddfodd, 2010)



Ewrop & Cymru: Buddsoddi yn eich Dyfodol
Cronfa Gymeithasol Ewrop
Europe & Wales: Investing in your Future
European Social Fund



Tell it like it is

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Introduction – The Rights Way

Are the children or young people you work with ready to share their achievements with people in their community and gain an equal voice for their views about the issues that are important to them?

This Media Guide provides practical advice to help you support the children and young people you work with to present a fuller, fairer picture of their news, views, activities, and issues across the media.

By encouraging them to pick up a pen, notebook, audio recorder or video camera, and report on positive things happening in their lives at home, in school and in their community, the media guide will help to:

- provide a balance to the reporting of the involvement of children and young people in their communities
- give them the right of reply
- develop their literacy, communication, team working, research and reporting skills
- provide them with evidence that could be used for their accredited qualifications such as the Welsh Baccalaureate.

In other words...

Helping you to help them – ‘Tell it like it is’





What the UNCRC has to say

UNCRC stands for **United Nations Convention on the Rights of the Child** which is a list of rights that all children and young people up to the age of 17, everywhere in the world have, no matter who they are, where they live or what they believe in. In Wales it is the basis for all Children's and Young People's policy making from ages 0 to 25.

All governments in the UK including the Welsh Assembly Government work to make sure that children, young people and adults know about and understand the UNCRC.

One of the ways of supporting children and young people is by developing toolkits such as this to access their Rights and *Tell it like it is*.

The UNCRC has 54 articles in all:

The first 41 Articles each outline a Right setting out how children and young people should be treated. A UNCRC Articles poster which illustrates all of the articles can be downloaded from www.uncrcletsgetitright.co.uk

The final 13 articles are all about how governments and adults should work together to make sure children and young people can access and enjoy their Rights.





These UNCRC articles have a special reference to rights about information.

Article 2 tells us that the convention applies to everyone and states

The Convention applies to all children and young people whatever their race, religion or ability whatever they think or say or type of family they come from.

Article 12 is all about the views of the child and says

Children and young people have a right to participate in all matters affecting them, and those views should be given due weight “in accordance with the age and maturity of the child”.

Article 13 gives us information on receiving and sharing information

Children and young people have the right to get and to share information as long as the information is not damaging to them or others.

Article 16 protects an individual’s privacy and reputation

Children and young people have a right to privacy, protecting them from attacks against their way of life, their good name and that of their families and their home.

Article 17 tells us about the right to reliable and accurate information

Children and young people have the right to reliable information from the mass media. Television, radio and newspapers should provide information that you can understand and should not promote materials that can cause harm.

All children and young people have the right to be heard and to have their views taken seriously.

For more information go to www.uncrcletsgetitright.co.uk where you will find the UNCRC Awareness Raising Toolkit which the Welsh Assembly Government developed to assist adults and professionals with teaching children and young people about their rights.



First Things First – Start with the Story

When working with children or young people to research and then write a story or article about their news, views, activities or achievements, for publication in print, to be heard on the radio, seen on TV or viewed on online, the basics are the same:

1. What's the story – A good story or article is something that the reader wants to read.

2. Know your audience – Understand who is likely to read your story or article.

3. Planning – Always have a clear idea of what you want the reader to know and make the story as accurate as possible.

4. Personal twist – adding an interview is a great way to keep up the momentum of a story or article. But preparation is crucial.

- decide the questions to be asked
- ask short clear and concise questions
- be friendly, think how the interviewee feels, they maybe nervous
- set the tone, start with a nice easy question
- build up to the important questions
- sum up at the end.

5. Constructing the Copy

- Use the 5Ws and an H – Who, What, Where, When, Why and How
- Win the readers or listeners over in the first few sentences
- Make the reader/listener /or viewer think that they were there, involved in the activity or event
- Ask someone else to read the story and give feedback
- Go back and edit.

