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MEDIA BRANCH: PRINT, VIDEO, DIGITAL

Please print this packet and use the resources to prepare Media Delegates for the Model Government Conference.

Media Delegates document the significant events of Youth in Government at the local level and statewide. This includes but is not necessarily limited to information about your local delegation including leadership roles, fundraising efforts, community program awareness, Pre-Gov, the Model Government Conference, and other events leading up to statewide programs.

THINGS MEDIA DELEGATES WILL ACCOMPLISH

- Complete the biography document - Due Jan 19, 2024
- Cover events and create content at the local level
- Meet all deadlines
 - Bio submission link: <https://bit.ly/wiyiqmedia>
- Attend Pre-Gov
- Cover events and create content at Model Gov
- Adhere to the Code of Conduct

As a member of the media, delegates will understand and practice the role of media in the government. Through this process of “learning by doing,” delegates can choose from newspaper, video, podcast, or digital media. Each position revolves around working on some aspect of media production: reporting the facts, writing, interviewing, commentary, layout and graphic design, photography, editing and production.

JOURNALISM ACTIVITY: share with delegates and discuss

The goal of a good story is to provide clear, concise facts to the reader in an easily understandable manner. Media delegates have a unique opportunity to observe and research the activities of Youth in Government during the program year including Pre-Gov and Model Gov. Media delegates report observations and facts to colleagues and advisors, in addition to audiences beyond YIG.

Media delegates have the responsibility to:

- Present accurate accounts of Youth in Government activities.
- Create high-quality stories that inform readers.
- Provide information that readers want to know and need to know.
- Discern between “hard news” and “fluff,” keep each category separate when reporting
- Organize sections of the news appropriately.
- Create daily editions in a timely, consistent manner.



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The media is a record of Youth in Government – as reporters, editors, and leaders of the media, you have been entrusted with keeping that record. As a member of the Media, you will find yourself in situations where you need to answer challenging questions about what is right or wrong to document and broadcast. Another thing you need to keep in mind throughout your experience is the general ethics of journalism – the moral principles and values that are at the heart of the field.

JOURNALISTIC ETHICS

(Modified from the Society of Professional Journalists' Code of Ethics)

SEEK TRUTH AND REPORT IT

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information.

Journalists should:

- Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources when feasible. The public is entitled to as much information as possible on a source's reliability.
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- Never plagiarize.
- Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- Support the open exchange of views, even views they find repugnant.
- Give voice to the voiceless; official and unofficial sources can be equally valid.
- Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.

MINIMIZE HARM

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect. Journalists should:

- Show compassion to those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
- Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.



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- Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.
- Show good taste. Avoid pandering to lurid curiosity.

ACT INDEPENDENTLY

Journalists should be free of obligation to any interests other than the public's right to know. Journalists should:

- Avoid conflict of interest, real or perceived.
- Remain free of associations/activities that compromise integrity or damage credibility.
- Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- Disclose unavoidable conflicts.
- Be vigilant and courageous about holding those with power accountable.
- Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- Be wary of sources offering information for favors or money; avoid bidding for news.

BE ACCOUNTABLE

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

- Clarify and explain news coverage and invite dialogue over journalistic conduct.
- Encourage the public to voice grievances against the news media.
- Admit mistakes and correct them promptly.
- Expose unethical practices of journalists and the news media.
- Abide by the same high standards to which they would hold others.

BIOGRAPHY

Delegates need to write a biography and submit it to the State Office.

Due by Jan 19, 2024 – Bio submission link: <https://bit.ly/wiyiqmedia>

Mandatory

- **Name**
- **Grade and school**
- **Delegation**
- **Years in program (prior program areas)**

Extra

- **What you enjoy about YIG**
- **What you like to do in your free time**
- **What you like about journalism/ writing**



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- **Anything about yourself that you wish to add!**

Guidelines

- **Third person**
- **Not bragging, just informative**
- **Approximately 70 to 100 words (about 5 sentences)**

Example:

Media Director – Annika Larsen is the 2023–24 Media Director for Wisconsin Youth in Government. She is a junior at Appleton North High school and she is in the Fox Cities Delegation. This is her fourth year in YIG and the media branch. In her free time, she enjoys writing, listening to music, and playing her cello. Her favorite thing about YIG is the community- she loves how easy it is to make friends and how welcoming everyone is! She is so excited for the 2024 Model Government session and can't wait to see you there!

