

IIEP YOUNG REPORTERS TRAINING MANUAL



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Cooperación y Educación para la Infancia

Introduction

Children should be able to advocate their rights. To do this, they need a platform to express themselves freely.

Digital media has made it easier for everybody to create content and share it with the world. This new media can give a voice to young people, and give them a chance to tell their own stories, and make a strong case for change.

By becoming young reporters, young people will have the opportunity to express themselves freely and tell their own stories, show life in their community, and learn about issues faced by children in other countries.

By the end of this training module, the Young Reporters will have the skills to tell their own stories using the internet, online storytelling and digital photography.

Acknowledgement

This Training Module has been adapted from the Tech Girls Training Module designed by Savana Signatures with support from UNICEF Ghana.

What is the course about?

It will enable Young Reporters to get a better understanding of Children's Rights and how to use digital media to advocate change.

Who is this course for?

A group of 100 students from the Savelugu-Nanton Municipality of the Northern region of Ghana organized in 10 school groups.

What level is the course and do the trainees need any specific skills?

This is a beginner course. Participants need only basic skills in computer use.

By the end of the course the Young Reporters should:

- know their rights as children and their potential as advocates
- know how to use the Voices of Youth platform to publish their stories
- write short blog posts and comment on stories posted by young people in other countries
- take striking photographs
- provide and post content about children's rights, their own lives and the issues they face as children in the Northern Region of Ghana
- have strategies to promote and advocate for their rights

Methods

The focus of this training module is on active, hands-on learning. The Young Reporters should be given the skills to speak out about issues that affect them, seek out answers about why things are the way they are, and create digital content that can raise awareness.

Lesson 1: Basic knowledge of Children rights

By the end of this module, the Young Reporters should know about the Convention of the Rights of the Child and understand their own rights.

Teaching Activities (online)

1. Share a bit of background for the group of Young Reporters: *“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights, including Ghana.*
2. Ask the students to go to this website: <http://www.unicef.org/rightsite/files/rightsforeverychild.pdf>
3. They should go through each page of the online book and the facilitator should help them to read through their rights

4. Do this activity with the children: Rights risks on my route to school

Time: 20 minutes as a discussion

The idea of this activity is to encourage students to think about ways their rights are put at risk in their daily lives. Ask students to shut their eyes and imagine they are leaving their house in the morning and starting their journey to school. Encourage them to imagine the whole trip. Can they think of any times along their route when they think their rights are in danger? For example, their right to health might be put in danger from a big pile of rubbish, or their right to clean water might be put in danger from people defecating outside.

5. Discuss Children’s Rights in Savelugu-Nanton. Ask:
 - a. Does every child you know go to school? Explain that is a right.
 - b. Does every child you know have clean water to drink? Explain that this is a right.
 - c. Do you know children with disabilities who don’t go to school? How are they treated by other children?
 - d. Do you know children who are bullied or teased? This is against your rights

6. Create a community map

Time: 60+ minutes

A community map creates a visual representation of children’s rights in a community, plotting where and how they are respected, and where they are violated. You will need to create a basic map that represents the neighbourhood. Use the Flip Chart to make this map, with everybody’s involvement. Add existing natural features such as rivers, schools, health centres, shops, etc.

Challenge students to locate the places in their community where children's rights are respected, promoted and protected. Encourage them to consider the places where they learn, where they play and relax, where they go to the clinic, and where they practice their religions. What else can they think of? Students can create their own symbols, one to represent each right, and mark these on the map in the places where each is respected.

Start with students thinking about places in their community where young people's rights are **not respected**, or where their rights may be at risk. There may be roads that pose a particular threat to the right to protection from hurt, or other places where children are regularly injured. What about places where incidents of bullying are concentrated or places where children's views are not considered? Encourage students to discuss the underlying factors that create these risky locations, such as the geography of the area, national laws, law enforcement or poverty. Again, students should design symbols and mark the places on the map.

A final step is for students to use their completed map to discuss their role in the community. What action could they, or others, take to change the situation at the places where children's rights are not currently respected?

7. Hand out the Convention of the Rights of the Child brochure supplied by SAVSIGN

Home work:

Each participant will write about what rights are more important to them and why. They should write three sentences.