6. Word count – go for anything between 300 words for a short story or announcement for a newspaper, up to about 1500 words for a magazine article or film review.



It is particularly important to encourage anyone writing for the web, be it a webpage or Facebook update, to be frugal with their words and keep the story brief and to the point. Don't forget, 140 characters, including any punctuation, is the limit for a Twitter feed.

Encourage the use of:

- active or action words in short sentences of 8-15 words
- sub-headings
- one idea per paragraph or even better use bullet pointed lists of no more than 7!
- web links as part of the story.

In summary go for...

- something new, different or quirky
- emphasise the unusual about the story, make it stand out
- go for the celebrity appeal if possible or appropriate
- always make sure the story is topical, it must be happening in the near future or has just happened.

Remember always, always, always proof read the story.

In the Resources Folder you will find:

Resource 1: an example of a sample article 'If at first you don't succeed.'

Resource 2: an example of a story written as a news release – 'Village youth club scheme wins national award.'





Navigating the Media Maze

What do we mean by the media?

We tend to think of 'The Media' as newspapers, magazines, radio and television but there are so many types of new media that many children and young people use daily and could use to 'tell it like it is'. For example by using Facebook or Twitter to upload a blog or podcast about an event, issue or activity in which they have been involved.

Whatever method is used it is important to:

- choose the type of media outlet that is most likely to cover their specific story.
- manage their expectations about what may and may not be picked up or used.
- adhere to safeguarding protocols.

Any story developed for publication by children and young people will have to compete for space with many others. On the positive side, with the media needing to fill the airwaves 24 hours day and with the increasing range of web-based Social Media outlets, there has never been a better time to have a go.

Making Sense of Media Speak

Understanding media speak and the different methods of 'telling it like it is' will help to get a story the space it deserves. The key words are:

- Advertising
- Promotion
- Publicity
- Public Relations

But what does each one mean and how can they best be used?

Let's use the example of a youth group who want to raise money by doing a charity car wash to explain the differences.



Advertising

We are all familiar with advertising. An example for this activity could say:

Cwmtwch Youth Group Charity Car Wash
at the
Clock Tower Car Park, Cwmtwch
on **Saturday May 12th 2010, 10.00 am – 4.00pm**
To raise funds to help refurbish
Cwmtwch Community Centre.
Car wash - £2.50 Car valet – £2.50

Promotion

Promoting the event could involve putting up posters or handing out leaflets in the local community about the charity car wash in the week leading up to the event.

Publicity

A good news story could be generated if the group could persuade a local celebrity who used the community centre when they were on 'their way up' to bring their sports car along to be washed. This would also provide a great photo opportunity.

Public Relations

This could be turned into a public relations opportunity if the celebrity who attended the car wash agreed to be a patron of the cause.



The Step by Step Guide to Building Media Relations

It is important for children and young people to be supported in getting to know their local and national media if they are to get their stories into print, onto the airwaves or into the Social Media circle.

This step by step guide will help this process. Each step includes a suggested activity which is supported by one or more resources which can be found in the [Resources Folder](#).

Also, to help you support the children and young people you work with, a series of activity-based workshops, which can be used or adapted to help develop their media relations skills, can be found in the [Workshop Folder](#).

Step 1 – Making Contact

It is often ‘who you know’ in the media circle that will help to get a story published or aired. It is a good idea to build up a list of contacts in the local, national (Wales) or UK media. Undertaking this exercise will also help the children and young people you work with develop and use their communication, research and recording skills.