You will also need to submit answers to the following questions:

- What media would you prefer to work with (print or video)?
- Would you prefer to cover a specific topic (legislative, judicial, etc.)?
- Any ideas for new/fun/interesting projects for Media?
- List any journalism experience that you have.
- Comments/Questions

Keep this writing process in mind as it is vital for producing good stories:

□ PRE-WRITE □ WRITE □ EDIT □ REWRITE □ PUBLISH/BROADCAST

PRE-WRITING

STEP 1 – DECIDE ON THE TYPE OF STORY

This is important because it will drive how delegates research and write their piece. Let's focus on the articles delegates need to write and submit through the local delegation.

Delegates can write:

News Stories

- News stories can be hard-hitting news such as who won an election or what bills were debated. Most are considered "spot news," meaning the news happens on the spot and involves material that must be reported immediately. Generally, news stories are written with essential information on top (in the beginning of the story), with supporting information in the following paragraphs.

Feature Stories

- Feature writing is a style of writing that is fun to read. Reporters write feature stories to explain a trend, show color and personality of the topic, and entertain the



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reader. Go to the "Home" section or "Lifestyles" section of a local newspaper to find feature stories.

Editorials

- Typically, the editorial page of a newspaper includes editorial cartoons, letters to the editor, columns or commentary, and editorials. There is a difference between editorials and columns/commentaries.
- Editorials are written by a staff called an editorial board. The stories represent the opinion of the board. Editorial board writers use these stories to endorse candidates and talk about issues of concern. Writers base their stories on facts and reporting, as not to rile up controversy over misinformation or speculation. Editorials tend to point out inconsistencies in judgments or actions of public officials. While news stories and columns have the writer's name on top, editorials do not name the author (because they are the opinions of a board).
- Columns, also known as commentary, generally run in the editorial section. You can tell a column is such because it is accompanied by a picture of the writer next to the writer's name. A column is an opinion and commentary. Some columns, such as Ann Landers and Dear Abby, are written with how-to information.

STEP 2 – CHOOSE A TOPIC

Feel free to print this page and add more ideas! Share any additional ideas with the Media Team at wiyiqmedia@gmail.com

One of the most significant challenges to the student journalist is deciding what to write or report about. Below are several topics covered in previous Youth in Government media stories. Some stories have appeared consistently over the years, while others were good ideas that only made it once. This list is not even close to exhaustive -- don't let this limit your creativity.

Delegation Director or Advisor Profile
Book Reviews
Big Delegations vs. Small Delegations
Candidate Interviews
Committees Overview
Officer Interviews
Closing Session
"Coming Up Tomorrow at Youth in Government"
Court Proceedings
Delegation profile
Downtown Madison
Evening Delegation Meetings
General conference information that readers will want to know



Host hotel

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Hotel and Capitol staff profile
Information for Youth in Government Veterans
Info for Youth in Government Rookies
Leadership Corps Program
Movie Reviews
Music Reviews
News Conferences
News features from "the real world"
National Affairs Conference Profile
Officer/Appointed Official profile
Opening Session
Restaurant Reviews
Resource Staff
Resources Available to Delegates
Pre-Gov Training Event Recap
Op/Ed pieces on specific bills or court cases (either pro or con)
Program Overviews (Assembly, Senate, Court, Press)
Results of polls State Offices – Explained
Secretary of State Office
Status of Bills (Coordinate with Secretary of State's Office)
Steering Committee Profiles (Local Committees and State Committee)
Youth Governors Platforms
Top 10 Lists/In and Out Lists
YMCA History
Youth in Government Traditions

Tips on Getting Started

Before you venture out to work on your story or to do an interview, spend at least 10 minutes thinking about your story and writing down the following things.

1. Draw the shape of your story on your paper and decide where you want your story to start and how you want it to finish. This seriously affects the nature of questions you ask and what you write.
2. Write down what you do know about the subject so you can confirm it. Write down what you don't know or would like to know.
3. Write a list of all the people you might need to talk to and places you might need to go to research your story.

STEP 3 – RESEARCH

Once delegates have the beginnings of an idea, they need to do some looking around to be able to develop it more fully. Research will be different depending on the type of article being written. Some things that might help:



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- Media sources- Time, Newsweek, Internet, nightly news, radio, etc.
- Thinking of things that have personally affected you or someone you know.
- Discussions with local leaders, teachers, family and friends.

Once checking these sources, it's time to move onto the research.

