



University of Idaho  
Extension

## Power of the Press

# Idaho 4-H Know Your Government Steering Committee

## Project Manual

Reporter \_\_\_\_\_ First Year

News Editor \_\_\_\_\_ Second Year

Video Producer \_\_\_\_\_ Second Year

*Empowering youth to be well-informed citizens who are actively engaged  
in their communities and the world.*

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Prepared by Erika Thiel, 4-H Program Specialist, Rosanne Davids, Cassia County 4-H Program Coordinator, and Donna R. Gillespie Regional Youth Development Educator. Revision of “Power of the Press,” University of Idaho, 2004 and adapted from “Politics and the Press,” Washington State University, 2011.

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## **What is KYG and why do we have a Reporter Workshop?**

The Idaho 4-H Know Your Government Conference (KYG) is much more than producing a newspaper article and videos. **KYG and 4-H is about learning the life skills delegates will need to be responsible and productive adults.** The conference is an opportunity for delegates to practice skills they have learned, reflect on how they did, and apply their knowledge to unknown situations they may encounter in life.

### **Why are there pre-conference activities?**

During pre-conference activities, the conference theme is decided, guest speaker is selected and the legislative team decide on their bills, to name a few. Over the course of the year a lot of work is done by the KYG Steering Committee. The reporters do a wide variety of tasks (videos, photos, interviews, writing) based on these decisions. They will also learn how to work as part of a team, with people they may or may not know, to get the work completed.

### **Why do we have a statewide conference?**

A value of 4-H KYG is that it provides the opportunity for our delegates to explore new ideas and perspectives in a safe and encouraging environment. If it were only about learning the skills needed to write a story, 4-H would not bring delegates from around the state together. This program would stop at the county level. We encourage delegates with different views to work together, not to change each other's minds, but to learn from each other. Encouraging discussion when people disagree and providing an opportunity to explore the issue in a non-threatening way demonstrates to the delegates that they can disagree on an issue but still work together. Ideally, these discussions will help delegates explore why they carry a certain belief and assist them in making their own belief.

### **Educational Objectives of "Power of the Press"**

The Reporter workshop has been designed to explore the relationship between the media and politics. Participants will learn:

- What is news and the differences between news and editorials
- To read news objectively
- How to use the Freedom of Information Act
- How to recognize bias in the news
- To discern truth from hype or propaganda
- How to value research
- About news sources and how to gather the news
- To develop skills (interviewing, writing, teamwork, accountability, and research)
- How to become more connected to the news and politics of our state and nation
- How to be active members of their community
- To identify a problem in the community
- How to gain the tools needed to contribute to community solutions

## KYG YOUTH STEERING COMMITTEE POSITION DESCRIPTION

**Name of Event:** Idaho 4-H Know Your Government Conference

**Event Date:** Annually on President's Weekend, Boise, ID

**Steering Committee Chair:** Donna R. Gillespie



### **PURPOSE:**

Plan and promote educational opportunities provided by the KYG Conference held in Boise during legislative session. Encourage participation in citizenship activities at all levels – local, state and national.

### **QUALIFICATIONS:**

- *Four youth positions (one per district preferred) to be filled by youth accepted for Speaker of the House, Justice, News Editor and Video Producer positions during the current conference year. Up to 20 youth positions to be filled by youth selected as Steering Committee members during the current conference year, (6-Youth Judges, 6-Youth Legislators and 8-Reporters). This Position Description must be signed by the youth and parent/guardian and be approved by local county 4-H professionals and the State 4-H Director.*
- An interest in working with youth, volunteers and 4-H professionals in an educational setting and a willingness to work within the philosophy and guidelines of the UI 4-H Youth Development Program.
- Have an interest in government and 4-H citizenship programs.
- Willingness to work as a team member, motivate, and inspire youth and adults to assume leadership positions.
- Understand and utilize successful conflict resolutions skills.

### **GENERAL RESPONSIBILITIES:**

- Work in collaboration with other KYG Steering Committee members, 4-H Faculty/Staff, volunteers and youth in the coordination and implementation of the event.
- Follow and adhere to the UI 4-H Youth Development Code of Conduct.
- Follow all guidelines and policies of the University of Idaho Risk Management Office to ensure a safe and healthy environment for youth and adults participating in event.
- Publicize, promote and coordinate the KYG program for 8<sup>th</sup> and 9<sup>th</sup> grade members throughout Idaho.
- Encourage all youth participants to complete KYG projects.
- Work with District Coordinators to ensure that appropriate orientations and trainings are provided for all youth and adults before they attend the KYG conference.
- Mentor and support other youth and adults in their assignments to assure a successful conference and positive experience for everyone. Collaborate with other youth and adults to plan and carry out conference activities, assigned to the districts.
- Serve as emcee for an activity/event at the conference.
- Encourage youth to apply for 3<sup>rd</sup> and 4<sup>th</sup> year KYG positions for the following year.

- Maintain sensitivity to the individual differences of 4-H members, families and volunteers and welcome all youth, their families and volunteers to participate in the event.

**SPECIFIC RESPONSIBILITIES: (mark the position you have been accepted for)**

\_\_\_\_ Reporter – News Editor (4th Yr.): Write news stories for and help produce the KYG newsletter

\_\_\_\_ Reporter – Video Producer (4th Yr.): Produce the KYG news video, YouTube videos,

\_\_\_\_ Reporter – Reporter Team (3rd Yr.): Participate in field trips and other scheduled activities of the reporter workshop. Write news stories for the KYG newsletter

**TIME COMMITMENT:** Summer planning meeting for two days in June, KYG conference for four days in February and quarterly Zoom video conferences.

**RESPONSIBLE TO:** KYG Steering Committee Chair, other Steering Committee members and State 4-H Youth Development Director.

**YOUTH STEERING COMMITTEE ADDITIONAL RESPONSIBILITIES**

- Complete KYG project.
- Attend Summer Steering Committee meeting.
- Participate in all scheduled ZOOM conference calls.
- Communicate with other Steering Committee members prior to summer meeting and conference to coordinate transportation and other needs.
- Support other Steering Committee members in their assignments to assure a successful conference and positive experience for the youth.
- Publicize, promote and coordinate the KYG program for 8th and 9th grade members within district. Communicate with KYG District Coordinators and assist them with promotion, registration and other needs for KYG.
- Prepare for workshop role assigned.
- Prepare for Emcee assignment. If information is available ahead of time on guest you will be introducing, prepare and practice introduction.
- While at the KYG Conference, attend events with delegates and adult chaperones and help with activities as needed.
- Encourage youth to apply for 3<sup>rd</sup> and 4<sup>th</sup> year KYG positions for the following year. Work with other Steering Committee members to schedule interviews for Sunday night utilizing the questions and judging matrix provided.
- Starting in 2017, it has been suggested that the District KYG Coordinators and other KYG Steering Committee members help plan meetings after the conference to facilitate the completion of KYG projects by delegates and youth Steering Committee members.
- Starting in 2017, it has been suggested that each Steering Committee member fundraise for the KYG Conference, at least \$200 per person per year.
- Assist with planning and carrying out ideas for sharing KYG experiences back in the counties. This might include presentations to 4-H clubs and other organizations, area or county Mock Legislative Sessions, etc.

