

How to advocate for **youth** journalism rights

Nathan Wang

Formative Youth Journalism Initiative










Nathan Wang

Fun fact: My latest hobbies are
golf and knitting

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Let's see what you know!



1. What are youth
journalism rights

Legal Rights

- Freedom of speech
- Dissemination of news
- *More legal (codified, on paper) rights in California

vs.

Moral Rights

- **How** you navigate your legal rights
- Integrity of work
- Collaboration



Understanding youth writing tendencies

Where is the line
between self-censorship
and fear of defamation?

Can school pressure students

Students can feel pressured due to the amount of work they receive to do or homework may affect how they feel about having work or doing work. Some students often struggle with work and teachers often give them more work so they can grow better in their grades or test scores but it makes students feel like they're overworking.

Teachers may exhaust students with work or by yelling at them because they did not grow in levels or because they have misbehaved. My opinion is that teachers can be nice but also can yell at you for getting in trouble and I feel like teachers don't know what's going on with students at home, and maybe the students may feel worse at school.

Students may also be bullied and may feel pressured to keep that a secret so their bullies don't keep beating them up or telling them mean things. Students are often bullied and are forced to either do work for them or having to keep it a secret that they are getting hit or used.

Students often enjoy the weekends to relax and not have to worry, homework is a real problem that students dislike, homework means the student will have to push away the fun and finish their homework first, homework isn't helping make students feel any better. Although students do need homework, I think they deserve no homework on Fridays so they can relax.

Students also deal with anxiety of/about tests, pop quizzes, and sometimes with report cards coming back to them. Anxiety plays a part in pressuring students because anxiety can make students feel anxious, pressured, or even scared about the future or how people will think about them.

“Advocating for
youth journalism is
advocating for
others.”

Let's investigate these rights a little more...



Moral Rights

- Right to access information
- Share with ***selective*** audiences
- Journalism is an ***act of service***

Why do moral rights matter?

1. The culture
around
journalism

2. It's what
keeps young
journalists
writing

3. Encourages
you to
collaborate
with others

2. Advocacy Model

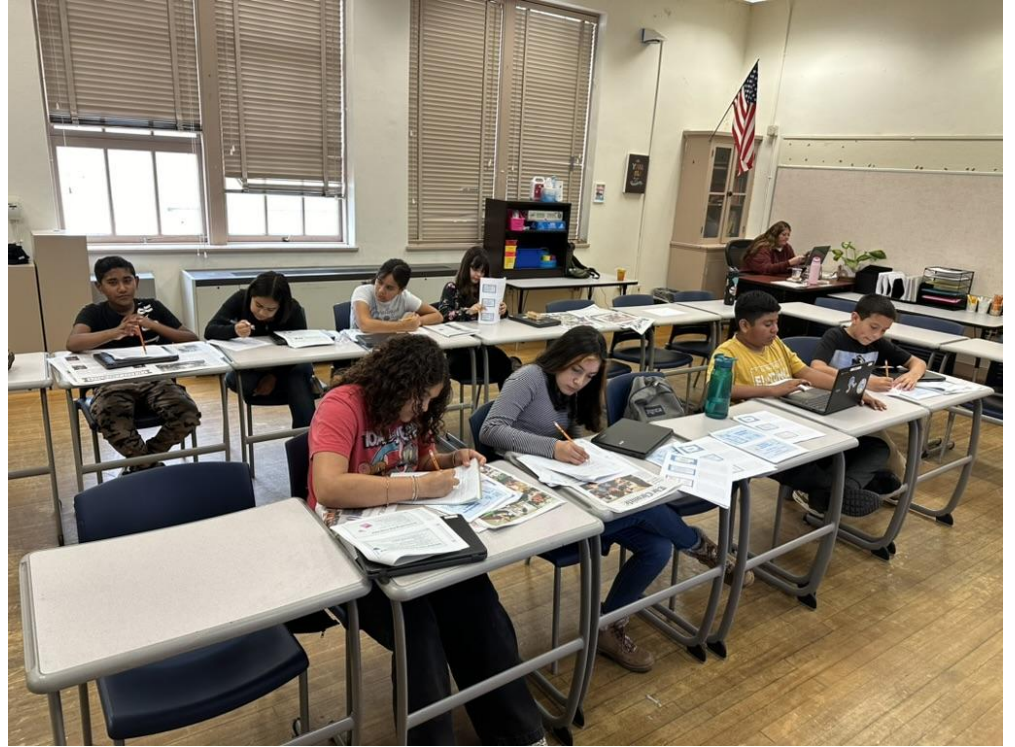
Through a real-world case study

Did you know?

