CLIMATE CLUBS
MEDIA TRAINING MANUAL

Co-funded by the European Union

Implemented in partnership with FNF

Presented by GreenCape

Delivered by:

GreenCape as part of the Active Climate Change Citizenship for a Just Transition in South Africa (SA Climate Change Champs) project. This project is co-funded by the European Union, in partnership with the Friedrich Naumann Foundation for Freedom (FNF), and delivered by GreenCape.

About the Climate Clubs media training:

The media training is aimed at Climate Clubs school hosts in the Eastern, Western and Northern Cape. The purpose is to capacitate learners from Grades 9 – 11, to amplify their voices around topics related to climate change mitigation and adaptation, and renewable energy. This training material supports a two-day workshop through which high school learners are equipped with basic journalistic and media engagement skills. The purpose of this initiative is to ensure that learners are given the tools needed to engage with their local and regional media platforms.

About the SA Climate Change Champs project:

GreenCape, leading the delivery of the SA Climate Change Champs, as part of the '**Active Climate Change Citizenship for a Just Transition in South Africa**' initiative aims to enable proactive, constructive and collaborative engagement by communities, women and youth in climate mitigation and adaptation.

As the youth is a core target group of the initiative, the SA Climate Change Champs has relationships with several high schools across the Eastern, Northern and Western Cape. Initiatives include hosting Renewable Energy Challenges, establishing Climate Clubs, conducting educational and awareness raising workshops and arranging study tours.

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This training manual is developed for:

- South Africa learners in grades 9 – 11 with a specific interest in the intersection of media and climate change advocacy.
- Climate Clubs who want to run the media training sessions in future.

DAY 1 (MEDIA TRAINING OUTCOMES)	DAY 2 (MEDIA TRAINING OUTCOMES)
Brief about outcomes On the first day, a foundation is laid by providing a thorough understanding of climate change mitigation & adaptation and renewable energy topics. There is also a brief session about the importance of amplifying the youth voice.	**Brief about outcomes** The second day gets into the details of how the youth voice can be amplified. Practically, there is a focus on key elements of powerful storytelling, reflective writing, advertorials, radio interviews, etc.
Outcomes (Supporting material in a separate document) **After engaging with the content, learners will:** • Be aware of key climate change themes. • Understand the distinction between climate change mitigation and adaptation. • Be confident to use key climate change related terms. • Brief overview of current South African energy landscape. • Be aware of the relevance of renewable energy. • Realise the importance of their youth "voice" on climate change topics. • Value their unique contribution to the climate conversation.	**Outcomes** (Supporting material in this document) **After engaging with the content, learners will:** • Be encouraged to make their own unique contribution. • Know where to source stories. • Have an ability to engage with dynamics of newsworthiness. • Be equipped to prepare various types of topic-related content. • Have an understanding of how to engage with different media platforms. • Have multiple approaches to telling stories through different mediums. • Be able to use headlines effectively.

PRACTICAL TRAINING

Equipping the youth with basic media and journalistic skills, to intersect with climate change advocacy.

2.1 Why is MY voice important?

Outcomes: Learners are encouraged to make their own unique contribution.

Debates and conversations on climate change and renewable energy are normally held at a high level by government, industry and academia. Other parties, such as the youth, are often excluded from such topics even though they are directly impacted by climate change events. Thus, it is important that the youth voice is brought to the forefront so that their ideas, perspectives and opinions can be heard. Therefore, it is important that the youth exercise their voice on climate change matters because of the following reasons:

- Climate change is a human rights issue as it impacts the right to life, water and sanitation, food, health, housing, and education (Earth Day, 2019).
- Young people will be living with the impacts of climate change and have the right to participate in decisions that affect their future. The youth are the future generation leaders, policy-makers, entrepreneurs, and educators that will drive the economy and should have a say on what their future looks like.
- Across the globe, the youth make up the majority of the population. This means that they are directly impacted and the most vulnerable to the effects of climate change. Not only this, but also it means that with their numbers, their voices have power and influence to be agents of change.

In groups of three to five, please discuss:

WHY?
Why do you think your voice is important?

WHAT?
What impact do you hope to achieve for your community?