- Serve as a role model for the other KYG youth by following KYG policies, and dressing and acting appropriately.
- Pick-up from person in charge, gifts which you will need to present to guests and helpers. Take gifts to workshop/event where you will present them.
- Conduct District Meetings Saturday and Sunday evenings.
- Write thank you notes to people who helped you prepare for and carry out your role.

## **WORKSHOPS - YOUTH LEADERSHIP ROLES**

### **News Editor**

- Write news stories for and help produce the KYG newsletter.
- Assist with preparation of news releases, newsletter format, etc. as assigned.
- Review the News Media Section in *Exploring Citizenship, My Government*.
- Read and carry out assignments in Power of the Press project book.
- Read newspaper accounts and watch TV news reports regarding what is happening in the Legislature.
- Read and become familiar with the bills that will be considered in the Mock Committee Meetings and the Mock Trial topic.
- Meet with Reporter Workshop Coordinators and reporters. Assist in development of news story assignments.
- Present thank you gifts.

### **Video Producer**

- Produce the KYG news video, YouTube videos.
- Review the News Media Section in *Exploring Citizenship, My Government*.
- Read and carry out assignments in Power of the Press project book.
- Present thank you gifts.

### **Reporter**

- Complete pre-conference assignments.
- Choose or receive assignments of what KYG bill to write about and select other story assignments at the summer meeting.
- Participate in field trips and other scheduled activities of the reporter workshop.
- Write news stories for the KYG newsletter.
- Review the News Media Section in *Exploring Citizenship, My Government*.
- Read and carry out assignments in Power of the Press project book.
- Present thank you gifts.

# KYG Steering Committee Reporter, News Editor and Video Producer



*Note: This project is designed to be a two-year project if youth is selected for additional steering committee positions.*

## Project Requirements:

1. Attend the 4-H Know Your Government Conference and complete the KYG Power of the Press project.
2. Select which workshop you would like to attend – either Reporter, News Editor or Video Producer. *If you select Reporter, that would be your first year project then you could possibly do the News Editor OR Video Producer the second year.*
3. Give an oral presentation (speech, demonstration, or illustrated talk) on a topic related to this project each year.
4. Work through the Power of the Press Project Manual (#11006). Complete the suggested activities for each year, as follows:  
**First Year - Reporters** - Complete the four (4) activities:
  - 1)  Looking Through the Window Activity (pg. 12)
  - 2)  Freedoms and Limitations of the Press Activity (pg. 15)
  - 3)  “Who Am I?” Activity (pg. 17)
  - 4)  News at its Source Activity (pg. 21)**Second Year – News Editor and Video Producer** - Complete the four (4) activities:
  - 1)  Commentaries vs. News Activity (pg. 25)
  - 2)  Photo Scavenger Hunt Activity (pg. 30)
  - 3)  Break it Down Activity (pg. 32)
  - 4)  Hot Off the Presses Activity (pg. 36)
5. Complete an Idaho 4-H Project Record Book (#91950) each year you do the KYG project. Participants are expected to complete the project both years.
6. 4-H Involvement Report (#91910)

## Exhibit Requirements:

- 4-H Project Record book (#91950)
- 4-H Involvement Report (#91910)
- Completed activities from Power of the Press Project Manual (#11006)
- Poster or Display illustrating something you have learned in the project.

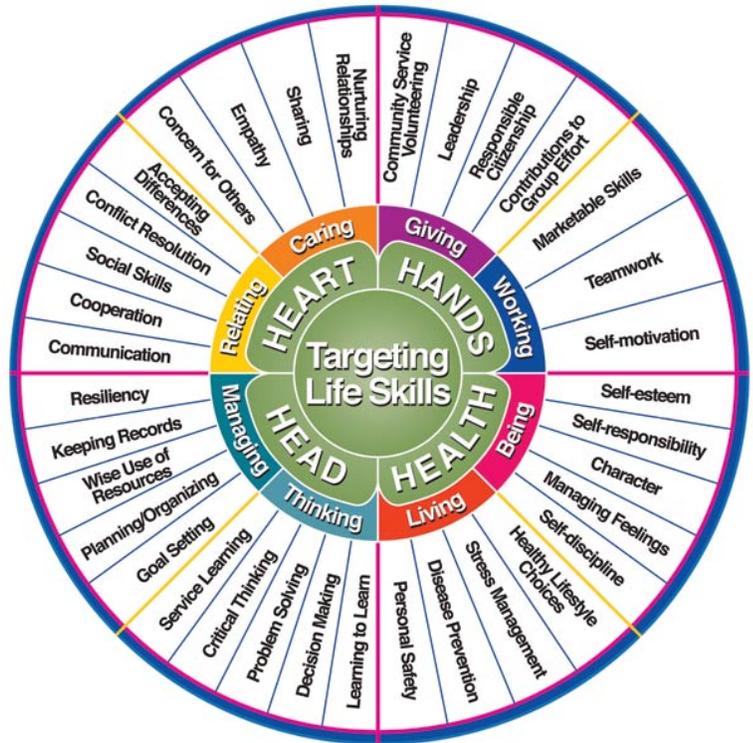
## Support Materials:

- Idaho KYG Website:  
<http://www.uidaho.edu/extension/4h/events/stateevents/knowyourgovernmentconference>
- State of Idaho website: <http://www.idaho.gov>
- Idaho Blue Book: <https://sos.idaho.gov/elect/bluebook/>
- Idaho State Constitution: <http://www.sos.idaho.gov/civics/Resources/id-constitution.pdf>
- Idaho Department of Labor: <https://labor.idaho.gov>
- Association of Idaho Cities: <http://www.idahocities.org/>
- Idaho Association of Counties: <http://www.idcounties.org>

## Life Skills Objectives KYG

The 4-H Youth Development Program is committed to teaching youth important knowledge and skills through the many project areas offered. Life skills developed, in the process of a project, serve as a cornerstone to the influence we make on young people. KYG strives to teach a certain level of civics and governance to our 4-H participants. However, perhaps more important is meeting the learning objectives based on the Targeted Life Skills Model, which is the foundation of our curriculum. For example, even if delegates what role the lieutenant governor serves in the legislature, they will surely remember that to negotiate and come to a compromise, they need to not only listen carefully to what others say but also clearly state their thoughts, feelings and ideas. In addition, because they will be working with people from other counties, they will remember the effort it takes to work with people who are different from them.