Collect as many facts as you can about the subject. Try places like:

- Library, Internet, books, magazines
- Associations and organizations that affect the subject of the article
- Professionals, attorneys, educators

Delegates should have some statistics, some facts, and even some informed testimonies by people who know what they're talking about. The more facts found now, the better the article will be. The best articles are written by people who have done their work! Here are some questions to guide the research:

- **Who is the audience?**
 - Determine the audience, which will in turn determine the subject of the story, what points it covers, and how it is written.
- **What is the purpose of the story?**
 - Is it to inform the readers, challenge the sources, give a preview, review the course of events? This will determine how it is written and how the information is used.
- **Who are the sources?**
 - Information must come from people or documents, not just "what everyone knows" or what you think. Who will be the best source of information for the subject of the story? Who will be most knowledgeable and credible? What documents are available to back up what the sources say?
- **What's the "new" part of this news? What's the angle?**
 - Long before the newspaper hits the street, or the story hits the 6:00 news, people will already know the facts. What will the story add to the discussion? Will it be an analysis piece? Will it put the subject in an historical context? Will it provide commentary from the people affected by the subject?

Interviewing Tips

Delegates will also be conducting interviews for their articles, whether or not the interviewee is the focus of the article. Be sure to have a good set of questions prior to the interview. Here are a few tips that may make interviews go more smoothly:

- Decide on purpose
 - To report the facts, OR
 - To write a feature.
- Develop questions



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- Ask questions, don't make statements.
- Keep questions simple, but avoid questions that can be answered simply with a yes or a no.
- Remain neutral.
- Ask only one question at a time.
- If working on a pro/con piece, ask pro questions first.
- Develop questions that require some thought.
- Ask more than you think necessary.
- Ask questions in a logical order:
 - Fact to opinion,
 - General to specific,
 - Easy to difficult.
- Schedule an appointment
 - Identify yourself.
 - Decide on appropriate place and time.
 - Be prompt and polite.
- The interview
 - Note reactions of the person you are interviewing.
 - Note surroundings (if interesting or important).
 - Notice direction of the interview—keep on track or go where it takes you.
 - Don't be nervous or uncomfortable.
 - Take accurate notes:
 - Ask to make certain you understand;
 - The cardinal sin of reporting is misquoting people – quotes must be verbatim.
 - Check numbers, names, titles and spellings.
- Six ways to ask questions
 - Compare and contrast – ask for similarities or differences.
 - Example/illustration – ask for a description.
 - Criticism – ask about positives first, then be tactful.
 - Discussion – ask for a detailed explanation.
 - Definition – ask for definition.
 - Observation – ask for thoughts, feelings, beliefs.

Question Starters

When looking for the following types of information, ask questions that use these words:

FACTS

name locate

define relate

memorize know



repeatmatch
record state
list write
recall recognize

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APPLICATION

translate practice
interpret illustrate
apply operate
use shop
employsketch
dramatize schedule
demonstrate solve
show

SYNTHESIS

compose construct
plan collect
propose set up
create develop
design organize
formulate manage
arrange produce
assemble revise
prepare originate

COMPREHENSION

discuss identify
describe infer
estimate report
give examplesreview
explain summarize
restate predict
express draw

ANALYSIS

classify contrast
distinguish diagram
sort inspect
categorize debate
differentiate inventory
calculate question
experiment relate
compare examine



test criticize

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EVALUATION

appraise score
evaluate select
rate assess
value estimate
measure justify
revise discuss
decide debate
choose recommend

WRITING

STEP 4 – WRITE A FIRST DRAFT

It is recommended that delegates prepare a draft of the media piece in order to make it easier to get feedback from peers and leaders. Compose the article in a word processing program of choice, referencing the templates at the end of this section.

Once delegates have completed a first draft, they should pass it along to some peers and/or an advisor. Ask them to edit it and give feedback. The more people who can read the draft and give suggestions, the clearer it will be.

The following tips are based on general information delegates need to know to write a piece. There are also a few more specific tip sheets on writing different types of newspaper articles.

WHAT MAKES NEWS WRITING DIFFERENT?

Writing journalistic stories differs from writing essays or term papers in very specific ways:

- For newspaper articles, because columns are so narrow and can be hard to read if they are very long, paragraphs tend to be short – no more than 50 words.
- Because paragraphs are so short, whole ideas are not developed in each paragraph as they may be in a conventional school essay or term paper.
- Quotes are typically put in a separate paragraph to help them stand out and make them easier to read.
- All journalistic writing is very active (explained later).
- Writers must work especially hard to “get to the point” because there is far less space/time to do it in.
- Instead of having a title paragraph and thesis, the two are combined in what is known as a “lead.”