**Considering different angles to communicate climate change**

There's a lot of scepticism and fear mongering when it comes to reporting relating to climate change. It is important to report factually and in an accurate way. All stories ought to be fact checked, which implies that learners need to become vigilant as active consumers of information. The main aim of communicating about climate change is to ensure that people are provided with the necessary information to make informed decisions, and change their behaviour. It is important to ensure that as climate change communicators disseminating information, learners remain impartial at all times, because a particular narrative might be associated with an individual for a long time. Climate change narratives are frequently crafted from a position of threat and loss. What is often neglected is highlighting the opportunities that climate change adaptation and mitigation presents. Therefore, it is important to highlight the problems and negatives, but there is also an opportunity to communicate the opportunities and positives through positive advocacy. Positive advocacy is important to change the pessimistic messaging in the media by offering positive optimism when reporting on resilience and proactive approaches to the challenges of climate change. This will help individuals feel hopeful, and that their contributions can make a difference, rather than fearful and overwhelmed.

*If there is **uncertainty** over about the information that learners want to share, they should **ask the experts on the subject matter.***

2.2 Finding stories worth telling

Outcomes: Learners know where to source stories and have an ability to engage with dynamics of newsworthiness.
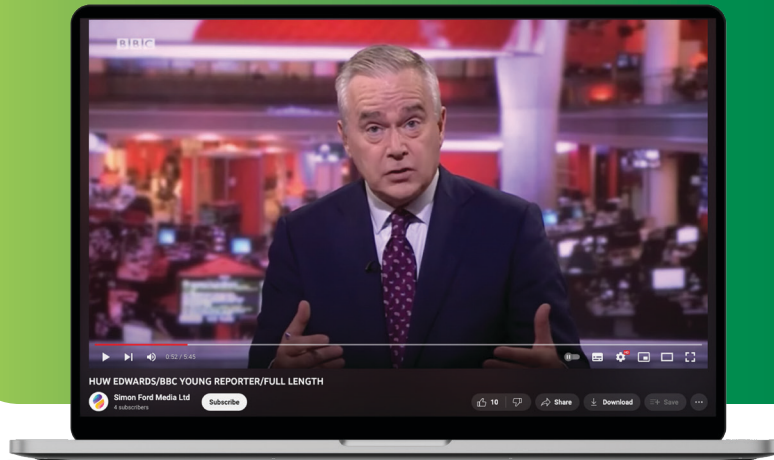
News stories are everywhere – a personal story or something happening in the community could make a great original news story. Huw Edwards gives his top tips on sourcing stories. This is helpful as it gives young people the tools, tips and opportunities to understand the media and create their own content.

The video is courtesy of the BBC and is available here: https://youtu.be/Ock1wYaWfv8

2.3 Preparing to create content

Outcomes: Learners are equipped to prepare various types of topic-related content.

Learning outcomes:

- Identify news value (What is a story that needs to be told?)
- Understand the impact (What effect does this have?)
- Identify target audience (Who cares?)
- Apply research methods (Is there anyone who is well versed in this?)
- Know the appropriate platform (Which medium to use)
- Demonstrate understanding of proper storytelling techniques (did I follow the right structure?)

The questions below are useful to explore to see if something is a climate change impact story:

- What climate shock is evident in your community?
- Which areas are mostly impacted?
- What is the extent of the effect there?
- Who is affected?
- Which Community Based Organisation deals with the matter at hand?
- Which other institution can contact to gather and verify the information
- Which media house is mostly close to me?
- Is this an editorial matter?
- If it is, who in the newsroom should I get in touch with?
- If not, which other routes can I take to ensure that this story is told effectively?
- Proximity is key, how do I build relationships with media personnel?

Champs tip: There are unique ways to prepare for storytelling, one of which is to do impromptu interviews. An impromptu interview is where an interview is done without being planned, organised, scripted, or rehearsed and it requires improvising on the spot. A useful media and journalism skill to have is to be able to pre-prepare questions that might be asked but also be able to then have necessary follow up questions.

PSI: A framework for developing stories

Problem-Solution-Impact (PSI) is a framework that can be used to help develop stories when writing or reporting on an event. This framework provides a guideline to identify a problem, propose a solution and determine the impact when telling a story.