Activity 1 – Here we go

1. Start them off by thinking about and making a note of all of their local community media outlets such as local newspapers, community magazines, newsletters and radio stations or even TV channels.
2. Then encourage them to think a bit wider - what about those media outlets which cover the whole of Wales and the UK? A visit to the local newsagent may help with this process.
3. Next, they need to find out the contact details of each of the media outlets they might want to contact. A good way to do this is to ‘Google’ the name of each one or visit Wales Online www.walesonline.co.uk



4. Finally make a note, in a table or spreadsheet, of the contact details of each media outlet dividing them up into local, Wales and UK wide contacts. A media contact list has been set up with a few examples inputted – you can find this in the resources folder. [Resource 3 – Media Contact List](#)
5. Encourage the group or individuals you are working with to make a contact phone call or email to check the deadlines for any stories as they all differ. Add this information to the media contact list.

Step 2 – Who covers what?

In order to maximise the chance of getting a story into print or onto the airwaves, the children and young people you are working with will need to get a feel for the type of stories each of the media outlets on their list covers.

This will also give them an idea of the type of people who read, listen or watch the newspaper, radio show or programme. The more closely they match the story to the right media outlet the better chance of getting it covered.

Activity 2 encourages the group or individual to trawl through a range of newspapers, magazines and newsletters, listen to a radio station or watch a TV channel to gain an insight into the different types of stories each covers.

Activity 2 – Look, Watch and Listen

This activity will help to match the best media outlet/s for each story and will help develop research and analysis skills.

Using the Media Contact List from Activity 1, make a list of the media outlets to be researched further. In advance of the activity, collect some sample newspapers, newsletters and magazines.

On a flip chart or using ‘stickies’ ask the group to note down;

- the types of people they think read each of the samples; for example, are they mostly male or female and how old might they be.
- the types of story they cover.
- finally think about which media outlet might cover a story or activity they are currently involved in. Alternatively use the example on page 12:



Cwmtwch Youth Group Charity Car Wash

at the

Clock Tower Car Park, Cwmtwch

on **Saturday May 12th 2010, 10.00 am – 4.00pm**

To raise funds to help refurbish
Cwmtwch Community Centre.

Car wash - £2.50

Car valet – £2.50

They will now have an insight into which media outlets to target with a specific story.

Extension to Activity 2

It will also be useful if the children and young people take the time to listen to local and national TV and radio output to get a feel for the type of stories they cover.

Step 3 – Introducing Ourselves

Media outlets value background information about the group or individuals contacting them, as it helps to give a context to the story.

Encourage the children or young people to prepare an information sheet (often called Notes to Editors) which can be used whenever needed.

Activity 3a – Preparing ‘Notes to Editors’

1. The Notes to Editors piece needs to be short, concise and accurate.
2. Think about...
 - who are you?
 - what you are trying to achieve?
 - how you are going about it?



3. Under each of the headings note the key messages.
4. Always include the contact details of one or two people involved in the group.

Resource 4 is an example of a 'Notes to Editors' which could be adapted

Alternatively, they could prepare a case study, snapshot or profile about something they have been involved in. Case studies that are ready to use when needed help bring a story to life and can sometimes make the difference between getting a story covered and not.

When preparing a case study

- Think about what makes this activity really interesting and relevant.
- Draft the outline case study – possibly using the templates in [Resource 5](#) or [6](#).
- Edit the case study to make it as short and snappy as possible.
- Send the draft to the person or group leading the activity to check the accuracy of the facts.
- If possible add a photograph or visual image to support the case study (check out the section on Visual Appeal).

Activity 3b – Preparing a case study

Use the Mind Map ([Resource 5](#)) and/or Template ([Resource 6](#)) to help build an example of a case study. Either link into something that the group or individual is working on at the moment or practice by using the interview in [Resource 7](#) that can be drafted in a case study format.





Step 4 – Making that first contact

Now it is time to encourage the children or young people you are working with to make that first contact with a media outlet.

Using the Contacts List prepared in STEP 1 and the follow-up research from STEP 2 decide which media outlet will be the best to cover the chosen story – one that attracts the type of people they want to hear their story.

If the group or individual do not have a story in mind, use the 'car wash' example in activity 2 as a practice scenario. The group may also be able to use or adapt the Note to Editors prepared in STEP 3.