Material

Internet and computers

Flip chart, A4 sheet, pencils and markers

Copies of Convention of the Rights of the Child brochure, provided by SAVSIGN

Duration: 1H30

Lesson 2: Focus on children's right to information and participation

Participation is an important principle of the rights of the child. By the end of this lesson, participants should understand their rights and their power to participate in the world around them.

Teaching Activities:

1. Some background for the students: Today we'll be focusing on these two rights in particular:
All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously. Article 12
All children have a right to find out things, and say what they think through speaking, writing, drawing etc. unless it breaks the rights of others. Article 13
2. Last week we discussed the Convention of the Rights of the Child, and where our rights weren't being respected. Can you name some of the rights that aren't being respected in your community?
3. Ask the children to go to this website and read about Eunice from the DRC:
<http://www.kidsareheroes.org/heroes/Eunice-Muba.php?TRT=1>
4. Watch this video with the girls about a young female reporter in South Africa
<http://www.youtube.com/watch?v=AXvdoNAHCvI>
5. Watch this video about young people mapping a town in Haiti, to combat HIV/AIDS
http://www.unicef.org/infobycountry/haiti_70264.html
6. Remind the students that last week they reflected on the places in their communities where their rights aren't respected. They have a voice, and they can publish information about issues in their communities.
7. Discuss: Would you like to be young reporters like the young people they just learnt about? Why would you like to be young reporters?
8. Discuss powers and responsibilities

As a reporter, you have power and responsibilities:

Power:

- ✓ To show up when people are not being fair or honest
- ✓ To highlight important issues
- ✓ To educate and inspire

Responsibility:

- ✓ To look after yourself and your subject
- ✓ To tell the story truthfully
- ✓ To tell difficult stories that people sometimes might not want to hear

Young Reporters' full participation (activities online):

1. Search on internet for Voices of Youth site and check for children contributing in other countries
2. Group discussion: What stories do they think need to be told in their community?

Home work:

Each student will reflect on one issue that means most to them, that they can cover for the rest of the school term.

Materials:

Computers and internet

Conference paper, markers, A4 sheet and pencils;

Duration: 1H00

Lesson 3: Choice of themes

By the end of this lesson, each school's Young Reporters should have selected an issue that they feel passionate about, and that they want to cover as young reporters throughout the school term.

Activities:

1. Students break into groups of three (and one group of four)
2. Each group decides on one issue in their community that they would like to bring attention to throughout the term (20 minutes to discuss and decide on one theme)
3. Once each group has decided on their topic, they should present on which topic they have chosen (40 minutes to create presentation and an artistic poster using markers, drawings, and flip charts)
 - a. What topic did they choose?
 - b. Why did they choose this topic?
 - c. Why is it important in their community?
 - d. What change would they like to see?
4. Together, each club will vote and decide on **one issue** to bring attention to.

Materials:

Conference paper, A4 sheet, pencils and markers;

Duration: 1H00

Lesson 4: Staying safe online

As Young Reporters, you will publish your stories and photos on the Voices of Youth website. But before you start using the internet, we need to talk to you about staying safe online.

Teaching Activities (activities online):

1. Go onto Voices of Youth – give the Young Reporters 20 minutes to look around the website and see what is available there, especially Voices of Youth Citizens

2. Go to this part of the website and watch the video called Social Media for Social Good: <http://www.voicesofyouth.org/en/citizens/tools-and-resources>
3. Explain that social media can be used for good, but there are also risks associated with social media
4. Tell the Young Reporters that nothing is private on the internet: When You Post Online You Post To the World
5. Watch the video about cyber bullying and discuss it with the Young Reporters <http://www.voicesofyouth.org/en/citizens/tools-and-resources>
6. Discuss the risks and prevention measures outlined below

Risks:

- ✓ Once information is posted to a social networking site, it is no longer private. The more information you post, the more vulnerable you may be
- ✓ Go to this website and talk about how to stay safe online: http://www.connectsafely.org/social-web-tips-for-teens/?doing_wp_cron=1378161450.0860190391540527343750
- ✓ Do not open emails or email attachments or click on links sent from people you do not know. If you receive a suspicious email from someone you know, ask them about it before opening it.
- ✓ **Scams**—On the internet, some people fake deals that trick people into providing money, information, or service in exchange for the deal. *You might receive a mail saying you won a lottery give us your contact so that we can send you the money.* Don't believe it.