Problem:

Identify a problem or issue that relatively impacts homes, schools or communities. It can even be a community need that has to be addressed. The idea is to focus on a unique context or situation, and pinpoint the challenges that people in general might be experiencing. Try to be as descriptive and detailed as possible when stating a problem. Here is an opportunity for one to tell a story that is unique depending on a community setting. Try and think how this problem relates to climate change, renewable energy or the sustainable development goals.

Solution:

Develop a solution that will solve the problem or address the need that has been identified earlier. Here is an opportunity to exercise positive advocacy by turning a problem into an opportunity. Think how a solution that has been suggested can incorporate climate change mitigation and adaptation, renewable energy or the sustainable development goals. Solutions can be prescriptive and suggestive, whereby recommendations are provided, or can be planned for direct action. In some cases, it might be positioned to take direct action, in cases where the problem affects either a family setting or school (for example; organising a school clean up or public speaking forum). In other cases, actions can be indirect (for example: consulting local authorities or community leaders). The idea is to ensure that storytellers are solution-orientated and are in intentional in formulating answers for problems that are identified.

Impact:

Once a solution has been developed, the work does not end there. Demonstrate what impact that particular solution will have on lives, schools, and the community. Show how the context or situation changed since the problem has been solved. There is also a need to describe practically how a solution will work in real life. Furthermore, mention how the solution can be replicated and adapted for other communities that experience a similar problem.

Example: Pupils of Bavumile Secondary School in the community of Mfuleni, KwaZulu-Natal are affected by devastating flash floods during the heavy rainfalls in winter. Over the past ten years, the Mfuleni region has increasingly been experiencing heavy downpours of rain more than ever before. As most learners walk to school, the floods pose a risk as they completely cover the roads up to waist deep high levels and carry dangerous debris in the waves. The floods also damage school infrastructure and block roads, making it impossible for vehicles to commute.

Problem: Heavy rainfall during winter causes floods in the community, making it difficult for pupils to go to school.

Solution: Pupils sign a petition for the local government to build bridges for civilians and cars to cross over the river.

Impact: Local youth call upon local authorities to take action and hold them accountable (indirect).

Roads are more resilient in facing climate crises like floods during heavy rains, enabling pupils to go to school and civilians to commute. (direct).

2.4 Types of mediums (mass media VS new media)

Outcomes: Learners have an understanding of how to engage with different media platforms.
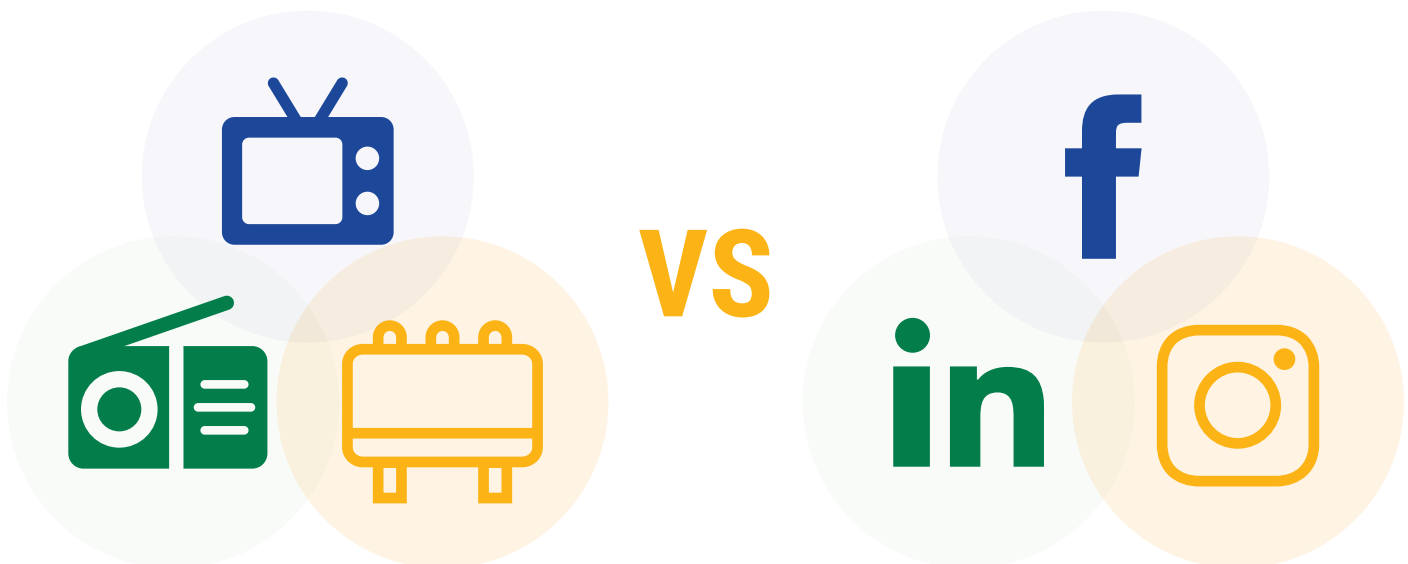
Source: Whacked Out Media