MORE PLANNING!

- Decide main points
- Decide on organization (more details coming up!)
 - inverted pyramid



- lead plus relevant facts
- chronological
- narrative
- other??
- What is the point of the story?
- What is the central idea?
- What is the appropriate focus for emphasis

Basic Writing Rules

1. Remember the 5 Ws and H (who, what, when, where, why, how). If you don't have all the answers to these questions, then you aren't ready to start writing your story (See "Step 1-Decide What Type of Story You Want to Write" earlier in this packet and "Tips for Writing News Stories")
2. Always be clear and concise in your writing. If you confuse the reader with long, complicated excessive wordiness and illogical ordering of information, you have defeated your goal of trying to convey information and/or opinion.
3. Always write active sentences. This is sometimes a little tricky. In other words, always try to write as if something is happening now, not yesterday, not two weeks ago. And always write as if the object of your sentence is performing some action, not having some action performed on it. For example:
 - a. "The carton was delivered by the United Postal Service." – passive
 - b. "UPS delivered the carton." – active

BUT a sentence becomes even better if it can be worded more actively, as if the action is presently occurring:

 - c. "The weather watch plane reported a hurricane." active, but boring
 - c. Reporting hurricane conditions, weather watch planes continue to keep an eye open." – more active, better
4. Always write short, direct sentences. Long sentences look even longer and confusing when they are typeset in small type and narrow columns. They are distracting to the reader.
5. Always write short paragraphs. If the sentences are short (10 words), short paragraphs will follow. Each paragraph should be a complete thought.
6. Always write in 3rd person. This is a common fault of many beginning writers. Never use "I," "me," or "you" in a news story. "He," "she," "it," and "they" are the appropriate pronouns. You should never refer to yourself in a news story and RARELY in a feature story unless it is creative writing or a special interview. (Note: in many entertainment magazines the reporter will refer to his or her surroundings and experiences as s/he interviews a celebrity).
 - a. Special Consideration: You would not follow this guideline if you are writing an opinion article or a review that requires your personal statement!



7. Use neutral terms when possible. A good reporter knows that simply using certain verbs and adjectives that have certain negative or positive connotations can change the tone of the story and express an opinion without coming right out and stating it.

a. Consider the following:

i. "Lecturing to a full hall, the professor explained the ramifications of not studying." – neutral, okay

ii. "Lecturing to a full hall, the professor droned on about the ramification of..." – negative, BAD

8. Use good grammar and appropriate language. Slang terms are only useful in stories about slang. Sexually suggestive language or terms are NEVER appropriate. Words, nicknames, or adjectives meant to embarrass or hurt another person are NEVER appropriate.

9. Read through your story before you turn it in! Make sure it makes sense to you, because if it doesn't it will NEVER make sense to anyone else. AND, when you type a story into the computer, read through it before you consider yourself finished and make sure it is right.

10. Refer to your tips on getting started before you begin to write (listed in "Step 1").

Writing News Articles & Stories

A news story is not about opinion or conjecture, it is about facts: WHO, WHAT, WHERE, WHY, WHEN, and HOW of a subject. Stories should be constructed using the 5W's and H. News writing shows no bias – it should only present the facts on a given subject. Facts may be provided in a variety of highly innovative ways and angles, but the story should still strive to present the basic five Ws accurately and economically. Long descriptions of scenery or poetic verbiage are not the goals of a news story.

The most important part of any news story is the LEAD, or introductory paragraph. Leads should:

- Attract people's attention.
- Be 28-32 words (in 1 to 3 sentences) – NO MORE!
- Include answers to the five Ws and H (Who, What, Where, When, Why, and How).
- Be a quick round-up of major facts of story.

SIX TYPES OF LEADS AND THEIR USES

1. Summary of "5 W's"

- use when creating news
- who, what, where, when, why
- don't forget "how" – important for any analysis
- list most important facts



2. Quotation

- use when creating feature news
 - interesting attention-grabber
3. Punch or astonisher
- use when reporting tragedies or disasters
 - shocking statement or fact
4. Contrast
- use in pure analysis - seldom used
 - link two seemingly separate events or ideas
5. Question
- use in feature news creation
 - ask question that makes audience want to find answer
6. Descriptive or Narrative
- use in feature news creation
 - describe background of an event

KEEP THESE POINTS IN MIND WHEN CREATING A LEAD

- Make it concise.
- Use simple sentences.
- Use strong verbs.
- Don't begin with "When" or "Where."
- Don't use clichés.
- **BE CREATIVE - TRY TO DO SOMETHING THAT HAS NOT BEEN DONE BEFORE!!**

The lead should allow the story to be constructed in a specific shape, the **INVERTED PYRAMID**. Place the answers to the questions Who, What, Where, When, Why and How at the top, and the details underneath. The body of the story should support the information provided briefly in the lead, fully describing and exploring the subject. News stories deal in the **PRESENT** – they are event-related and should be written to inform the reader.