It is worth working out a script in advance of any contact, outlining the sorts of things that are being planned and asking the media contact if this is the sort of thing they might be interested in running a story about. Once this has been done, the group or individuals are ready to make first contact by telephone or email to introduce the story, activity or event in question.

Activity 4 – Rehearsing your story

Decide on the activity or event to be publicised, this can be one the group is planning, or the example used in activity 2 for practice.

1. Check the 'Notes to Editors' already drafted to see if it needs updating or contextualising to this activity or event.
2. With one person acting as the caller and the other acting as the reporter, take it in turns to pretend to make the introductory phone call, outlining any current activity or event. Keep the message short and to the point and remember to always leave your contact details.
3. Other members of the group can listen and give feedback. This will help to decide who will make a good spokesperson. OR
3. Once again using the 'Notes to Editors' ask the group to work in pairs to draft an email to a media outlet. Send it to others in the group, this way they can see how the message reads. It can be amended before sending to an actual media contact.



Step 5 – Thinking Creatively

Media outlets and reporters get bombarded with news releases and phone calls from people wanting them to cover their story.

Work with your group to think more creatively about how they want to let people in their community and beyond know what they are up to.

Activity 5 – Being creative

Ask them to think of and discuss attractive and interactive ways to be noticed and to get people interested in their news, views, activities, achievements and issues.

Consider the following options which can involve the group or individuals preparing

- a PowerPoint presentation
- a short film
- a creative display
- a drama performance about their story; or
- an exhibition and inviting as many people as possible to see what they are about.

By thinking creatively a journalist and a photographer may be enticed to cover the story.

Step 6 – Attracting Attention

Writing and sending out a news release is all about attracting attention to your news, views or activities. Reporters receive lots of news releases every day so make your story stand out from the crowd.

There are basic rules to follow when drafting a news release. Using the News Pyramid will help ensure the most important facts are at the beginning and work 'down' from there.



News Release Format

Headline (highlighting the main news point)

For immediate release or embargoed for release until...

Intro/Lead

Start with a bang. Aim to answer as many of the five W's as possible in your first sentence.

Source

If you have not already done so, answer the question: "How do I know?" This provides credibility.

Essentials

This includes why the story is significant – the perspective. Here you answer the questions "So what?" And "How?"

Quotes

Give the release life and add quotes.

Anything else?

Is there anything missing?

Ends

Type "end" at the end.

Note to the Editor

Your last chance to tell journalists where they can get copies of a report, a photograph or other information.

Contact

Name, telephone and email of people who can provide more information.





In Summary

1. Under the title NEWS RELEASE use an eye catching heading.
2. Cover the 5Ws in the first paragraph in 30 words or less:
 - Who is involved?
 - What are they doing?
 - Where is it happening?
 - When is it happening?
 - Why is it happening?
3. Use the second paragraph to expand on the details.
4. Include a quote from someone involved in the activity.
5. Use the third paragraph to give extra background details.
6. Remember to put in someone's name and contact details – telephone number and email address.
7. Finish with – 'END of NEWS RELEASE'

There are sample news releases in Resource 8.

'Use the 'Notes to Editors' if more detail, for example a photograph, is needed. (See [Resource 4](#) in the [Resource Folder](#)). Once written, a news release is sent to a reporter or editor at a newspaper, magazine, radio or TV station as a way of getting them interested in a story.

If the news release is not for immediate publication you can place an EMBARGO on it and state the time it can be made public – see [Resource 10](#) for an example of a news release which has an embargo. Check with the media contact how they like to receive news releases – by post or email.

If an email is the preferred option, check if they want the news release as an attachment or pasted into the main part of an email. Put the headline in the email subject box so the reporter can see immediately what the story is about.

Always follow up to check the email has been received and ask if they need any more information. Fingers crossed – a reporter will then make a follow-up contact if they are interested in the story.