Prevention measures:

- ✓ Change your passwords periodically. Do not use the same password for more than one system or service.
- ✓ Do not post anything that might embarrass you later, or that you don't want strangers to know.
- ✓ Do not provide your phone numbers or post your private pictures
- ✓ Verify those you correspond with. It is easy for people to fake identities over the Internet.
- ✓ Do not automatically download, or respond to content on a website or in an email. Do not click on links in email messages claiming to be from a social networking site. Instead go to the site directly to retrieve messages.

Lessons 5 and 6: Social media and Voices of Youth

There are different types of social media, where Young Reporters can have their work published.

- **Blogs** are mini websites where people can write interesting stories

Get Young Reporters to search for this example:



<http://savsign.org/category/blog/>

- **Facebook**

Get Young Reporters to search for this example: <https://www.facebook.com/educosavsign>

And this example: <https://www.facebook.com/savsign>

Tell Young Reporters their work could be published on these two facebook pages

- **Video sharing sites like YouTube and Vimeo**

Watch this video:

<http://www.youtube.com/watch?v=y8MKTpPFfOc>

Halima Hima—selected in 2011 as one of "Africa's 25 emerging women leaders under 25 for their commitment to service"—challenges us to think differently about the way we engage communities in rural areas to empower women and girls.



top

Voices of Youth page:



A bit of background for the Young Reporters - Voices of Youth Connect currently works with schools and community centres in remote rural settings as well as low-income urban areas in different countries in Africa – Liberia (in-school project focusing on the theme of peace-building), Madagascar (environmental conservation project), South Africa (radio project) and Zambia (in-school project focusing on HIV/AIDS prevention and life skills). New countries from around the world join the project every year.

Voices of Youth Connect (VOY) seeks to help young people make a change in their communities.

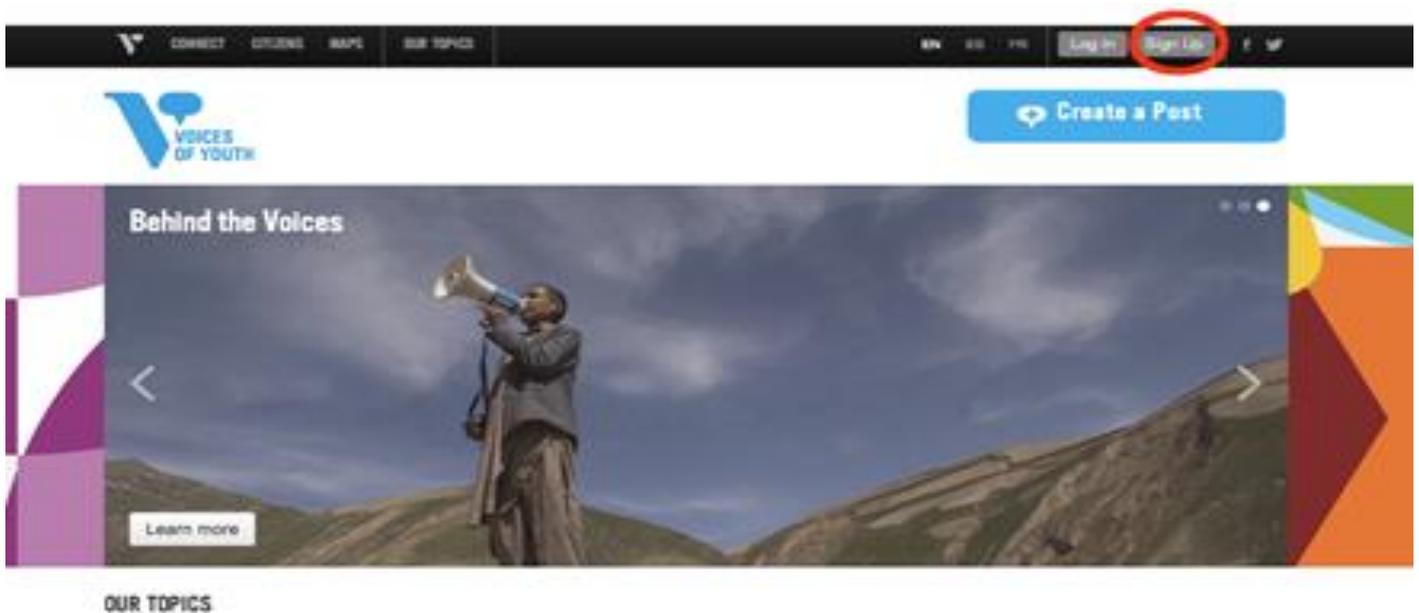
To explore VOY, follow these steps:

- a. Log into Voices of Youth and explore links at the top of the page: Connect, Citizens, Maps, Our Topics
- b. Click on Learn More and explore the page
- c. Create a personal Voices Of Youth profile

To create a VOY profile, follow the steps below:

Step 1: Log into VOY site <http://www.voicesofyouth.org>

Step 2: Sign up to create your own profile



Step 3: Fill boxes with all the information required


[Create a Post](#)

Log in socially with one of the following services



Or create an account just for Voices of Youth

Username

Email

Display Name

Password

Password Verify

Step 4: On the same page, at the bottom you will see a box in which you are asked to copy a text a little distorted. Type the code generated by the system

Step 5: Click Register

Material

Computers, internet connection

Duration: 1H00

Password

Password Verify

Please type the following text



Register

Lesson 7: Planning a story

By the end of this lesson, the Young Reporters should know they can plan their stories.

✓ Storyboard

A storyboard is a sketch of how to organize a story and a list of its contents. Storyboarding helps you identify the holes in your story.

Here's how to do a Rough Storyboard

First, divide the story into parts, such as:

- *lead paragraph why this story is important
- *profiles of the main person or people in the story
- *the event or situation

- *any process or how something works
- *pros and cons
- *the history of the event or situation
- *other related issues raised by the story

Teaching activities

1. Create a story board with all the students about one issue: i.e. Children who don't have toilets at their school.
 - a. On the flip chart, create a series of boxes
 - b. Use a scrap piece of paper to brainstorm some ideas for your storyboard. What do you want your story to be about? Sketch some ideas on the paper. Think about the main things that happened in the story and draw them out.
 - c. Draw pictures to the boxes on your grid paper. Your pictures should tell a smooth, flowing story.
 - d. Fill in a little writing where it needs it. There shouldn't be a lot of writing because most of the storyboard is supposed to consist of pictures. However, a little writing helps the reader understand what's going on. Include no more than a sentence or two per box.
2. Ask the Young Reporters to visit this website and watch the video:
<http://www.storyboardthat.com/>
3. Create a second story board using this website: Cut a story out of the Junior Graphic and ask the Young Reporters to create their own storyboard
4. They can create an online storyboard using this website
<http://www.storyboardthat.com/storyboard-creator>
5. Look at each other's storyboards

Materials

Flip chart, A4 sheet and pens, computers, internet

Duration: 1H00

Lesson 8: Interviewing

By the end of this lesson, the Young Reporters should have the basic interviewing skills needed to find out more about an issue.

A bit of background: A good interview is more than just a list of questions. Getting a good interview will make or break your story. To get a good interview, you need to build trust between you and the subject.

Teaching activities

1. Hand out the Media Toolkit for kids and turn to the page on interviewing.

2. Explain that they will have to interview people about their chosen issue when they go on their field trip. They will ask these ‘interviewees’ to speak about their chosen topic: community members, leaders, teachers, other students.
3. Go to the list of tips and do’s and don’ts in the media toolkit and read through them with the children.
4. Talk about the 5Ws and the H. Every good interview has them.

Open questions begin with the 5Ws or H: Who? What? Where? When? Why? How?