2.5 Journalism tools

Outcomes: Learners have multiple approaches to telling stories through different mediums. Learners are able to use headlines effectively.

2.5.1 Writing: Newspaper & online outlets

A good report is specific: the reader understands what the report is about from that to finish. Again, the 5Ws and H have to be answered by the writer.

Golden rule*

WHO?
Who is affected?
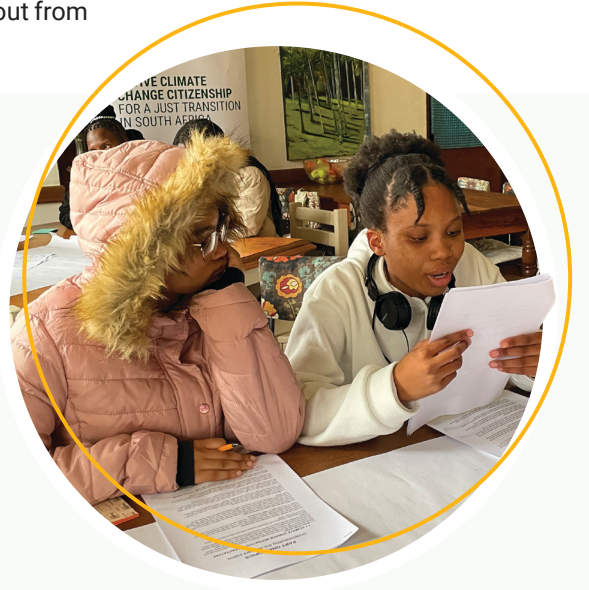Who did what?

WHAT?
What happened?

WHERE?
Where did it happen?

WHEN?
When did that happen?

WHY?
Why? What was the main course?

HOW?
How can that be resolved?

Champs tips:

- Each report requires a catchy headline, meaning that you have to spark interest in the readers' mind. Be provocative, interesting.

- Reports need to end with a call to action, i.e. something for the reader to question and ask themselves (Example: Efforts to combat climate change are at an advantage. Join the SA Climate Change Champs to make a difference in your community)

- As cliché as it sounds, a picture is worth a thousand words. Use visual graphics to capture attention.

- Do not use specialist terms that will be complex to the reader. Use simple language and keep it sharp.

- People's stories have a stronger impact than statistics.

5WS & H

Kouga Municipality takes steps towards energy security and climate action

FEB 16, 2023 | BLOG, CLIMATE CHANGE

RETURN HOME

Other Articles

Celebrating Youth Day: An ode to our Climate Change Champs
Jun 16, 2023

HEADING

WHO?

WHO?

WHERE?

WHEN?