Using the Iowa State University Extension Targeting Life Skills Model (November 1996), the KYG committee aims to meet these specific objectives in the following areas:



### HEAD

**Critical Thinking:** Analyzing, comparing, reasoning and reflecting focused on deciding what to do

**Planning/Organizing:** Developing a method for doing something that has been thought out ahead of time; how the parts can be put together

### HEART

**Communication:** Clearly stating thoughts, feelings and ideas to others; Listen carefully to what others say

**Accepting Differences:** Treat people who are different from me with respect; Work/play with people who are different from me

**Social Skills:** Skills used when interacting with others to behave in the accepted manner or customs of the society in which they live; adapting well to one's social environment

### HANDS

**Marketable Skills:** Contribute as a member of a team; Accept responsibility for doing a job

**Leadership:** Assists a group in meeting its goals by showing or directing along the way

### HEALTH

**Self-discipline:** Being accountable for one's behavior and obligations

**Self-responsibility:** Understand it is important to follow through on commitments

## Looking Through the Window Activity

Think of your community and list the issues or problems it is facing. Ideas may include budget cuts that lead to cuts in services, unemployment, etc. Here is an activity to get you going:

You will use **three** perspectives to identify needs in your community. Decide on three different windows in your community to look through. One could be your home, another your school, and a third a public building. Go to the window and look outside. Invite a friend to go with you. Look carefully and reflect on what you see. Now put on a blindfold and try to describe the view to your friend. Are there signs of things that could be changed? How might you cause those changes to happen? Record what you see.

Window #1

Window #2

Window #3

As members of the community, do you feel you have influence over decisions that could be made to those issues or problems? If so, how? Fill out the table:

Issue	Teen influence? (yes or no)	If yes, How?	If no, How might you want to influence decisions?

*(From "Agents of Change", CCS)*

## Freedoms and Limitations of the Press

### I First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of people peaceably to assemble, and to petition the Government for redress of grievances.



The first ten Amendments to the Constitution, known as the Bill of Rights, were ratified in 1791, four years after the constitution in 1787. Civil Liberties were not guaranteed by the original constitution but the founding fathers promised that a Bill of Rights would soon follow.

### II Freedom of Information Act

In 1967, Congress attempted to ensure maximum openness in government proceedings by passing the Freedom of Information (FOI) Act, requiring all federal agencies to establish procedures whereby citizens could obtain information. The act also directed the agencies to establish reasonable fees for photocopying requested materials (fees can be waived if the information will primarily benefit the public, as through news reports), and to make available all information except that specifically exempted in certain categories.

The exempt categories include items that are to be kept secret because of national security; internal personnel rules and practices, trade secrets, or commercial and financial information submitted to government agencies with the understanding that it will remain secret; personal and medical files; agency memorandums that would not normally be available; law enforcement investigation records that might interfere with enforcement or with privacy if released; certain reports from financial institutions to government regulatory agencies; and certain geological and geophysical data. Many states have passed parallel legislation requiring the opening of their government files.

### III Limitations of the Press – Libel

Traditionally, the single limitation of Freedom of the Press is LIBEL. Courts have determined that libel is damage to a person's reputation by false accusations of crime, unethical conduct, or adultery. A reporter's defenses against accusation of libel are: **Truth, Privilege, and Fair comment and criticism.** **Truth** is when a reporter can prove his/her statement correct. **Privilege** allows legislators and government executives to say anything, true or false, while conducting official business. Reporters quoting these comments cannot be held libel. **Fair comment and criticism** allows reporters true comment on anyone in the public eye, including sports figures, public officials or actors.

“Congress shall make no law....abridging the freedom...of the press.” No other business in the United States enjoys that specific constitutional protection. As a reporter, you can gather information for your stories because of this protection. Most information generated in public agencies can be obtained upon request.

### **Obtaining Access to Public Information**

Often, reporters will be able to get public records without having to cite the Freedom of Information (FOI) Act, but sometimes a gentle prod may be necessary to get a civil servant to respond. If gentle prods fail, it may be necessary to insist that the public employee tell you which section of the FOI Act justifies withholding the information. Most requests can be handled verbally, but sometimes agencies require the request in writing. Below is a sample letter.

Name and Title

Name of Agency (if applicable)

Address of Agency

City, State Zip

Dear \_\_\_\_\_:

I am requesting access to [identify the records as clearly as you can; you need not have the exact name or number, though] under the provisions of the Freedom of Information Act, 5 U.S.C. Section 552.

Should there be any fees for searching or copying records, please waive them since the information will be used to benefit the public. [Or: Please inform me of what the charges for photocopying will be.]

If any part, or all of this request is denied, please cite the specific exemptions justifying the denial.

I look forward to your handing this request as quickly as possible.

Sincerely,  
[your name and title]

## **Freedoms and Limitations of the Press Activity**

1. Why should there be such a specific Constitutional protection for the media?
2. Should there be any limitations on the media? What? Why or Why not?
3. Why is freedom of the press important to our society?
4. How is the press held accountable for honest reporting?
5. Given that our press has these freedoms and is held accountable to Libel, should we trust our media as being "honest"? Why or why not?

## News Media Sources

Per the Pew Internet & American Life Project, about two-thirds (62%) of internet-using teen consume online news about current events and politics. Teens get a lot of media information from the internet. But let's look at what other media sources are available and being used.

Go to [https://youtu.be/Pp\\_PDaMaPfk](https://youtu.be/Pp_PDaMaPfk)

Watch the video from Magazines: The Power of Print

Discuss. Apply this information to each of the media sources below



**Television** – news is immediate

- News Network (CNN, MSNBC) – in-depth reporting, specific audience, longer segments
- Local News (KOMO, KING, KXLY, KREM, etc.) – coverage is immediate, not too many details, appeals to the masses

**Newspaper** – news is usually one day old, more in-depth than what you heard on the television news the night before or the radio that morning

- National (USA Today) – describes how this local policy will affect other areas of the nation
- Local (Seattle Times, Spokesman-Review, The Olympian, Everett Herald, etc.) – story is specific to the area and includes local opinion
- University Campus Newspaper – generally quite liberal views, how will policy affect students?