5. **Activity 1:**

Time: 20 minutes

Get five pieces of flip chart paper. On each piece of paper, write one of these words in large letters: Who, What, When, Where, Why, How

- a. Ask the students to write questions for you on each piece of paper that begin with the word in the heading. i.e. On the ‘Who’ piece of paper, students might ask: Who is your favourite singer? Who do you most admire? Or on the ‘What’ page, they might ask: What is your favourite food? What do you like about being a teacher?
 - b. Read out the questions and answer some of them.
6. **Activity 2:**

Time: 20 minutes

Get the students to break into pairs and open Microsoft Word. Ask them to type up five questions for their partner in Word. Each of these questions should start with one of these words:

- a. Who
- b. What
- c. When
- d. Where
- e. Why
- f. How

Get the students to ask their partner each of the questions they have written up and type up their answer. Get one student from each pair to share with everybody what they learnt about their partner. Save the document. **They will need this next week.**

7. **Activity 3**

Time: 20 minutes

Break the Young Reporters into their three groups. Have them brainstorm some questions they will need to ask about their chosen issue. A group that is investigating the issue of children who aren’t at school will have to ask children: Why don’t you go to school? What do you do when all your friends are at school?

8. Repeat that the best interviews are ones with lots of questions starting with Who What When Where Why and How

Materials

Computers, internet, Flip charts, Media toolkits, Paper and pens

Duration: 1H00

Lessons 9 and 10: How to take a photo

By the end of these two lessons, students will be able to use a digital camera and understand the technical aspects of shooting photographs.

Teaching activities

1. *A bit of background:* Through the use of photographs you can share your opinions about issues affecting you and your colleagues. Your images could go beyond raising awareness to creating public and political will for social change. Photographs could be the entry point to engage with your readers.

2. **Activity 1**

Time: 20 minutes

Hand out cameras to all of the Young Reporters. Show them how to turn on their camera, turn off their camera, and take a photo. Choose a few basic techniques and fun exercises: How to hold a camera to take pictures?

How to put the camera on? Explore the different tools of the camera, and ask them to take some pictures.

Explain that we can move to different positions (kneel down, stand on a chair) to take interesting photos. Show them how different results, depending on the distance. Very quickly, the ability of children to improvise will allow them to integrate the concept of framing:

Portrait, landscape, close-up.

3. **Activity 2: Best way to compose shots**

Time: 20 minutes

Open the Media Toolkit to page 8-16 and look at the different types of photographs they can take. *Explain that the best time for shooting is early in the morning or late in the afternoon.*

- a. Pay attention to framing.
- b. Learn the Rule of Thirds.
- c. Every photo has a foreground and a background.
- d. Change your line of sight. Try kneeling, or even putting the camera on the ground.
- e. Keep your eyes open for patterns.
- f. Try getting in close. Look for texture, in the wrinkles of a face or the bark of a tree.

4. **Activity 3: Take photos**

Time: 40 minutes

Tell the Young Reporters to go outside with their new cameras and take photos of each other, of their school, of their friends, of their books, etc. They should take one of each kind of shot

- a. Extreme Long Shot
- b. Long Shot
- c. Medium Shot
- d. Close-up shot
- e. Extreme close-up shot
- f. High angle
- g. Low angle
- h. Canted angle

5. **Activity 4: Show photos**

Time: 30 minutes

Upload photos to the computer and show the photos that were taken

6. Activity 5

Time: 1 hour

Ask the Young Reporters to log onto Voices of Youth and watch this

video: <http://www.voicesofyouth.org/en/posts/view-finder-workshop-haiti-2013--2>

Go outside and do the activities shown in the video

- a. Take photos of patterns and shadows
- b. Take photos of natural and unnatural things in your surroundings
- c. 'The Best Part of Me' – take photos of your favourite body part and explain why it's important to you

7. Activity 6: Show photos

Time: 30 minutes

Upload photos from the three activities and discuss

Material:

Computer, internet, digital camera, projector

Duration: 2h00

Lesson 11: Uploading and editing pictures

By the end of this lesson each student will be able to upload and edit pictures.

Teaching activities:

1. Explain the technical aspect for uploading and editing photos
2. Explain how to download images from your digital camera to the laptop by,
 - ✓ Using a USB cable
 - ✓ Inserting your memory card

3. Activity 1

Time: 20 minutes

Each participant will follow the process step by step on their individual laptops and upload their previous pictures

Step 1: Connect the cable that came with your camera to the corresponding port on your PC.

Step 2: Click Import to begin downloading the images.

Step 3: After the images have been transferred, you can unplug your camera's cable. If you're done with your images, you can close the Photo Gallery application.