73 percent of public high schools in NYC do not have student newspapers

From zero to journalism

My experience and development in advocating for youth journalism in public schools.



Empowering first-time voices.



Recipe (made with love)

Do your homework, plan.

Make calls, emails. Follow-up*!

Structure a journalism program.

Now... teach!



Journalism students and Formative Youth Journalism Founder Nathan Wang take a photo with LA Times journalist Michelle Woo after an interview.

Journalism students interview author

By YADI SOLTERO

LA Times journalist Michelle Woo gets interviewed by Alma Fuerte School students.

Woo worked as a senior editor at Medium. She is also a West Coast experiences editor at the LA Times.

Woo answers a question about the perks of being a journalist.

"The perks of being a journalist are that you can be curious as much as you want, you can dig deep into the topic and publish your curiosity in your work," she

said. "Being a journalist means you can learn about others when you're interviewing someone. When you're getting interviewed people can learn about you."

Woo is a mother of two children—a five-year-old and an eleven-year-old.

Woo answers another question about how kids can make parenting easier.

"Children should clean up by themselves and do chores without being told," she said. "If I had a checklist of things they would have to do they,

should fill them in without being told to do so. Kids can make parenting easier by being responsible, behaving, cleaning or just listening. [Listening] is also a form of behaving."

Woo explains her job can be enjoyable but also difficult.

"I wouldn't say my job is exactly easy or hard," she said. "I'd say it's both easy and hard when it comes to editing and writing. Sometimes I like to practice writing paragraphs, or even writing for 15 minutes. Practicing makes perfect."

Writers to journalists

By THE EDITORS

A class of 13 students in grades sixth through eighth participated in a summer program run by the non-profit organization Formative Youth Journalism Initiative (FYJI). Students learned the principles of journalism, including article structure, interviewing basics and the process of developing a newspaper.

Students chose articles topics that were of the most interest to them and used quotes from FYJI's curriculum interviews—two LA Times journalists—and quotes from Alma Fuerte's middle school dean. Using these quotes, they wrote their articles, accompanied by hand-drawn art.

Starting as creative writers and moving into journalism, Alma Fuerte students developed their skills as writers and thinkers. FYJI hopes to inspire more middle school students around the Los Angeles metropolitan area to engage in journalism. Students are responsible for finding their own niche using their own interests, but FYJI is a branch of opportunity for students to engage in a new study that was previously inaccessible.

FYJI Executive Director Nathan Wang founded FYJI with the exact hope that students would be able to form their own newspapers at their respective schools through the FYJI team's guided curriculum. Nathan found a starting point at Alma Fuerte.

• Continued on A3 forward

Kimberly Kenne is a long-standing PUSD board member. Alma Fuerte is not formally part of PUSD, but Kenne acts as a very open line of communication with the school.

By KATHYA NUNEZ

Kim Kenne spoke to Alma Fuerte students over Zoom about the role of the Pasadena Unified School District on June 26. Students asked questions related to education and funding. Although Alma Fuerte is not officially part of PUSD, Kenne spoke to



Kimberly Kenne

what our staff or PUSD district staff have recommended. Typically, when there's an action item on our agenda, they will say, this is what we think the district should do. [Board members] can ask questions and amend [the agenda]. I find it

also helpful to follow local state and national education news, especially around the budget. We were all waiting to see how the governor would work with the legislature to finalize the education budget because it could have a significant impact on the amount of money [schools] get."

"I think it's really important to look at all the available information and really understand the choices when you're being asked to make a decision [about funding]," Kenne said. Then [we] consider what our staff or PUSD district staff have recommended. Typically, when there's an action item on our agenda, they will say, this is what we think the district should do. [Board members] can ask questions and amend [the agenda]. It is helpful to follow local, state and

national education news around budgets.