WHAT?
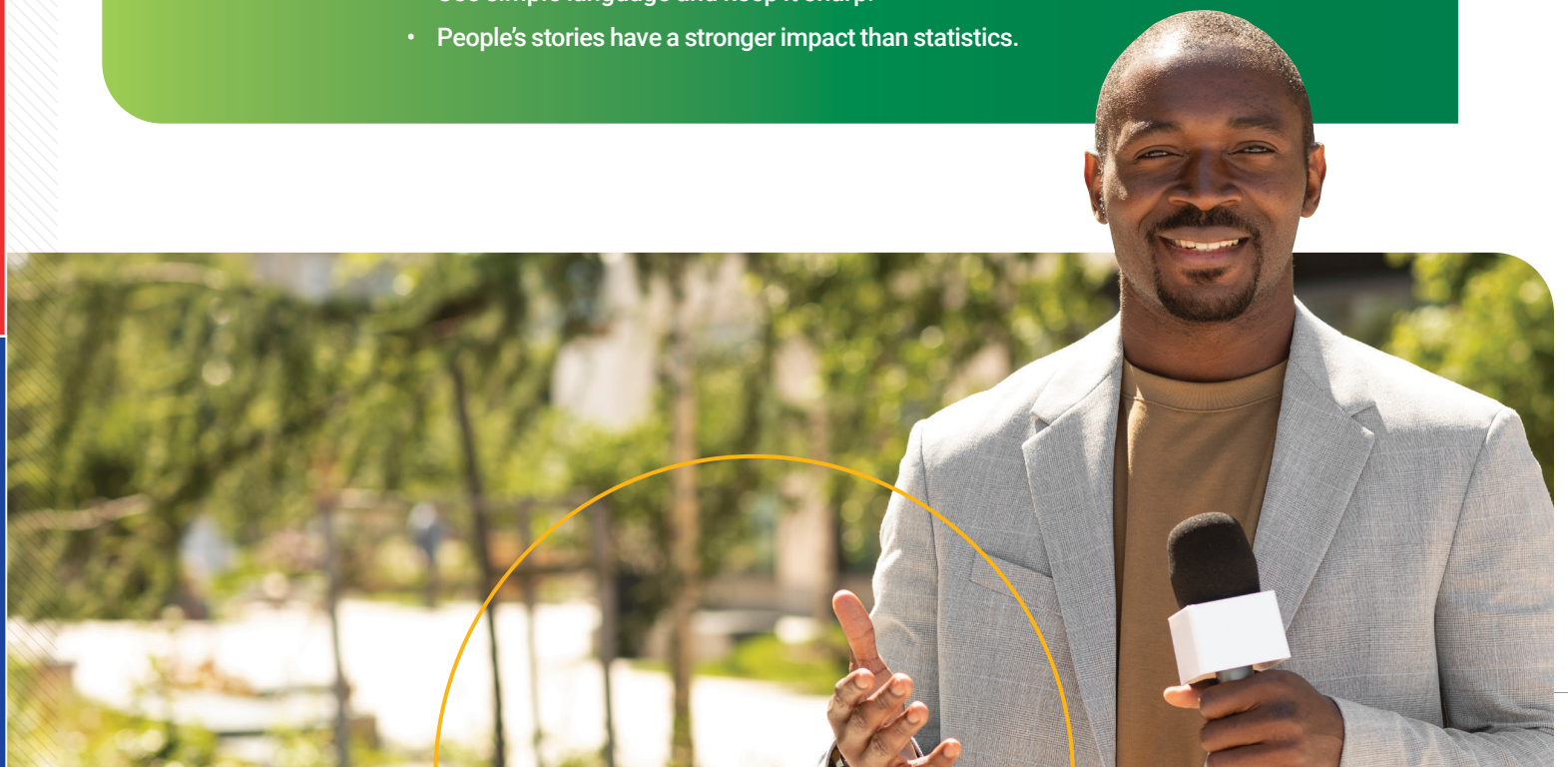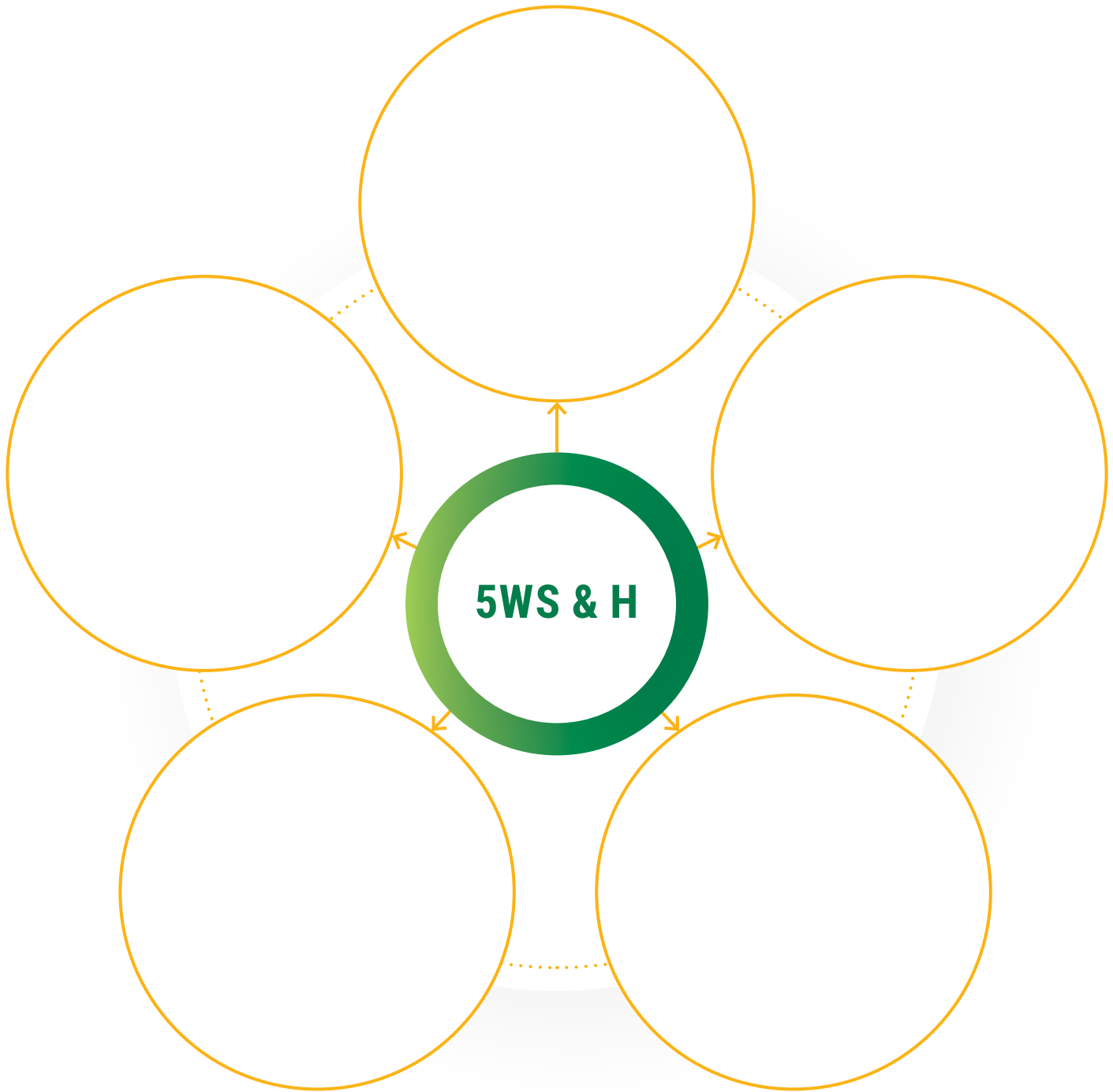
Kouga Local Municipality hosted a workshop for municipal officials to launch their new Climate Change Strategy and participated in a two-day Green Economy Awareness Learning Series workshop, supported by the SA Climate Change Champions, in February 2023 in Cape St. Francis, in the Eastern Cape.