4. Activity 2

Time: 15 minutes

Each student should choose their 10 favourite photos that they took the previous week and show them to their colleagues

5. Activity 3

Time: 30 minutes

The Young Reporters should write caption for their 10 favourite photos from the previous weeks. They should rename the files names of their photos to the caption.

Explain to students the importance of captions. They are necessary so that the person who sees the photo knows the name of the person in the photo, their age, where the photo was taken, and what the photo is showing

Captions should include the name of the person photographed, the date and the subject of the shoot

Material:

Digital camera, Computers, Internet, Projector

Duration: 1h00

Lesson 12: Writing a story

By the end of the lesson, the students should have the basic skills to write a short story of 10 sentences.

✓ Writing Human Interest Stories

A bit of background: The story process is the same for photography, video, radio and writing.

First thing you have to decide is: What story are you trying to tell?

Teaching activities

1. Talk about stories and how they are important to raise awareness about issues and to record an event.
2. **Activity 1**
Time: 10 minutes
Hand out five copies of the Daily Graphic. Have the Young Reporters go through the newspaper in pairs for 10 minutes. Go to the front-page story and ask these questions:
 - a. What is the story about?
 - b. Who was interviewed for this story?
 - c. What is the beginning of the story? What is the middle of the story? How did the story end?
3. Tell the Young Reporters: You can write stories too! You are a young reporter now!

4. **Activity 2**

Time: 10 minutes

Ask the Young Reporters to open their Media Toolkit and read from page 1 to 5 – the section about writing a story.

5. A bit of background: A story can be as short as explaining why you don't like video games or as long as a story on why your school needs toilets. Your own desires in life, the kinds of struggles you have faced or your curiosity on the problems facing your generation are all good subjects for a good story.

6. **Activity 3**

Time: 40 minutes

Ask the Young Reporters to log into Microsoft Word, and write a story about their lives (five sentences). But before the Young Reporters write their own story, you should write your story and read it to them. It should be five sentences long

- a. E.g. My name is Sami and I am 35 years old. I was born in Bolgatanga but I moved to Savelugu-Nanton when I was 15. I am a teacher and I like my job because my students are very clever. My favourite time of the year is Eid, where I celebrate the end of Ramadam with all of my friends and family. I have three sons and two daughters.

Give the Young Reporters 15 minutes to write their own stories.

7. **Activity 4**

Time: 40 minutes

The Young Reporters should go back to the notes they made from their interview with their partner last week. Based on this interview, they should type up a story about their partner on Microsoft Word and read it to the class. It should be five sentences long.

8. **Activity 5**

Time: 20 minutes

The Young Reporters should return to their groups. They should come up with three ideas for stories they would like to tell about their chosen theme.

Material

Computers, internet

Duration: 2H00

Lesson 15: Field trip planning

By the end of this lesson, each of the groups of Young Reporters should have a plan about how they are going to create content about their chosen issue.

A bit of background: Every project is different, but most will be better and easier with lots of planning in advance! Think carefully about your goals, the message, the audience, and the treatment. The more specific and detailed you are early, the better the rest of the process will be.

Teaching activities

1. You should explain that we are going on a field trip in the near future. This is a chance for them to create content about the issue they chose at the start of this module. The Young Reporters now have all the tools, and they will now become real Young Reporters when they go into the field! Field trips allow students to research firsthand their chosen issue. Field trips can be to seemingly “normal” places like the community borehole, local health center, or even the market. This session is set aside so that the students can decide exactly where they want to go, what they want to do, who they want to meet, and how they will approach the issue.

2. Activity 1

Time: 50 minutes

Break the students into their groups. Together they should type these questions and answer them in a Microsoft Word file

- a. Where do we need to go to cover this issue?
- b. Who do we need to interview? (Community members, the chief, teachers)
- c. What sort of questions do we need to ask? (Write 5 questions for each person)
- d. What photos will we take?
- e. How many short stories will we write? What will they be about?
- f. Do we need to ask permission before we go?
- g. When is a good time of day to go on the field trip?
- h. Why is it an important issue?