Activity 6 – Writing a News Release

Ask the group to look at the top tips for writing a news release – [Resource 9](#) in the [Resources Folder](#).

Using [Resource 10](#) – News Release Template encourage them to have a go at drafting a news release for one of their own activities, events or achievements.

They may want to start by using the ‘Cwmtwch Car Washing activity’ below as a practice example.

Cwmtwch Youth Group Charity Car Wash
at the
Clock Tower Car Park, Cwmtwch
on **Saturday May 12th 2010, 10.00 am – 4.00pm**
To raise funds to help refurbish
Cwmtwch Community Centre.
Car wash - £2.50 Car valet – £2.50

A Diary Marker news release is often used to send out advance notice of events or as an invitation for members of the media to attend an event.

[Resource 11](#) – [sample Diary Marker](#)

Step 7 – Monitoring the Media Coverage

Once the children and young people you are working with have begun to make contact with their chosen media outlets it is important that they keep a watch for any coverage they receive. One way of doing this is to set up a media clippings file or scrap book.

They could also add any notes to their media contacts list they set up in [Activity 1](#) by using [Resource 3](#).



Adding Visual Appeal

When looking through a newspaper or magazine our eyes are often drawn to a photograph, cartoon or visual first, then the headline or caption, finally we might read the story. This means that using a photograph, graphic or visual will often help get your story in the press and noticed.

Photo Call

Including a photograph helps to bring a story to life, the offer of a good photo opportunity will often help get a story into the newspaper or onto the TV.

If the reporter wants to send a photographer or film crew to an event or to cover a story be available at the time they want to come.

The photographers or film crew know what the journalist will be looking for and what their readers or viewers like, so be flexible about how they want to take the photo or film.

Taking Your Own Photographs

If the reporter is unable to send a photographer or film crew to an event, taking your own high quality digital photographs can be the next best option.

The tips below will help select the most attractive shot.

- Check out the newspapers and magazines you are targeting to see what type of photos they print.
- Any photos you submit must be of a good standard. Check if they will accept emailed digital images.
- Think about your story and take time to set up the shot.
- Fill the frame with faces or activity
- Check the shot is clear – no lamp posts coming out of people's heads!
- Think up a caption.





- Note people's names (first names only) from left to right and put your contact details onto the back of the photo. If emailing send the details with the attached digital photo.
- Resend the news release with the photo – don't just assume it will meet up with its story.
- Don't expect the photo to be returned or even used.

Rules for Using Photographic Images

But it is important to follow a strict set of rules. These will help to ensure the safety of the children and young people you are working with and those involved in any press coverage.

- Make sure you have the consent of the people in the photo before you release a photograph.
- For any people under the age of 18, you need the written consent of their parent or guardian. Never supply or use an image of someone who has not given their consent.
- Always keep signed consent forms safe.

A Photographic Model Consent Form like the one in [Resource 12](#) must be used.

Activity 7 – Picking the Photos

The quality of any photograph is vitally important in increasing its chances of being used. We are all used to seeing good and bad photographs or video footage. The children and young people you work with will need to get used to choosing the best photographs to illustrate any story.

Collect together as many types of newspapers and magazines as you can and give each person or group a selection. Ask them to pick out what they consider to be three good and three poor photographs and to describe what they think are the attractive and unattractive points of each.

Ask the group to make their own list of 'Dos and Don'ts'.

Finally ask them to choose one photograph from [Resource 13](#) – sample photographs and write an interesting caption for it .



Speaking Out – Using Social Media

What do we mean by Social Media?

We used to think of ‘The Media’ as only newspapers, radio and television. How things have changed. We now have so many more ways to tell it like it is by using the many forms of Social Media.

Social Media are ways of communicating with each other using a variety of internet applications. Popular forms of Social Media include

- Facebook
- Bebo
- MySpace
- Twitter
- Flickr
- setting up a blog
- making and uploading a podcast
- posting a video on YouTube.