Features Writing

This type of journalism is created in the style of short fiction and can be a tremendous amount of fun. These articles and stories are often longer than other types and should be written to entertain and explain. They are idea-related, meaning they center on a topic, person, or concept. They should include very colorful language and **LOTS of QUOTES**.

Format for Feature Stories

- Fun, catchy lead.
- Body copy with lots of quotes and is idea related.
- Conclusion that relates back to the beginning.

There are six different types of Features:

1. Human Interest – people and their troubles or successes



2. Personality – semi-biographical
3. Historical – past related to present
4. Explanatory – explain how/why something has happened
5. Analytical – dissect a problem
6. Entertainment

This type of writing can combine elements of news writing and editorial writing in a forum of very specific subject areas. For example, an entertainment story can be:

- A news story, if the reporter is simply giving information on a specific event.
- A feature story, if the reporter chooses to add adjectives to create a specific tone and profile in the story.
- Or even an editorial, if the reporter chooses to take a very clear positive or negative opinion toward the subject matter.

Consider also the kind of stories that make good features section pieces:

- Reviews of food, specific restaurants, things to do in and around the Capitol.
- Polls of delegates favorite movies or music groups to see if tastes vary by delegation.
- Reviews of new music.
- Whatever else your imagination comes up with.

When taking a definite stance on an issue, such as when writing a review, it is important to remember for now that this is a YMCA program—the publication and the page don't have to be dripping with malice for the piece to be an effective review. Since entertainment writing can be any and all of these styles, the next step is to review the news writing, features and editorial tips in this manual.

Writing Editorial Articles & Stories

Opinions and editorials can be one of the most enjoyable story formats in which to express personal ideas and creativity. These features and stories are statements that give personal views or try to persuade the audience. In Youth in Government, we encourage delegates to be controversial and innovative, but we also ask them to remember the spirit of the program and keep in mind the Y's four core values (Caring, Honesty, Respect, and Responsibility).

Opinion articles should be written with the following Youth in Government Media Guidelines in mind:

1. No articles may be written with the purpose of slandering an individual, group, or delegation, or using specific details for the purpose of simply slamming or criticizing policies, procedures or behavior you don't like.
2. No articles may be written with inflammatory or profane language of ANY KIND.
3. No activity, policy, procedure, etc. should be criticized WITHOUT offering a solution. For example, perhaps you didn't like the food at the conference. So what. Anyone



can complain. Be specific in your concerns. Interview the catering company about how and why they make their choices. Offer suggestions for improvement.

Suggestions on how to write an editorial:

1. Lead with an objective explanation of the issue/controversy. Include the five Ws and H, pull in quotes from available sources, and do additional research if needed.
2. Present your argument first. Express the viewpoints that you, as a writer, disagree with. Identify the people or groups that specifically oppose you and use FACTS and QUOTES to objectively state their opinions.
3. Directly refute your opposition. Pull in other facts and quotes from people that support your viewpoint and concede a valid point of the opposition which will make yours appear rational.
4. Give other original arguments in defense of your position.
5. Conclude your editorial with some PUNCH. Give solutions to the problem.

Opinion writing should include the following structure:

- The introduction should begin with a general statement and narrow to a thesis.
- Begin with a concession. For example, "Admittedly it is true that . . ." and then counter the concession with, "...but..." or "...however."
- The first argument should be the weakest pro argument, followed by a stronger pro argument, followed by the strongest pro argument.
- The conclusion should end as it begins, with a general statement followed by a restatement of the thesis.