3. Activity 2

Time: 20 minutes

Ask the students to write up a plan of what they will do in the field. They should type up this plan in Microsoft Word. Example:

- a. Interview 1:
- b. Photos of:
- c. Interview 2:
- d. Photos of:
- e. Interview 3:
- f. Photos of:

4. Activity 3

Time: 20 minutes

Talk to the students about their responsibilities and how they should conduct themselves in the field.

Power:

To show up when people are not being fair or honest

To highlight important issues

To educate and inspire

Responsibility:

To look after yourself and your subject

To tell the story truthfully

To tell difficult stories that people sometimes might not want to hear

Material:

Computers

Duration of this module: 2H00

Lesson 13: Field trip

Before the field trip

- Contact your interviewees to confirm meeting, location, and time
- Charge your camera batteries the night before
- Find out directions to where you are going – if going off site
- Practice interview

During the field trip

- * Ask for the permission of everybody you photograph and interview
- * Write down names, ages, community, details of every person you photograph and interview.
CHECK THE SPELLING OF THEIR NAME
- * Write down neatly answers to all the questions you ask
- * Ask follow-up questions if something isn't clear
- * Thank your subjects, interviewees, talent for their time

After the field trip

- Charge batteries for the next field trip
- Organize and download your material and label it as you complete your shoot (labels should include the name of the project, the date and subject of the shoot, and the name and number of your site)
- File consent releases
- Look at your photos to check they were taken correctly

Material:

Digital camera, logistics for field visit

Duration of this module: 2H00

Lesson 14: Debrief from the field trip**Teaching activities**

1. Debrief and talk about what went well and what was challenging.
2. Answer any questions the students have and create space for them to analyse and interpret their group experience and provide them with help for the next steps

3. Activity 1

Time: 30 minutes

Discuss the most interesting stories from the field trip. What most impacted on the Young Reporters?

4. Activity 2

Time: 50 minutes

Type up all the information from the interviews

Choose your favourite photos and delete the ones you don't want

Write captions for each of the photos – and rename the files with the captions

Material:

Digital cameras, Computers

Duration: 1H00

Lesson 16: Writing stories from the field trip

By the end of this lesson, each group of Young Reporters will have written three basic stories from their field trip.

Teaching activities**1. Activity 1**

Time: 20 minutes

Each group of students should decide on three stories they want to tell from the field trip. Did they meet a young person who has to walk 20 minutes to get water and so is late for school? Or did they meet a nurse who gives women soap for delivering a baby at her clinic? These are good stories to tell.

2. Activity 2

Time 60 minutes

The Young Reporters should write three stories from the field trip. Each story should be five sentences long

Material

Computers, Internet connection, Digital camera

Duration: 1H00

Lesson 17: Finalize writing stories and editing photos

Teaching activities

1. Young Reporters continue to work on their stories and photos

2. Activity 1

Time: 20 minutes

Facilitator checks over stories for any grammatical or spelling errors, and gives feedback

Material

Computers, Internet connection, Digital camera

Duration: 1H00

Lesson 18: Publish articles online

By the end of this lesson, students should have posted their articles on the Voices of Youth platform

Teaching activities

1. Activity 1

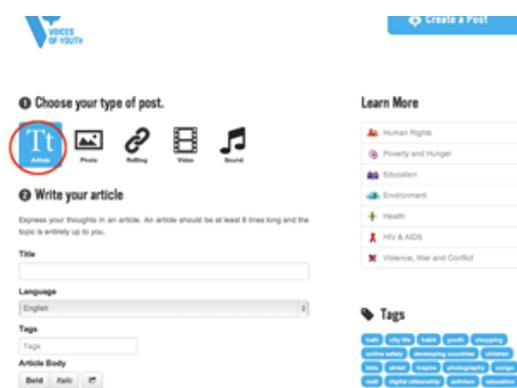
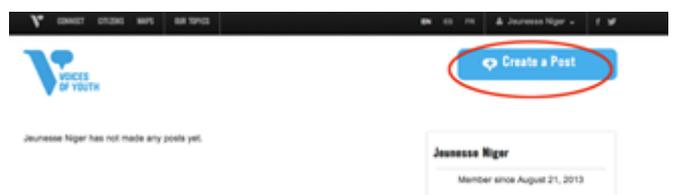
Time: 40 minutes

Go to the Voices of Youth website.