Social Media have had a dramatic impact on how people discover, read, and share news and information. Young people are particularly skilled at using Social Media to communicate with their peers, but do they think about using the same options to influence decision makers and promote their good news stories?

Whether they are using the more traditional forms of the media or the Social Media options, the strength of the story is just as important – see the section in the media guide ‘First Things First – Start with the Story.’ particularly the section on writing for the web.



Why use Social Media?

Social Media options are a very cost effective way for groups of young people you work with to spread the word about their news, activities, achievements and events, Using Social Media applications, groups of young people can quickly gain a profile with their chosen target audiences.

Quite simply...

- they are simple, fast and free to use
- they are a great way of getting key messages to more people
- they enable you to poll your followers for their views on issues that are affecting or concerning you.

They have the added advantage of making it very easy to represent news stories in a very visual, vocal and dynamic way encouraging young people to develop their creative skills.

CLIC, the news, information and advice website for 11-25 year olds in Wales, www.cliconline.co.uk showcases young people's ability to communicate creatively.

The focal point of CLIC are local interactive websites such as the Sprout and Wicid which allow young people and the organisations that work with them to upload articles, pictures, videos and themes, and to publicise events and activities.

Some of the major social networking services such as BeBo, Facebook and MySpace even provide a dedicated space for voluntary and community charities and organisations to promote good causes.



Using Social Media safely

Using Social Media options is a great way to engage the young people you work with to promote their news views, activities and achievements and especially to influence decision makers and promote their good news stories. But as online social networking opportunities increase, young people need to know how to use the internet and mobile technology safely and responsibly. Specifically, young people need to be aware of:

- the potential risks of the online environment
- what to do and to whom to go when feeling unsafe.

Before starting to use Social Media with groups of young people, it is important to

- check your organisation's safeguarding and child protection procedures
- comply fully with your organisation's e safety policy or ICT acceptable use policy
- become familiar with any age restrictions which apply. For example, both Bebo and Facebook have an age limit of 13 years while MySpace has set an age limit of 14 years

CLIC has given significant consideration to the safety of the young people who use the website – it is worth checking out their online safety tips.

<http://www.cliconline.co.uk/en/on-the-web/safety-information/>

Particular care is required when considering using photographs or video footage of children or young people on Social Media websites. Photographs and videos of children and young people on websites can potentially be used to identify them and make them vulnerable to people who wish to groom them for abuse. To help counteract this risk, the NSPCC advises that organisations working with children and young people should develop a policy for use of images that includes a procedure for reporting inappropriate images. www.nspcc.co.uk

In summary

- before using photographs on websites obtain written consent from the young person and their parent or guardian
- always use a photograph permission form – see [Resource 12](#)
- if an image is used, avoid naming the child or young person

www.uncrcletsgetitright.co.uk





Be aware of the potential for cyberbullying.

Cyberbullying can be described as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else. www.thinkuknow.co.uk

Reporting any suspicious behaviour

The Child Exploitation and Online Protection (CEOP) Centre delivers a multi-agency service dedicated to tackling the exploitation of children. They provide information for children, young people, parents and all other professionals working with young people through their unique internet safety website ThinkuKnow. www.thinkuknow.co.uk

Reports about suspicious behaviour towards children and young people in an online environment should be made to the Child Exploitation and Online Protection Centre at www.ceop.police.uk.

Planning a Social Media strategy

Following due consideration of child protection and online safety implications, the next step is to work with the young people to develop a strategy to maximise the use of Social Media outlets to publicise their news, views and issues along with promoting their achievements and events.

They need to consider which types of Social Media they want to use and how to integrate this with their plans for using the more traditional media.

They also need to think about what do they want to achieve; do they want to

- get in touch with other users in their own peer groups
- publish information
- influence key decision makers



Activity SM 1 – Selecting Social Media

One thing is for sure, the young people you work with are likely to know a lot more about maximising Social Media opportunities than most adults.