All Articles & Stories

All stories and articles should have a BEGINNING, MIDDLE and END. The beginning and ending part of the story are very important. When you begin writing keep these simple steps in mind:

1. Be simple. Don't want to confuse the reader—captivate the reader. Clear, concise wording is vital.
2. Be relevant. Say you are writing a story on the staff of the hotel and what they endure while Youth in Government is there. However, your lead is all about how the halls of the capitol building reverberate with the shouts and laughter of delegates on their way to session. Although interesting and creative, your lead is not representative of what the story is about.
3. Have focus. With certain exceptions, the example chosen for the lead should illustrate a key section of the story. Because the reader is conditioned by the lead, s/he expects the opening example to relate to an important matter treated fully in the body of the story.

Using all the components mentioned earlier the body of the story should fully explain the concepts presented in the lead.

WRITING A CONCLUSION



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With the lead establishing the tone of the story and the body fully fleshing out the subject, it is time to end the piece. Ending a journalistic story can be much different than writing a conclusion paragraph for a paper. Though it may seem strange at first, for news and opinion stories you may just end where you are – no firm conclusion is necessary. For features and entertainment stories however, you may employ one of three techniques to finish off the story:

- **Circling Back:** This kind of ending reminds the reader of the central message or key elements of the story.
- **Looking Ahead:** Sometimes speculating on the future of the subject matter proves interesting to the reader and encourages further thought.
- **Spreading Out:** Even though earlier you were told to keep the focus of your story tight and constantly in mind, giving the reader something to think about at the end of the story by extrapolating makes the story bigger than it was before, something worth remembering. To be effective, though, the reporter must be extremely comfortable with the subject and with the story on the whole.

An Approach To Style

Modified from The Elements of Style by William Strunk and E.B. White

1. Place yourself in the background.
2. Work from a suitable design.
3. Create with nouns and verbs.
4. Revise and rewrite.
5. Do not overwrite.
6. Do not overstate.
7. Avoid the use of qualifiers.
8. Do not affect a breezy manner.
9. Be creative.
10. Do not explain too much.
11. Have fun creating your story.
12. Make sure the audience knows who is "speaking".
13. Avoid fancy words.
14. Do not use dialect unless your ear is good.
15. Be clear.
16. Do not inject opinion (unless the piece is an editorial or OpEd).
17. Use figures of speech sparingly.
18. Do not take shortcuts at the cost of clarity.
19. Avoid foreign languages.
20. Prefer the standard to the offbeat.

EDITING & PUBLISHING

STEP 5 – EDIT THE ARTICLE



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The first step is the editing phase. Delegates need to read, re-read, and re-read each article again, to find any inconsistencies from spelling to grammar to organization. Ask a fellow reporter to read the article. In fact, sometimes it's better to have someone read it that doesn't know anything about the subject – they'll be able to give honest feedback on the clarity of the story.

How to Avoid Frustrating the Editor:

- AVOID USING UNNECESSARY WORDS
 - in excess of = more than
 - for the purpose of = for
 - in order to = to
 - in addition to = also
 - during the time that = while
 - in the vicinity of = near
 - in the near future = soon
- AVOID VAGUE AND INDEFINITE REFERENCES
 - It was decided that (who decided?)
 - It is hoped that (who is hoping?)
 - It is interesting to note (to whom is it interesting?)
- AVOID REDUNDANCIES
 - is presently or currently = now
 - invited guests = uninvited people are not guests
 - basic fundamentals = fundamentals are basic
 - future plans = are plans ever made in the past?
 - yellow in color = yellow is a color
 - large in size = large always refers to size
 - true facts = if a statement is not true, it is not a fact
- AVOID WORDY NEGATIVES
 - INCORRECT: The program is not unlike the one they gave last month.
 - CORRECT: The program was similar to the one they gave last month.
- AVOID CLICHES
- AVOID EMPTY WORDS
 - Nice
 - Many
 - Somewhat
 - Very
 - Little
 - A lot
- AVOID JUDGMENT OF ADJECTIVES
 - It was a delightful performance (your opinion - others may not agree)
 - This will be an important meeting (you think it is - will others?)



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- AVOID "-ING" WORDS
 - The orchestra will be playing for the dance = *The orchestra will play...*
 - Hearing the news, Sue rushed to tell her mother = *Sue heard the news and...*
- AVOID INACCURACIES & EXAGGERATION
 - His resignation was the result of ill health.
(Death could be a result of ill health but could a resignation?)
 - The president appointed a committee that, hopefully, will raise the money.
(Who hopes - the president, the committee or someone else?)
- AVOID PASSIVE VOICE
 - The program was planned by the students. = *The students planned...*
 - The refreshments were enjoyed by the students. = *The students enjoyed...*

STEP 6 – SUBMIT ARTICLES

After delegates have gotten feedback on a draft article, they should write a final draft and submit it to a local leader.