Log into your account

Now you can submit an article.

- a) Click "Create a post"
- b) Choose the type of article you want publish: Text with one or more pictures, a link to a photo previously loaded onto a photo site storage, or



to

"reblog". It allows you to share something you saw on a site. To do this, simply copy this link and paste it into the box provided.

Choose the Text icon.

c) Write your article by filling the boxes



d) Add photos. Click to download the photos from computer and add a brief description of the image (type caption of the photos).



e) Select words that relate to your story and them.

Select the appropriate section(s)

- Human rights
- Education
- Health
- HIV and aids
- Environment
- Poverty and hunger
- Violence, war and conflict

The Learn More sections are our permanent topics. They provide background information on various matters.

Example: If the article is about girl education, **‘Education’**

f) The final step is to:

- **Save draft:** if you are not sure to send the article for publishing
- **Preview:** to see what it will look like
- **Submit:** to send your article for verifying and publishing on VOY. There is a site administrator who all the posts and verify their qualities before posting on VOY

hiv hunger war and conflict
More sections are our permanent topics. They provide background information on various matters.



the

click on

select

checks them

Material:

Computers, Internet connection

Duration: 1H00

Lesson 19: How to react to a post?

By the end of this lesson, all participants will know how to comment on posts by other students on Voices of Youth Connect.

Teaching activities

Online presentation of interaction on Voices of Youth Connect

Student's full participation

1. Read through five posts on the VOY blog
2. Comment on each of these posts
3. Reply to posts on your own stories and photos (if any)

Material:

Computers, Internet connection

Duration: 1H00

Lesson 20: Lobby for change

By the end of this lesson, each Young Reporter group will have created action plans about how they can advocate for change, based on the issues they have been covering

1. You as facilitators can support the groups of Young Reporters to consider who holds the power to bring about change at school, or how they can influence decision makers in the community. As Young Reporters, they are child rights reporters! They have power!
2. Guide each group through these steps.
 - a) The first step is for students to find out who makes the decisions on the issue they want to change. That could be the headmistress of the school or a community's chief, or other students.
 - b) Discuss with students how they can approach these individuals directly?
 - c) Once they know who to target, your group needs to decide on the most effective lobbying action. Good ideas for putting their point across and influencing decision makers include writing a letter, sending an email, making an appointment to see someone in person, or starting a petition. You could give students time in class to write their letter or email, or think about the most important points to get across at a meeting. *It is worth talking to your group about the style of their communication. Well-formed ideas for change may have more of an impact than complaints, and a positive, polite tone is usually most effective.*

- d) It is very important for students that their lobbying action is given a response, even if this is just an explanation of why their idea cannot be acted upon. As a teacher, you are in a good position to monitor the feedback students receive and to do some lobbying yourself for more opportunities for students' voices.
 - e) Students can also use their lobbying skills to put pressure on decision-makers in local government, community organizations and national government. In working together to campaign locally or nationally, your students will be realizing their rights to form groups and to have their voices heard.
3. Ask the Young Reporters to create action plans for creating change around the issue they have been working on. These action plans should be very simple. Ask them to come up with just three ideas. For example:
 - STEP 1: Write a letter to the Headmaster/Headmistress
 - STEP 2: Get all the members of the class to sign the letter
 - STEP 3: Deliver the letter to the Headmaster/Headmistress

Materials:

Flipchart, Pens, Computers, Internet connection

Duration: 2H00

Lesson 21: Evaluation

By the end of this lesson, Young Reporters should have given their feedback on the project and suggested improvements for future training

Activity

1. Get 5 pieces of flip chart paper and post them on the wall. On each piece of paper, ask one of the following questions. Each Young Reporter will have to write one thing on each piece of paper. (Adults should stand outside the classroom while this is happening, so the Young Reporters don't feel pressured):
 - a. What did you like best about being part of Young Reporters this semester?
 - b. What is one new thing you learnt this semester?
 - c. What was the best story you worked on this semester?
 - d. How could Young Reporters be improved in the future?
 - e. What is one thing you would change about Young Reporters?
2. Discuss: What will you do in the future with the new skills you learnt? Write two lines and draw a picture about this.

Material:

Flip chart and markers

Duration: 1H00