**Radio** – news is immediate

- National Public Radio – in-depth reporting, specific audience, longer segments
- Talk Radio – generally biased by host opinions, with more in-depth interviews
- “Popular” Music Station – coverage is immediate, not too many details, appeals to the masses, shorter segments

**Magazines** – news is generally older; they do not report breaking news, they research and bring in other perspectives

- News (Time, US News and World Reports) – extremely in-depth, have more time to develop story
- Entertainment (People, Entertainment Weekly) – look at the human side of a story, how a policy affects people
- Tabloids (National Enquirer, Star) – tries to entice readers using whatever means possible (sometimes true, sometimes not)

For more information go to

<http://www.youtube.com/watch?v=3Q3mrrergWy0&feature=related> or

<http://www.youtube.com/watch?v=0gEEaFT5z84&NR=1&feature=fvwp>

**Website of Interest**

[newslink.org](http://newslink.org) – a Portal to local and national media options to find examples.

## "Who Am I?" Activity

Use the *Idaho Blue Book* to answer the following questions available at <https://sos.idaho.gov/elect/bluebook/>

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1. I am a constitutional officer. I hold an elected position within the executive branch of the state government. I supervise preparation of the *Idaho Blue Book* and am responsible for administration of elections and regulation of lobbying and campaign finance.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

2. I am President of the Senate. I preserve order, control the chamber and preside over the Senate. I am Acting Governor when the Governor is physically outside of the state or otherwise unable to serve.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

3. I am an administrative officer of the Senate. I have general responsibility for all Senate employees and work with the President of the Senate, supervise procedural detail and perform other duties of the office.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

4. I am the Chief Executive Officer of the state legislature. I supervise the establishment of governmental policy. I can sign a bill into law or veto a bill.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

5. I am elected by the body to administer the services and security needs of the members. I also see that the legislative premises are kept clean and comfortable.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

6. I preside over the House, preserving order and decorum, referring bills to committees, speaking to points of order, deciding question of order and signing all bills, resolutions and memorials in open session of the House.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

7. I am one of 70 legislators, elected to a two-year term to represent my home district. I help establish governmental policy and determine the services people want and need from the government.

I am a \_\_\_\_\_

My current members are: \_\_\_\_\_ and \_\_\_\_\_

8. I am one of 35 elected to serve for a two-year term. I represent my home district and help establish governmental policy.

I am the \_\_\_\_\_ My current member is: \_\_\_\_\_

9. My legislative district is \_\_\_\_\_

10. We are seven, elected executive positions elected for four-year terms.

_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____
_____	The current member is: _____

11. I preside over the Supreme Court of Idaho. I am one of five judges elected to six-year terms.

I am the \_\_\_\_\_ The current member is: \_\_\_\_\_

12. I am a judicial officer at both trial and appellate court levels who performs many of the same duties as judges and justices. I am appointed by the court and decide those types of motions which are not required by court rule to be decided by the justices. Called rulings, these decisions are subject to review by the court. I also head the court's central staff.

I am a \_\_\_\_\_

## Bias in the Media

from [rhetorica.net/bias.htm](http://rhetorica.net/bias.htm)

### Critical questions for detecting bias

1. What is the author's / speaker's socio-political position? With what social, political, or professional groups is the speaker identified?
2. Does the speaker have anything to gain personally from delivering the message?
3. Who is paying for the message? Where does the message appear? What is the bias of the medium? Who stands to gain?
4. What sources does the speaker use, and how credible are they? Does the speaker cite statistics? If so, how were the data gathered, who gathered the data, and are the data being presented fully?
5. How does the speaker present arguments? Is the message one-sided, or does it include alternative points of view? Does the speaker present alternative arguments? Does the speaker ignore obviously conflicting arguments?
6. If the message includes alternative points of view, how are those views characterized? Does the speaker use positive words and images to describe his/her point of view and negative words and images to describe other points of view? Does the speaker ascribe positive motivations to his/her point of view and negative motivations to alternative points of view?



**Commercial bias:** The news media are moneymaking businesses. As such, they must deliver a good product to their customers to make a profit. The customers of the news media are advertisers. The most important product the news media delivers to its customers are readers or viewers. Good is defined in numbers of readers or viewers. The news media are biased toward conflict because conflict draws readers and viewers. Harmony is boring.

**Temporal bias:** The news media are biased toward the immediate. News is what's new and fresh. To be immediate and fresh, the news must be ever changing even when there is little news to cover.

**Visual bias:** Television (and, increasingly, newspapers) is biased toward visual depictions of news. Television is nothing without pictures.



Legitimate news that has no visual angle is likely to get little attention. Much of what is important in politics--policy--cannot be photographed.

**Bad news bias:** Good news is boring (and probably does not photograph well, either). This bias makes the world look like a more dangerous place than it really is. Plus, this bias makes politicians look far more crooked than they really are.

**Narrative bias:** The news media covers the news in terms of "stories" that must have a beginning, middle, and end--in other words, a plot. Much of what happens in our world, however, is ambiguous. The news media applies a narrative structure to ambiguous events suggesting that these events are easily understood and have clear cause-and-effect relationships. Good storytelling requires drama, and so this bias often leads journalists to add, or seek out, drama for the sake of drama. Lastly, this bias leads many journalists to create, and then hang on to, master narratives--set story lines with set characters who act in set ways. Once a master narrative has been set, it is very difficult to get journalists to see that their narrative is simply one way, and not necessarily the correct or best way, of viewing people and events.

**Personal Bias** is defined as a strong leaning in either a positive or a negative direction.

**Point of View** is defined as an opinion, attitude, or judgment on the part of an individual.

### **Denotative and Connotative Meanings**

**Denotation** is a dictionary meaning.

**Connotation** is meanings associated with words, which go beyond the dictionary definitions. These meanings carry an extra emotional charge and may be positive, negative, or neutral.

If you are interested go to <https://implicit.harvard.edu/implicit/research/>  
You can participate in a free test to determine your biases- through Harvard University.

# News at its Source Activity

Potential news sources are all around us. Complete the following chart on news sources pertaining to your specific issue with names of local contacts.

## Interesting People

Examples: politicians, speakers, artists, adventurers, inventors, clergy and doctors

## Sources Locally

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## Other News Media Sources

Examples: wire services, TV, magazines, newsletters, periodicals, journals and newspapers

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## Press Releases

Examples: Issued by government agencies, business and trade associations, Chamber of Commerce, labor unions, special interest groups, i.e., Sierra Club, MADD, Right to Life

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## Hearing and Public Meetings

Examples: Legislative committees, local government, city council, school boards, commissioner hearings, utilities commission, planning commission

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## Public Records

Examples: County assessor's office, county auditor's office, school administrator's office, courts, police stations

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## Interviewing Techniques

1. Identify the issue you are to investigate and the purpose of the interview— “What do you want to learn?”
2. Request an interview appointment. Be sure to tell the prospective interviewee the purpose of the interview and its purpose to educate the public. Arrange a meeting time and place before or during your next meeting.
3. Formulate a list of questions to ask during the interview. It will be easier for you to conduct the interview if you leave space after each question to write the interviewee's response. The questions should be central to the purpose you stated above.