Using the checklist below, ask the group to discuss each task, consider if it applies to them, then decide what they think is the best Social Media option to choose:

Selecting Social Media Checklist (SM1)		
Task to be achieved	To include or not to include?	Social Media Option
Create and design a website, webpage or profile which is integrated into a social networking site		
Using coloured graphics, music and images to represent their activity profile		
To communicate with their peers in real time through a form of instant messaging, message boards and/or forums that are integrated into a social networking site.		
Link to other group's web pages and profiles which are integrated into a social networking site.		
Upload and share images or videos of their activities.		
Create blogs, journals or diaries about their activities.		





Selecting Social Media Checklist (SM1)		
Task to be achieved	To include or not to include?	Social Media Option
Share their thoughts and information on areas of interest.		
Receive comments or messages about their activities on their group web page or profile from peers or guests.		
Create or join wider communities or interest groups to swap ideas, news and views.		
Complete or create questionnaires integrated into some social networking services.		

'Way to go' Climate Change Champions for Wales Case Study

Six teenagers have recently been named as Wales' young ambassadors on climate change for 2010.

The six Champions will spend a year in office spreading the word about how people can take simple but effective actions to reduce their carbon footprints, while using their influence to persuade their friends, families and communities to do their bit to tackle climate change.

The Champions will represent the voice of young people in Wales on climate change, as well as leading a project in their local area to make a tangible difference to Wales' carbon footprint.

For example, Jenni Derrick, 15, wants to encourage primary schools throughout Wales to help their pupils and families grow their own vegetables, helping reduce their food miles and carbon footprint.





Each champion has their own website page hosted on the www.climatechangechampion.co.uk website, where they post updates on their project's progress.

For example Sebastian Giraud, Gwynedd has posted:

"My name is Sebastian Giraud and I'm a Climate Change Champion for Wales 2010. With this role I intend thorough the year to spread the word about climate change, and try and influence people to do small things to help the environment. Through 2010 I will be working alongside five other Climate Change Champions to hopefully make a real difference. I was appointed in January 2010, following an Assembly Government competition to find six young people passionate enough about the environment, and the future of the planet, to be able to spread the message about the small steps that everyone can take to tackle climate change."

The climate change champions also have a presence on a range of Social Media outlets including Twitter, Facebook, Vimeo, Myspace, Flickr and Youtube



Social Media – Fact file

1. Facts about Facebook

Facebook is currently the most popular of the social networking websites with over 500 million users (July 2010).

You (if you haven't already got one) or your group could set up a Facebook profile to spread the word about your activities, events or achievements.

Why not set up a list of contacts you would like to invite to be your 'friends', in the same way as you set about listing the traditional media outlets in Step 1 of the Media guide.

You can add all of those people you want to tell about your activities, event or achievements as 'friends'. You will then be able to update them on your progress or events by sending them messages and regularly update your group profile. You might even want to set up and manage a network for your group



Activity SM 2 – Finding out about Facebook

For ideas about how to make the most of Facebook for telling it like it is, check out the Facebook group set up by the Climate Change Champions for Wales called 'Our Future, Our Voice / Ein Dyfodol, Ein Llais'.

By setting up this group they hope to encourage young people in Wales to:

- tell the Climate Change Champions what they think about climate change
- discuss climate change issues and share information about relevant projects across Wales
- give their views on Welsh Assembly Government policies

They intend to present the views from the Facebook group on behalf of all young people in Wales each time they attend climate change meetings.

Visit the Climate Change Champions Facebook page at:

<http://www.facebook.com/group.php?gid=333386876379&v=wall>

1. Note down what you think are the good points or drawbacks about what they have done.
2. Next think how you could set up a Facebook group to promote your activities, events and achievements.