Delegates can also send articles to the Media Director and Specialist:
wiyiqmedia@gmail.com

ART & PHOTOGRAPHY

What makes good artwork?

Medium

For Print – pen & ink and dark pencil artwork reproduces with the best clarity (i.e., line art on computers). If shading is used, the drawing must still be high contrast. Black and white with no gray tones is really the best.

Content

Be creative! If you receive an assignment for something that you don't think that you can reasonably produce, what can you do? If you can't get exactly the drawing, what can you do that would be dynamic and draw interest to the page? HAVE FUN, but do not plan to do things that will be too time-consuming for you to produce. You may have multiple assignments every day that editors are counting on. Pace yourself and be realistic. You WILL NOT have multiple hours to complete each drawing.

What makes good photography for the Media?

Contrast

For Print – photos MUST BE HIGH CONTRAST. Photos with lots of gray simply will muddy up too much when copied – meaning photos in the hotel lobbies, Supreme Court lobby, and hallways of the Capitol building simply will not turn out.

Content

Dynamic! People shots! Close-ups! Try for action shots. Even if you are to shoot a location, try to include one or more delegates in the photo. Use advisors too. They like to see themselves in print also. Try for candid, fun shots because they are overwhelmingly



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the best and might even be usable elsewhere. If you receive an assignment for something that you don't think that you can reasonably produce, what can you do? If you can't get exactly the shot, what can you do that would be dynamic and draw interest to the page?

AT THE CONFERENCE

The Media sets up shop close to the action. All Media delegates and advisors are required to work from these locations, except for reporters and photographers who are on assignment in the field gathering information and taking photographs for various articles.

All assignments for news articles, features, opinions, and photos are assigned from this location.

FIRST MEETING

When the Media meets for the first time at the conference, the following happens:

- Model Government guidelines are reviewed, roll is taken, schedules and deadlines are reviewed, and everyone is then released to start their job.
 - Roles, such as section editor, video editor, reporter, and photographer will have already been assigned.
- Deadlines will be established, and everyone will know exactly what those deadlines are (The Media members work and meet deadlines based on schedules set by the Media Director and Media advisors.)
 - The Media schedule is based on the Model Government conference schedule and tries to highlight the current day's activities.
 - Features and opinions complement the daily news, to give the most complete newspaper possible for each edition.

DEADLINES! DEADLINES! DEADLINES!

Meeting personal and team deadlines is key to the successful operation of any Media. That means meeting all deadlines for rough draft articles and photos, edited drafts and photos, rough and final draft layouts, and print production and distribution. It is very important to understand that a newspaper that is 90% finished but does not hit the streets on time, is no better than a newspaper that is only 10% finished. The ultimate goal of each edition is to meet the final delivery time. People at the conference will be expecting a newspaper at a given time each day, just like you expect a newspaper on your porch or in your driveway each morning.

Because the primary focus of each issue is on-time delivery, your primary responsibility is to meet your individual deadline. Without a total commitment from each individual, the paper runs the risk of not getting out on time, and a missed delivery schedule is a poor reflection on the entire group.



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AT THE CONFERENCE: ROLE ASSIGNMENTS

- If you are a reporter, you will receive an assignment at the beginning or end of the day for the following day's issue.
 - Photographers will typically have a list of shots they are required to shoot each day.
 - Reporters are to check in at the Media Room every morning, complete his or her assignment during the day (and within deadline), and be sure to attend any staff meetings that are held during the day, as checkpoints for production status.
- Once you have completed your assignment, you are welcome to submit work for another section of the paper. You could also volunteer for another job assignment.
- The Media program demands considerable individual initiative and responsibility. You must be highly motivated and stay on track during each assignment.
- Since Media roles provide for more freedom of movement throughout the conference during the weekend, it is essential that each Media member who serves in one of these capacities exercises the utmost skill in time management, organization, and punctuality, so other parts of the program are not compromised because of time loss.

Newspaper Reporter

The reporter develops and produces articles. Reporters are responsible for finding news leads, researching stories and following-up on leads. Reporters will also be assigned stories. Reporters will develop good interviewing techniques and will be comfortable interviewing others.

- **Qualifications:** Curiosity about a variety of issues, willingness to conduct research in person and through other methods, public speaking, writing and asking good questions, comfortable appearing on camera or in audio.
- **Duties:** Speak and write clearly, ability to approach people to request info, conduct interviews, write stories, meet deadlines. Use good grammar, vocabulary, and spelling. Present on camera or in audio format.