Sample questions are:

Are you familiar with . . . ?

- What do you know about . . . ?
- What do you think about . . . ?
- What is your opinion of . . . ?
- What have you been doing about . . . ?
- What are you planning to do about . . . ?
- How do your constituents feel about . . . ?

Note: The above questions may all serve as an example of questions to ask your legislator during the breakfast.

4. Plan to break the ice at the interview by introducing yourself and explaining again your purpose for the interview and about the 4-H KYG Program.
5. Practice before you attend the interview; check out your equipment and be sure you know how to use it.
6. Dress professionally.
7. Be on time

## **Writing the News Story**

(Excerpted from Reporting and Writing the News)

News reporting must be brief and to the point. Articles must catch the audience's attention immediately! Consider the types of news reporting styles in the following stories:

### **CHRONOLOGICAL**

When she finished restocking the dairy shelves at 10:00 pm yesterday, Martha Beron, manager of Cash & Carry Grocery in the Ridge Street Shopping mall, decided to start inventory in the stockroom.

She walked to the stockroom in the rear of the store, leaving her clerk, Edward Eckert, in front to wait on customers. As she was counting tomato soup cans, she heard a commotion in the front of the store and left the stockroom to investigate.

She saw a lone man with a ski mask pulled over his face holding a nickel-plated revolver in front of Edward, who was standing by the cash register.

As Eckert fumbled in the cash drawer for the day's receipts Ms. Beron crept behind the masked gunman and when he hears her and turned, she sprayed his eyes with whipped cream fired from an aerosol can – one she had just restocked on the dairy case shelves.

The surprised robber dropped the gun and ran from the store, trying to clear the whipped cream from his eyes.

Eckert called the police who are investigating the incident.

### **NEWS STYLE**

A Jet of whipped cream fired from an aerosol can foiled a burglary last night at Cash & Carry Grocery in the Ridge Street Shopping Mall, according to police.

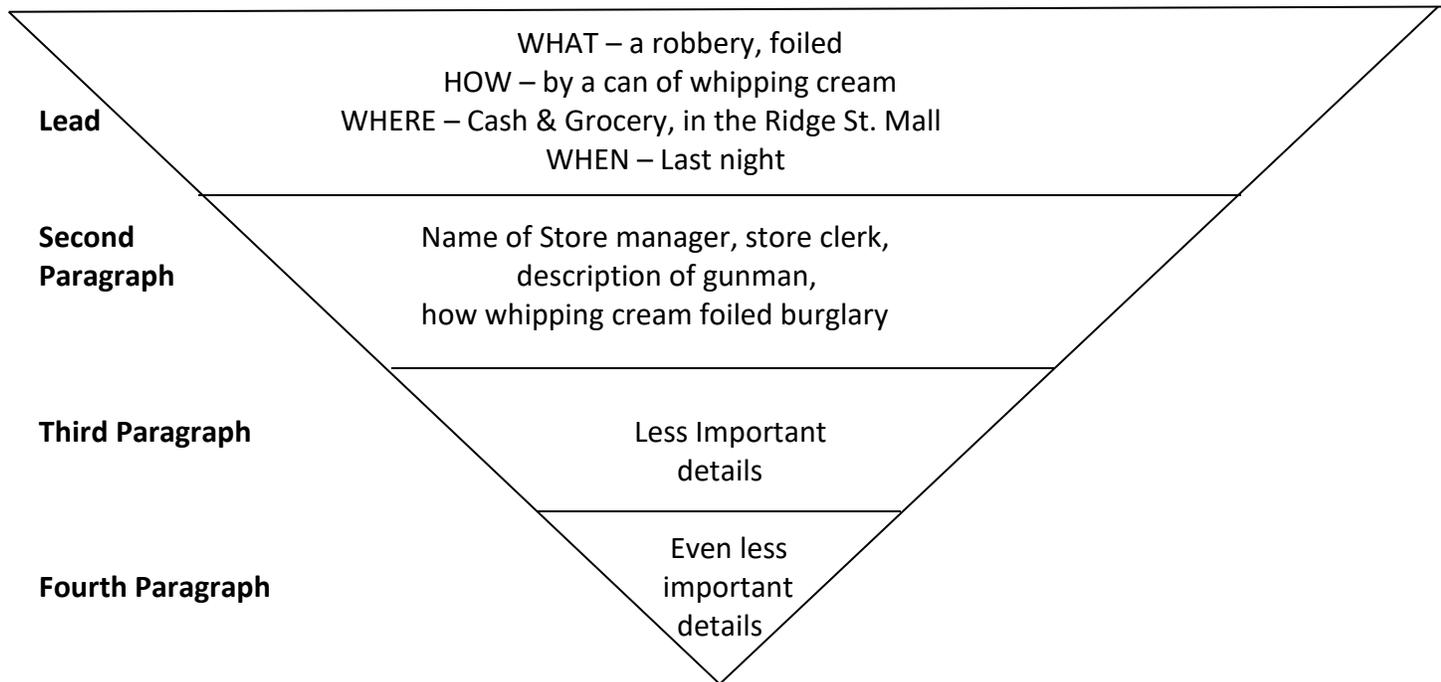
Mary Beron, store manager, told police she blinded a masked gunman with the whipped cream as he held a pistol on Edward Eckert, the clerk. Eckert at the cash register, was preparing to give the robber the day's receipts.

The whipped cream had been restocked in the dairy case only minutes before the attempted holdup, Ms. Beron said.

The gunman, who wore a ski mask, dropped the nickel-plated revolver and ran from the store, trying to clear the whipping cream from his eyes, police said.

## The Inverted Pyramid

The inverted pyramid is the basic design used for most straight news stories; the most important facts are written or blurted out in the first statement and the reporter works his way down to and through the less important information throughout the remainder of his report. The design allows the audience to sample a story, peak his interest and stay tuned for additional information if he chooses.



### 1. Who, What, When, Where, How, and Why?

The first five questions are answered early in the News Style robbery story vs. the Chronological report, which took additional time to provide the answers to the same questions.

### 2. Developing and Writing Your Story

After the interview, use the inverted pyramid scheme to develop your news story or editorial. Don't forget an attention getting title and introduction. When news stories are completed, ask members to compare their stories for differences in the fact, style, bias, emphasis and Internet. Do the stories answer WHO, WHAT, WHEN, WHERE, HOW AND WHY?

### 3. Developing Headlines

Headlines should catch the audience's attention! They should not mimic the lead story and should be able to stand on their own merit. They should be clear, specific and not misleading.