2. Book into Bebo

Bebo is similar to Facebook. It has more limited use for communicating messages about a groups activities, achievements or events but does have a comments section where the user's 'friends' can leave messages.





3. Using YouTube

YouTube is the best known of the video sharing websites. Vimeo is another alternative. Registered users can upload and share their own creations and view other people's handiwork. Unregistered users can only view what is on offer. YouTube is a good place to visually promote your activities, achievements or events.

4. Twitter Away

Twitter is a web-based 'texting' option which helps people spread their messages to in some cases many millions of 'followers. It now has 100 million users worldwide. Tweets are just like texts using only 140 characters; they are displayed on the user's profile.

There are many famous tweeters, including Stephen Fry who has over 1 million followers, Britney Spears, Russell Brand, Neil Gaiman, and Soulja Boy.

Politicians like David Cameron and Barack Obama also tweet although it is usually their staff who post their tweets.

Activity SM 3

Our own Children's Commissioner for Wales Keith Towler also tweets. As an example of how to make Twitter work for the children and young people you are working with check out www.twitter.com/childcomwales

Ask them to note down how you think a Twitter profile might help them spread the message about their activities, achievements or events.

Who would they like to be reading their tweets?





4. Blogging Basics

At its most basic a BLOG is an online diary. Blogging is a good way of connecting people together with a common cause. Communities can grow when people join in your discussions.

As a general rule bloggers don't have to be a creative writers but they must have something to say.

Tips

- If your group are intent on setting-up a blog they will need to make sure one of the group takes ownership of it or they take it in turn to post or update the blog .
- Think about the name of the blog – it needs to say what the group is about and give a snapshot of the content, for example tellitlikeitis.blogspot.com
- Anyone will be able to access the site but only the group members will be able to edit any posts.
- Try to make it easy to read – black text on a white background is ideal.
- Think up good headlines- these will appear in internet searches along with the first couple of lines of text.
- Use photos and images but follow the rules on pages XXX to XXX
- Aim to post updates about three times a week.

Activity SM 4 – Building Your Blog

Log onto a free host blogging site such as www.blogger.com or www.wordpress.com

- Register
- Build a profile
- Choose a template

Extension Activity

Next have a go at building a group blog.



5. Flickr

Flickr is an image hosting website often used by bloggers to host the images that they then embed into their blog.

6. Podcasting

A Podcast is a digital media file using either an audio or video format. A Podcast is prepared and uploaded often onto a blog or website such as www.walesonline.co.uk. It can then be downloaded by any individual onto their computer, or mobile device for them to listen to or watch at a later date.

Podcasts are usually produced regularly and offer the chance to produce and distribute regular updates about your activities, achievements or events.

Check out the seven rules for podcasting

1. Have something to say or a message to give.
2. Be prepared. Make detailed notes before you start talking; and, if you're interviewing someone, prepare questions in advance.
3. Be short and simple, try occasional shorter podcasts (20 to 30 minutes) called shortcasts.
4. Be clear – use good recording equipment especially the microphone. If it sounds like you recorded your podcast in the bathroom, your listeners won't stay long.
5. Be yourself – talk about things that interest you, your hobby or an activity you have been involved in. Learn how to record, edit, and produce your podcast.
6. Be different – the best podcasts are the ones that are original or funny or newsworthy.
7. Don't add music just to fill time, remember to be aware of the copyright implications of using commercial music.

Only the best Podcasts survive – do your best to make sure that people come back for more. *(These rules have been adapted from 'Kirk's Rules for Effective Podcasting' by Kirk McElham)*



Activity SM 5 – Mixing the Medium

If the young people you work with are planning to use one of the Social Media ideas in this toolkit, they will still need to tell people about their plans and encourage them to visit.

And what better than a News Release.

Using the sample news release format below, you can write about your new Social Media communication – and off you go.

For a Sample News Release to promote your Podcast or other form of Social Media – Look in the Resources Folder for [Resource 10](#).