Video or Podcast Team

Work as a team to write, shoot, and edit video or podcast projects. The final product will need approval from the State Office before release.

- **Qualifications:** Creative thinker, ability to tell stories in visual, oral, and written fashion.
- **Duties:** Write, shoot, and edit video or podcast, conduct interviews.

Section Editor

- Compile and edit articles submitted by Media delegates
- Aid the Media Director as directed

Digital Editor

- Oversee the WI YIG Media online presence
- Coordinate the use of social media
- Direct the photography aspect of the Media program



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- Ensure that all photos are stored appropriately and transferred to the State Office for archival

SPECIAL CONSIDERATIONS – BEWARE!

In running a student media, we have the ability to reach large numbers of the community. Delegates and advisors trust that the information we provide is accurate, true and complete. When it is not, whether it is a misspelled name or an absolute misrepresentation of the facts, as a program we are held responsible in any lawsuits (and hate mail) that ensues. It is the policy to make a retraction in the following issue/broadcast for any substantial misrepresentation, as well as to handle disgruntled readers in a polite, firm and courteous manner.

There are three big journalism “no-no’s” (types of expressions that have never been protected by the First Amendment.) These come under the headings of libel, invasion of privacy, and obscenity. These offenses can lead to serious consequences including lawsuits, acts of censorship on the part of the program staff (known as “prior restraint”), and even termination of the program itself.

Let’s review and understand each one of these categories:

Libel

Libel is a falsely printed statement of fact that attacks a person’s reputation or good name. There are four parts to libel: publication, identification, injury and fault.

- **Publication:** The statement must be published in a public document such as a student newspaper. It does not matter whether it was a poorly researched fact included in the story by the writer or whether it appears as fact in someone’s quote – ultimately the publication is held responsible.
- **Identification:** The libeled person must be clearly identifiable, although not necessarily by name. If even a small group understands who the article is about, it still counts as libel.
- **Injury:** Damage to the reputation of the libeled person can occur even if only a small number of people understood the libel.
- **Fault:** Although fault is based on circumstance, it is generally understood that a private individual can claim damages if a reporter did not adequately verify a story before printing it, while a public figure can claim damages only if they can prove that the journalist acted with malice or with reckless disregard of the truth. While movie stars and popular music artists are obvious public figures, some state supreme courts have ruled that teachers and even students, are public figures in cases involving student newspapers.

Invasion of Privacy



Everyone has the right to privacy unless they waive that right. The different forms of Invasion of Privacy are intrusion, false light, private, embarrassing information and appropriation.

- **Intrusion:** Intrusion involves unwelcome entry in some way into a private area (e.g., taking a picture of someone at their home without their consent.) People in public places, however, have no expectation of privacy (e.g., taking a picture of someone at school). You can also intrude into someone's privacy by quoting them or by taping your conversation with them without their consent. Although an informed minor can give consent, this consent has been challenged in court. If the material is controversial, get the minor's parents to sign a release form. Quoting a third party without his/her/their consent is also intrusion (e.g., "Ralin said that Tanya is on crack," Andrea said).
- **False Light:** False Light is taking true information but presenting it so that the article implies something false. This is extremely important in news and feature articles (i.e., presenting only facts that support one side of a story, including photographs of innocent people so that it seems like they are doing something wrong.)
- **Private, Embarrassing Information:** Any type of private, embarrassing information should only be used if the information is newsworthy. If this is the case, consent from all parties involved must be obtained. Documents such as school reports and medical reports are private and journalists have no right to reveal information from these types of sources.
- **Appropriation:** Appropriation is the unauthorized use of someone's name or photograph for commercial purposes without written consent.

Obscenity

Supreme Court decisions grant school administrations the right to censor vulgar language and allow schools to set a standard for public conduct. Questionable language or innuendoes are subject to censorship by all editors, Program Specialists, and advisors.

- When writing a story or editing a page, keep everything LEGAL.
- Get consent from all persons you quote, both directly and indirectly.
- Exterminate all bias and opinion in every news stories and present all sides of a story fairly.
- Go over any humorous remarks since a remark can be considered libelous if others might interpret it as malicious.
- Accept a quote for your story or page only after double-checking that the facts of the quote are accurate. The quote must also be accurately recorded (if you're not sure, reading back what you wrote is a good way to make sure the source is being correctly represented).
- Label all staged photos clearly and in large print.