## Commentaries vs. News Activity

Reporters, editors, television audiences and critics all have an opinion of what an editorial commentary should be. It should deal with ideas and issues affecting the lives of all citizens. Often the subject for editorial comment grows out of the day's news. Editorial commentary is different from news reporting. Editorial commentators have the freedom, unlike the news reporter, to give criticism, opinion and advice to the audience. (Adapted from the *Complete Reporter*)

**Answer the following questions based on an interview you conducted at the KYG Conference this year.**

1. What questions did you ask the person(s) whom you were assigned to interview?
2. Who/Whom did you interview? What was their job/role in the conference?
3. Summarize what you reported.

## Photography Quick Tips

### Do's and Don'ts

#### Identify Opportunities

- Don't try to capture the moment
- Do try to schedule and structure the shot/stage manage

#### Control Environment and Lighting

- Don't use fluorescent lighting
- Don't overcrowd image with people
- Do use natural light when possible
- Do use fill flash outdoors, know your flash's range (usually less than fifteen feet/5 steps)
- Do change the environment
- Do change your camera angle – move it from the middle

#### Composition problems

- Do eliminate distracting elements (pole in head), what's going on in the background
- Do resolve issues of perspective (tiny people)
- Do move in close
- Do take vertical pictures

### Tips for taking better photos

#### What do you want your photo to do?

- Tell a story
- Document a moment in time
- Aesthetic quality

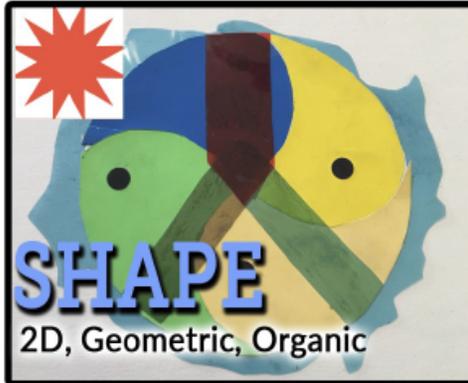
#### Composition

- Consider the following when selecting a subject: Shapes; Lighting; Flow; Angle; Color; Contrast; Texture; Motion/action
- Focal point—Rule of thirds
- Cropping—Picture within picture

#### Understanding the math

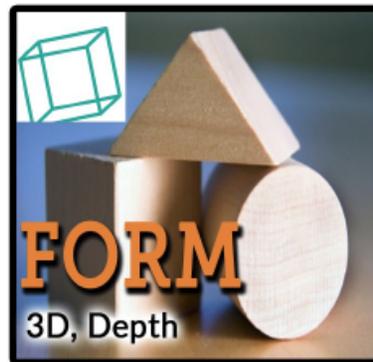
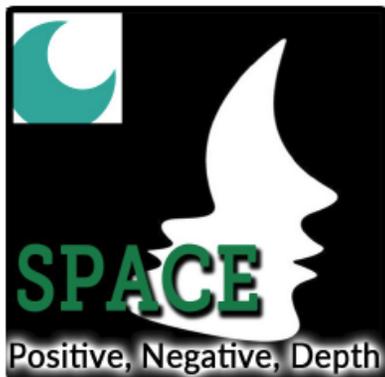
- Print resolution is about 3x larger than that for web
- Converting pixels to print
- Divide pixels dimensions by print resolution (240–300 dpi)
  - 1500 x 2100 pixels divided by 300 = 5 x 7"
  - 640 x 480 pixels divided by 240 = 2.66 x 2"

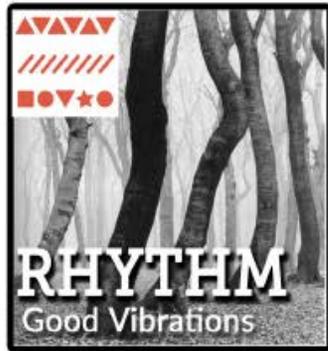




# Elements of *Design*

A design is an arrangement, or way of organizing something in arts and crafts, even though a variety of materials may be used. This can be reduced to six elements of design which are line, shape, form, space, color and texture. Those elements are what we organize and are the tools.





# Principles of Design



University of Idaho  
Extension

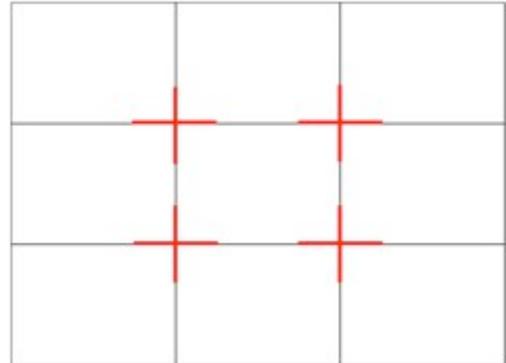
The principles of design are how we use the tools, and include balance, emphasis, movement, pattern, proportion, repetition, rhythm, variety and unity. Learning and using the elements and principles of design will help youth in creation and discussion of artwork.



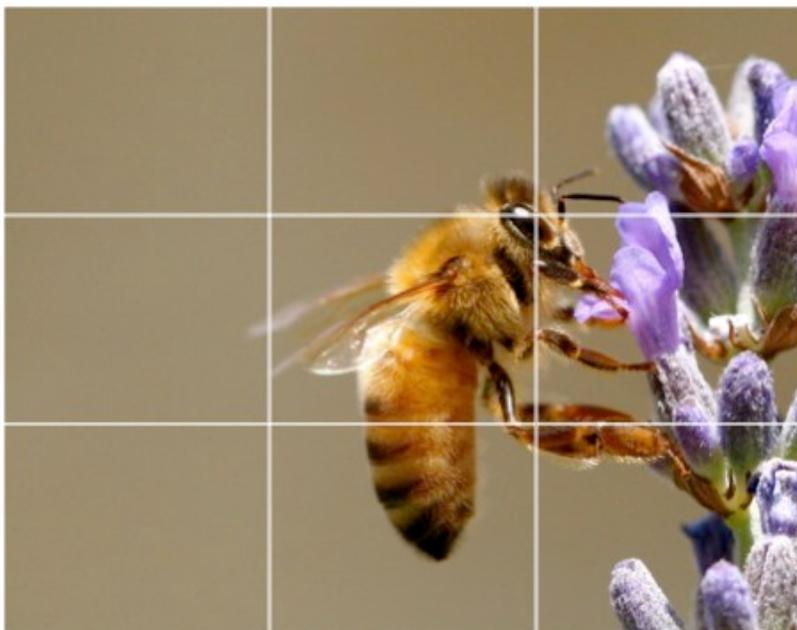
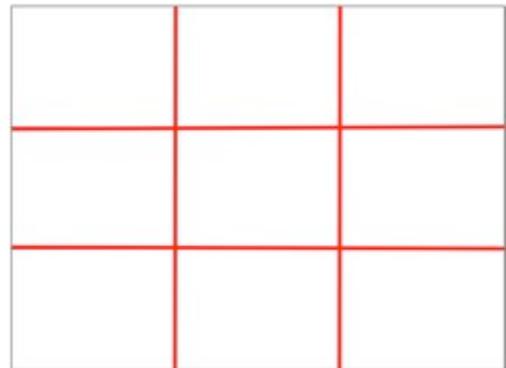
## Rule of Thirds

The “Rule of Thirds” is perhaps the most well-known ‘rule’ of photographic composition, and serves as a basis for well-balanced and interesting shots.

