



# How to Write a Good Story

## AIM:

To create well  
written, journalistic  
YRE entries.

1  
HOUR

## OBJECTIVES:

- Encourage students to write in a journalistic way
- Understand what needs to be included in article writing to create a good quality entry
- Critically assess their own work and ideas
- Gain interviewing skills

## ACTIVITY

### INTRODUCTION TO WORKSHOP (8 mins)

Introduce session.

### THE YRE METHODOLOGY

- ★ Investigate
- ★ Propose solutions
- ★ Report
- ★ Disseminate (into at least three media sources e.g. Twitter, school website, display/assembly).



### ACTIVITY 1:

### SHOW YRE WRITING TUTORIAL (7 mins)

Ask students to listen carefully to the film and make notes on each of the steps

These notes can be used as a reminder in the future and will be used in a later activity

Take five minutes to discuss your notes with a partner and make sure you have picked up as much as possible from the video

What was the tip that seemed the most important to you – (maybe something you hadn't thought of before)



## KEY LEARNING POINTS

SETS OUT THE FORMAT & STRUCTURE OF THE SESSION.

FOLLOW THE FOUR STAGES OF THE YRE PROCESS.

No matter whether you are entering the competition through photography, writing or film, students are expected to investigate and research a topic using the YRE methodology. You then choose whichever format you want to raise awareness of your topic.

**Subject** – what are you passionate about, make it local and relevant to you and your community

**Make it global** – relevant to others around the world, global implications

**Do your research** – local campaigns, what's happening in other countries?

**Who, What, Where, When, How, Why** – include in body of article

**Report don't opionate** – tell a story, factual, unbiased, conflicting views

**Write a good lead** – short and concise, what is the most important aspect of the report

**Include quotes and interviews** – Think carefully about who you should speak to – could be teachers, colleagues, students, community leaders, experts

**Headline** – Do your headline at the end as the headline should come from the article rather than the other way around. Be short and direct, don't be boring

**Photos and captions** – must be relevant and enhance article

**Edit** – spellcheck, grammar, sentence construction and tenses, fact checking – get it right, you are representing your community, is the article balanced – do you have both sides of the story?

## ACTIVITY

### INTERVIEWING SKILLS (2 mins)

Interviewing is a really important part of being a journalist. Ask your students why they think interviewing is important and why journalists need to interview people.

### ACTIVITY 2:

#### INTERVIEWING SKILLS ACTIVITY (10 mins)

Working in groups of three think of things you need to do before an interview, what makes a good interviewer, think about how you ask questions, use of body language etc

Teacher should facilitate the discussion and perhaps prompting towards the key learning points.

### PREPARE INTERVIEW QUESTIONS (5 mins)

Then take a few minutes in your groups to prepare some questions for an interview on single use plastics. think about some questions to ask about. Teacher may prompt towards the final three tips in the key learning points.

### ACTIVITY 3:

#### ROLE PLAY (10 mins)

Ask each member of the group to [choose a role](#) (either A, B or C).

A = interviewer, B = interviewee, C = observer

Using the instructions sheet, take five minutes to carry out an interview. Feedback to your groups as per the instructions.

### ACTIVITY 4:

#### ASSESS THE ARTICLES (15 mins)

Stay in your groups of three and using your list of top tips assess [Article One](#) and [Article Two](#). (Articles can be clicked through from presentation or printed off)

- Have the articles taken note of the top tips?
- How could the articles be improved?
- Feedback to the rest of the class.

Tell pupils about the [YRE competition](#).

## KEY LEARNING POINTS

**Journalists interview people to create a conversation and find out new information.**

**Decide who you need to speak to** - are they relevant to the article

**Do some prep** – make sure you know the basics of who they are, what they do and how they are relevant to your article. It shows respect and flatters people.

**Speak to people** - when you speak to people you can create a conversation rather than having prepared answers to questions via email.

**Break the ice** – make it relevant e.g. use some of the research you've done, I saw you commented on ..... in a recent newspaper article, news story, I believe you went to my school.

**Ask open questions** – you gain much more information through asking questions using how, why, tell me about

**Listen** – don't interrupt, shutup, play Dead Air Chicken – keep quiet and other person will speak

**Be curious** – be interested in everything, use your body language to demonstrate interest - no your head and consider your facial expressions.

**To practice interviewing in a safe situation.**

**To reinforce learning from Activity 1.**



CLICK HERE!

Checkout our guide to Young Reporters for the Environment in Wales. This will give you all the information necessary to create a great YRE entry.

## EXTENSION ACTIVITIES

### PLANNING SESSION - Litter & Waste

- ★ Guide students to identify and observe one issue related to waste management near their homes or school. This could be carried out in groups or individually. Some of the issues that could be observed include:
  - Littering in their locality - where do people litter the most, or where does litter collect e.g. routes to school, roadside verges, rivers, beaches, types of litter - plastics, drinks cans, sweet wrappers.
  - Food waste - how much food gets wasted at home or school - how is the waste disposed of?
- ★ Ask students to record their observations with the objective of writing a newspaper article on the issue e.g. investigate the local authority food waste collection, do they have such a service, how easy is it to use?
- ★ Identify resources to find out further information e.g. relevant websites, local campaigns. What are best practices in other towns, cities, countries?
- ★ Identify 3 relevant people who could be interviewed to find out more information on the issue or to find possible solutions. Include people who will have varying opinions e.g. the local authority waste officer, kitchen staff in the canteen.
- ★ Think about solutions to the issue - how the waste could be reduced or disposed of more sustainably e.g. if routes to school collect litter then perhaps a awareness raising session could be run in school, if food waste is high then is too much food being bought, are portions too large, and is food being composted?
- ★ Who would be interested in reading the story? Think about where the story will be disseminated e.g. social media, blog post, newsletter etc.

### WRITING SESSION - Litter & Waste

Ask students to carry out their research and interviews and finally write up their findings and solutions in a journalistic style as if they were writing for a newspaper. This can be done at home or in class. Again this could be done in groups, or individually.

Split students into groups of 3 or 4 and ask them to evaluate their articles taking into account the tips learned in Activity 1. Identify at least 2 recommendations for each article.