Executive Mayor Horatia Hendricks opened the two-day working session with a keynote addressing, imploring the municipality, industry and guests to be active citizens. In his address, he spoke of the municipality's plans to address the energy crisis.

HOW?

WHY?

> He said: "Given the problems caused by prolonged load shedding at high stages, as well as the impact it has on the local infrastructure and economy, Kouga is aiming to be less dependent on electricity generated by Eskom. To achieve this, we will undertake a six-month feasibility study to determine the viability of alternative means of renewable energy and power generation by independent power producers."

The Green Economy Awareness Learning Series, hosted by the SA Climate Change Champions initiative, provided an introductory framework of South Africa's energy landscape and an introduction to renewable energy policy, and set the scene for the events discussion about the climate change strategy. The awareness session informed and assisted decision makers about the future of renewable energy policy adoption.

importance of what a community is. We practise kindness and respect. Being a drum majorette teaches one patience because you need to learn the skills and get the steps correctly."

The #SAClimateChangeChamps stand had an awareness activation on renewable energy. The local children were educated on different types of energy generation and to increase their understanding there was a practical activity in which they could make windmills.

The Festival aimed to celebrate partnerships and connect communities in the Valley around local issues, thus building community resilience, promoting development and enhancing local tourism opportunities. The event built on current community activities including regular Helpmekaars and renovations to the Voorstekraal Centre, which will be used to host community meetings and a children's library.

"A few months and several activations ... group of non-profit organisations and g... purpose of small town regeneration. Th... EDP and seven other Support Partners, ... are excited to follow the local changem... Theewaterskloof Municipality," said Sim...

He further said: "The "V6" Changemake... tangible example of partnering for actio... changemakers in the Valley in May, the ...

Example: Including quotes

Example: Web article

Example: Advertorials

2.5.2 Broadcasting: Radio & podcasting

Radio and podcasting is different to written articles. There is spontaneity with radio and podcasting, meaning that topics are more conversational and being unprepared could lead to embarrassment for the interviewee. In this section, the attention will be on the do's and don'ts to achieving an awesome interview.

As the interviewee:

DO'S	DON'TS
Prepare cue points.	Try to draft word-for-word responses.
Know your audience.	Be afraid to ask rhetorical questions.
Prepare a punchy close-out line.	Give one word answers.

As the interviewer:

• Research the topic.
• Prepare at set of interesting questions.
• Know the interviewee's background.
• Provide context to the topic.

2.5.3 Online platforms: social media

- Identify the target audience and choose the relevant social media channel
- Identify social media objectives, i.e. what is the aim of the campaign in relation to social media metrics?
- Create tactics, e.g.
  - > #hashtag, @tagging,
  - > key words, search optimisation content, etc
- Create a social media plan
- Develop the content (also using user-generated campaigns)
- Schedule content in a staggered manner in order to build on momentum

Identify the audience and choose the relevant social media channel:	Firstly, identify the target audience based on factors such as demographics, interests, and behaviours. Once there is a clear understanding of the audience, select the media channel that aligns with their preferences and habits. For example, if the audience consists of professionals and business, platforms like LinkedIn may be more suitable, while platforms like Instagram or TikTok might be better for a younger audience that enjoys interacting with visuals.
Identify social media objectives:	Define the social media objectives based on overall goals. Common objectives include the following: • Increasing followers to grow the online community • Increasing interaction or engagement (such as likes, comments, reshares) to develop brand awareness • driving traffic to a website Align objectives with specific social media metrics which are used to measure the set objectives such as followers, likes, comments, mentions, reach, engagement rate and click-through rate etc.
Create tactics:	Use various tactics to improve social media presence and engagement. This can include using relevant #hashtags to increase visibility and reach, @tagging relevant individuals or brands to increase engagement, include keywords, use visuals to capture attention (a picture tells a thousand words).
Create a social media plan: *(doesn't have to be elaborate since school work is also demanding)*	Develop a detailed social media plan outlining a content strategy, frequency of posting, and the channel the will be used. Consider creating a mixture of content types (edu-entertainment, video interviews, etc)
Content curation:	Develop engaging and valuable content that is useful for the target audience. The types of content pieces can include a blogpost on a website, images or videos that can be posted on social media platforms, voting polls, or even quizzes. Make sure that the content relates to climate friendly topics and/or any of the other relevant topics.
Schedule content in a staggered manner: *(**don't overwhelm the audience** with information or they will treat the curator like a bot)*	To build momentum and maintain consistent presence, schedule the content by phasing it out in stages. This ensure that there is a steady flow of content, maximise visibility, and increase engagement with your audience.
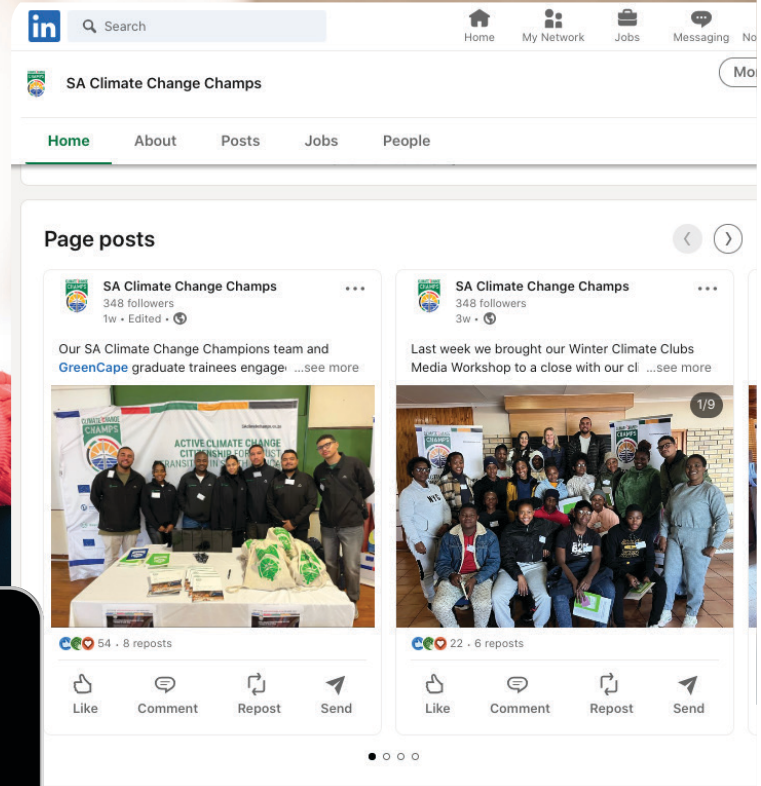
Example: Twitter