The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (horizontally and vertically) giving you 9 parts as in the example to the right.



With this grid in mind, there are now four important parts of the image you should consider placing in points of interest as you frame your image. In addition, you get four lines if you will, that are use positions for elements in your photos.



The theory is if you place points of interest, in the intersections or along the lines you photo becomes more balanced, enabling the viewer to interact with it more naturally. Studies have shown that people’s eyes usually go to one of the intersection points versus the center of the shot.

The bee’s eye is the point of focus. Where do your eyes go when viewing this picture?

*Adapted from Rule of Thirds by Darren Rowse, Digital Photography School*

## Photo Scavenger Hunt Activity

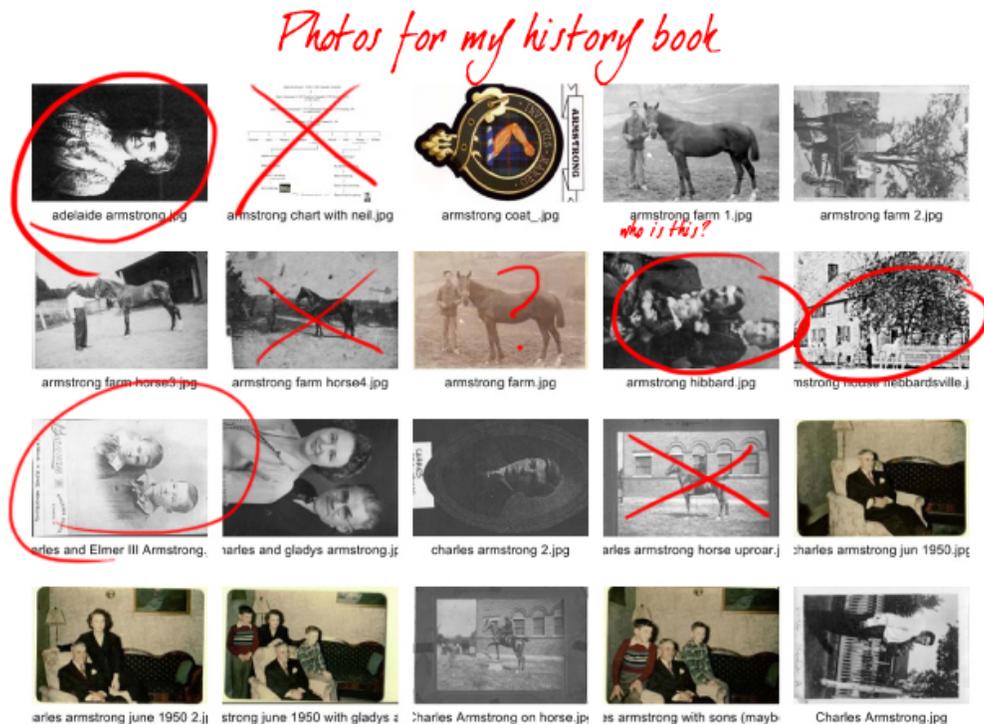


- Take 1 image of each of the subjects listed below.
- Interpret the subjects as you wish, take images in a creative way – think outside of the box while considering angle, lighting and perspective.
- Record the picture number of each subject as you go. For example, if Line is the first picture you take write 1 in the box below (and any notes if needed).
- Show off your work – print off a contact sheet with all of your images, attach as a separate page (see pg 28 for steps to create contact sheet).

<b>LINE</b>		<b>LIGHT</b>	
<b>SHAPE</b>		<b>PORTRAIT</b>	
<b>FORM</b>		<b>PATTERN</b>	
<b>COLOR</b>		<b>REPETITION</b>	
<b>TEXTURE</b>		<b>VARIETY</b>	
<b>SPACE</b>		<b>RHYTHM</b>	
<b>PROPORTION</b>		<b>UNITY</b>	
<b>MOVEMENT</b>		<b>BALANCE</b>	
<b>EMPHASIS</b>		<b>YOUR CHOICE</b>	

## Photo Scavenger Hunt Activity cont. – Create a Contact Sheet

Have you ever thought how handy it would be to have a printout of itty-bitty pictures, with their filenames, of all the photos in a particular file? Photographers call them "contact sheets". This is a helpful tool in keeping track of what photos to use in a story or a project. The sample below illustrates how a contact sheet can be utilized for editing what images will be used or not.



### How to create a contact sheet

1. Open the Pictures library by clicking the Start button and then clicking Pictures. Open the folder (where the pictures are that you want to print).
2. Click the pictures you want to print as thumbnails. To select more than one, hold down the Ctrl key as you click, or you can select a range of photos by shift-clicking.
3. On the toolbar, click Print.
4. In the Print Pictures dialog box, select the printer, paper size and type, and the number of copies you want to print, and then click Contact sheet in the list of print sizes. You can also print to a PDF file.
5. Click Print to start printing.
6. Update for Windows 10: From My Computer go to the photos you want to print and select them. With photos selected, right click, choose "Print," and follow directions above. Note: with update to this operating system file names are cut to one line of text below the photo, so it is a good idea to use short file names.

Adapted from <http://picturesandstories.com/news/2014/2/24/how-to-print-a-contact-sheet-of-photos-in-windows>

## Video Tips

- Read the Manual – To capture the best moments you should be able to know how to adjust the shutter speed, turn off the autofocus. Know how to access menus, if necessary make a crib sheet on a 3x5 card. A little bit of study and preparation can go a long way towards shooting better video
- Be prepared. Anytime you go somewhere with your camcorder here's what you should be packing
  - Spare batteries
  - Spare blank tape or SD card
  - A lens-cleaning cloth. No post-production software can remove the lens smudges that are bound to happen
  - A tripod
  - Battery charger/power supply
  - Lighting gear, microphones and any other accessories you may need
- Use a tripod – Shaky video is no fun to watch. Tripods lend themselves to pans and zooms. Don't rely on your camera's digital image-stabilization feature. No tripod? Lean against a wall, that will help keep shakiness to a minimum.
- Raise the lights – Good video is all about lighting, lighting, lighting. Shooting outdoors provides a lot of ambient light to keep your video crisp and colorful. If it's sunny, try to shoot in the morning or late afternoon when sun is lower in the sky. When shooting outdoors isn't an option, turn on lights, bring light in.
- Ace the audio – Microphones built into most camcorders are basic, recording audio from any direction. Be aware of your surroundings – a lot of background noise may drown out voices. Get your subject(s) as close to the microphone as possible – without sabotaging the shot.
- Set up your shots – Follow the photography trick and obey the "rule of thirds"
- Avoid digital zoom – As you increase the zoom level, the camcorder crops further and further into the center of the image, enlarging that cropped portion. If you need to get closer to your subject, zoom with your feet.
- Shoot B-Roll – B-Roll is secondary footage that you can splice into your primary video to flesh out the story. This is where planning comes into play: Not only should you allow for extra time to shoot B-roll but also plan what shots will make the best additions.



## Break It Down Activity

### Directions:

- A. **For News Editor only** - select a print article that features an interview (and attach to this book); and answer the following questions (attached in a separate document):
1. Was the article informative, coherent and well written? Why or why not?
  2. Was the article unbiased?
  3. Did the interviewer identify the purpose of the interview?
  4. Did the article provide enough information to educate on the topic or perhaps peak interest to do a follow-up on the topic? How?
  5. Was there a photo used in the article? If so, were rules of thirds used or not?
  6. What changes to the article would you suggest as News Editor?
- B. **For Video Producer only** - select a video that features an interview (provide url link); and answer the following questions (attached in a separate document):
1. Was there bias in the interview?
  2. Did the interviewer identify the purpose of the interview?
  3. Was the person comfortable during the interview?
  4. Were any questions avoided during the interview?
  5. Did the videographer use good lighting? Could it have been improved?
  6. How was the audio quality? Could it have been improved?
  7. Did the videographer frame the shot?

## **Editing Your Work**

**(Or, now that you've written it, what's next?)**

**From the Center for Writing and Learning at the University of Puget Sound**

Revision is an ongoing process, from the first draft to the last. While the thesis and support may be clear, there is always room for improvement, clarification, and general editing. This page operates as a self-guided session at the writing center, putting you through the same mental processes we advisors go through when looking at a new paper. We have two categories of concerns that guide us through the revision process:

### **Higher Order Concerns (HOCs)**

- Thesis/Focus
- Voice/Tone
- Organization
- Development

### **Lower Order Concerns (LOCs)**

- Sentence Structure
- Punctuation
- Usage
- Spelling

Following are two lists of questions to guide you through thinking about, first, HOCs, and second, LOCs.

The following steps will help you revise HOCs:

- Step 1:
  - Identify your thesis.
  - Can you state it in a single sentence?
  - Is it argumentative?
  - Is it significant?
  - Does it encapsulate the point of the entire paper?
- Step 2:
  - Within each paragraph, identify the topic sentence.
  - Does each topic sentence relate to the thesis??
  - Do the topic sentences focus on one point (or two closely related points)?
  - Looking only at the topic sentences, is there a clear sense of organization? Does each topic represent a progression of ideas, rather a repetition of a previous one?

- Step 3:
  - Are there transitions from one paragraph to another?
  - Is the voice or tone appropriate to the topic?
  - Is the paper addressing a specific audience? Is your reader a fellow classmate, or a college-educated person with little background in your area?
  - Does your paper avoid unnecessary summaries that would be familiar to your reader?
  - Do you use the first or third person as appropriate?
  - Is the tone (sarcastic, serious, witty, etc.) appropriate to the topic?
- Step 4:
  - Read through each paragraph.
  - A paragraph should make an argument related to the thesis.
  - Are the quotations properly cited? Do they add to the paragraph, rather than restate another point? Are they properly introduced and explained?
  - Are ideas restated in different ways?
  - Is there a clincher sentence at the end of each paragraph that demonstrates the point of the paragraph, relates the point to the thesis, and provides a transition out of the paragraph?
- Step 5:
  - It is okay to delete extraneous paragraphs, quotations, or paraphrases. It is not the length or verbosity that count, but the quality of the essay, the support of the thesis, etc.
- Step 6
  - The introduction:
  - Does it provide background or justification for the topic? Does it contain the thesis statement? Does it frame the question?
  - Does it clearly identify the subject of your paper's analysis?
  - Does it include definitions important to the topic?
- Step 7:
  - The conclusion:
  - Does it tie together the main arguments in the paper, without directly restating the thesis?
  - Does it give a sense of closure to the paper?

The following steps will help you revise LOCs.

1. Read your essay aloud, or have someone read it to you. It is significantly easier to detect problems with grammar, run-on sentences, etc., verbally rather than visually.
2. Check the style: do you use either first or third person when appropriate? Are you consistent throughout?
3. Is the paper consistent in verb tense? Is past tense or present tense used appropriately?
4. Can passive voice be detected? (How would you change this sentence into active voice? For instance, change "we had driven" to "we drove")
5. Are pronouns used correctly? Do they refer to a specific noun in the sentence? If there is ambiguity, spell it out.
6. Check for sound-alike words (effect vs. affect, its vs. it's, your vs. you're, etc.). Have you used them correctly? Look them up if you're unsure.
7. Are your "this" and "these" followed by a noun?
8. Spell-check, but don't rely on it. Computers can't check everything. When you read your paper, keep a dictionary by your side.
9. Do you have prepositions at the end of your sentences? Try to avoid sentences like, "I don't know where she's at."
10. For example: Everyone likes to eat their ice cream" is incorrect. "Everyone" is singular, "their" is plural. Since "Everyone likes to eat his or her ice cream" is awkward, change this sentence to read, "Everyone likes to eat ice cream."

### **A Final Note About Revision**

As George Orwell said regarding his own guidelines for writing, "Break any of these rules sooner than say anything outright barbarous." Language is alive and the above tips are best used as suggestions to consider, not commandments carved in stone. Your paper will be better if you use "proper" English as a powerful tool, not a rule.

After doing all your rough drafts and revisions, you will be very tired of your paper. When you think you have completed your final draft, walk away from it for several hours (preferably a whole day) before looking at it one last time. You may be surprised by what you notice!

## Hot Off the Presses Activity

1. Attach edited work samples for stories you wrote/filmed at the Know Your Government Conference.

**News Editor:** story drafts and contact sheets.

**Video Producer:** attach story boards and contact sheets.

2. Attach your final work samples from the Know Your Government Conference.

**News Editor:** Attach a final copy of the KYG Conference Newsletter.

**Video Producer:** Attach/add the url for KYG Conference Videos.