Example: LinkedIn
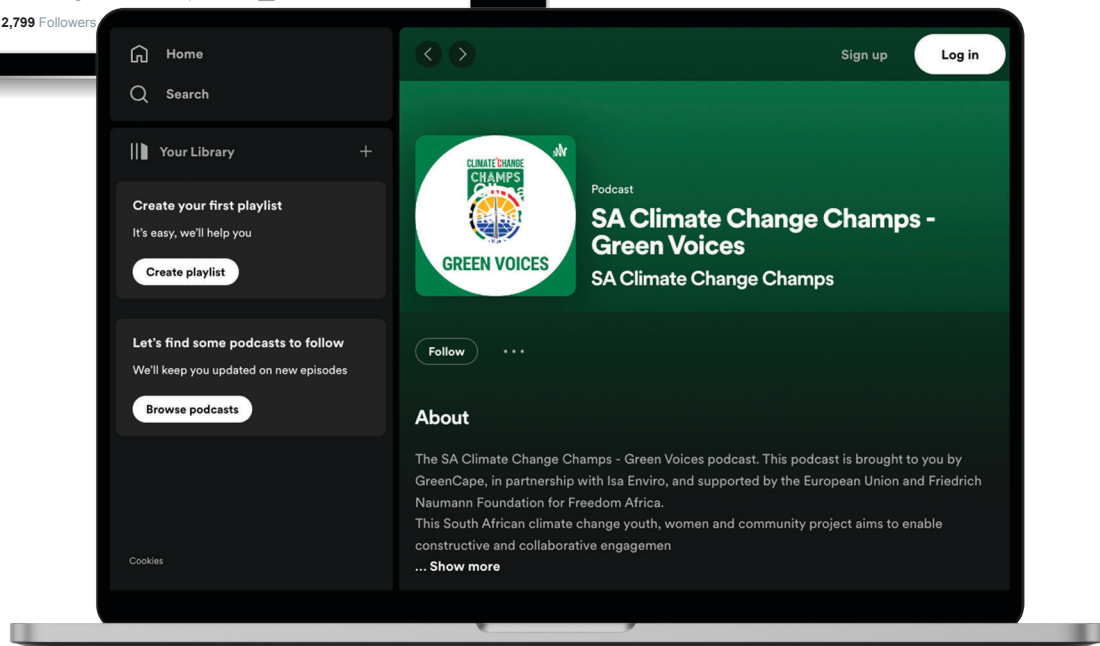
Example: Spotify

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