"There's always a number of action items on our agenda that we have to vote on," Kenne said. "The only decisions of the board have to be made by at least a majority of the board. Individual board members can't go around telling people what to do or saying these are the decisions that are going to be made. Only the majority of the board can do that. We set policies, we approve our budgets, and we're responsible for monitoring student's academic outcomes, and the fiscal health of the district."

Although Alma Fuerte is not officially part of PUSD, students see how important funding from the local community is. One of the most popular fundraisers Alma Fuerte does is Chuck E. Cheese. Every year, Alma Fuerte does a fundraiser at Chuck E. Cheese. The school makes between \$50 and \$120. With that money, the school might be able to buy a better printer, better chairs, desks, better school equipment, whiteboard erasers, and more fun field trips.

A month ago, the LA Dodgers donated \$2,500 to Alma Fuerte. With that money, we could probably use that to get a better printer or even more printers. Printers are really important for students because students in Alma Fuerte do a lot of projects that require visual examples in our science fair. Our science teachers instruct us to print out our hypothesis, question, example, our

materials, data questions, our procedure, and more.

Alma Fuerte School Dean Roger Yee said the money we get from fundraisers is adequate. Fundraisers bring people together. People also get to know each other and the community so working together for a certain goal makes whatever is okay.

"Every penny counts," Yee said. "Fundraisers are wonderful. They bring out the community. They bring out more people working together. It's just a wonderful opportunity for people to get to know each other in the community as well. That way you're working for a certain goal. Making any money is helpful for our school."

Yee said that with whatever money we get the school is grateful. With the money, we can buy more technology and buses for field trips. We would also need to use that money for other expenses like paying for the place Alma Fuerte is staying, teacher salaries and janitorial salaries. In the end, everything will have to be used for other things.

"Money will be helpful," Yee said. "We can buy a lot more technology. We can buy more buses for field trips. All those stuff are not free. Even though the state gives us [money] for each of you, we do have to pay for the electricity, water, the place we're staying at, supplies, teachers' salaries, and janitorial salaries. In the end, everything gets taken away. All [donations] can be helpful for all of us."

UPCOMING



ILLUSTRATION BY ALEX JOLSON

MENTAL WELLNESS: Learn about a licensed counselor's advice on student anxiety and stress.



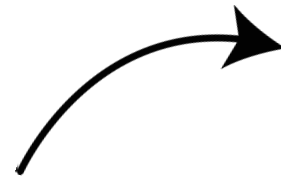
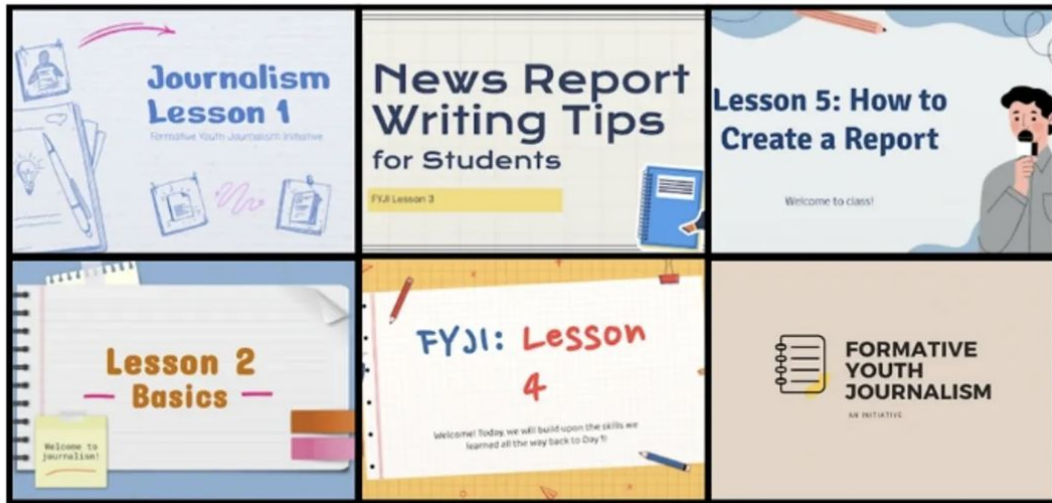
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GARDENING GAME: Read about the new garden at Alma Fuerte School and the nutrition class initiative.



BY NATHAN WANG

COPA AMERICA CLASH: Read about the 2024 Copa America? Two sports writers share their opinions.



The FYJI curriculum.

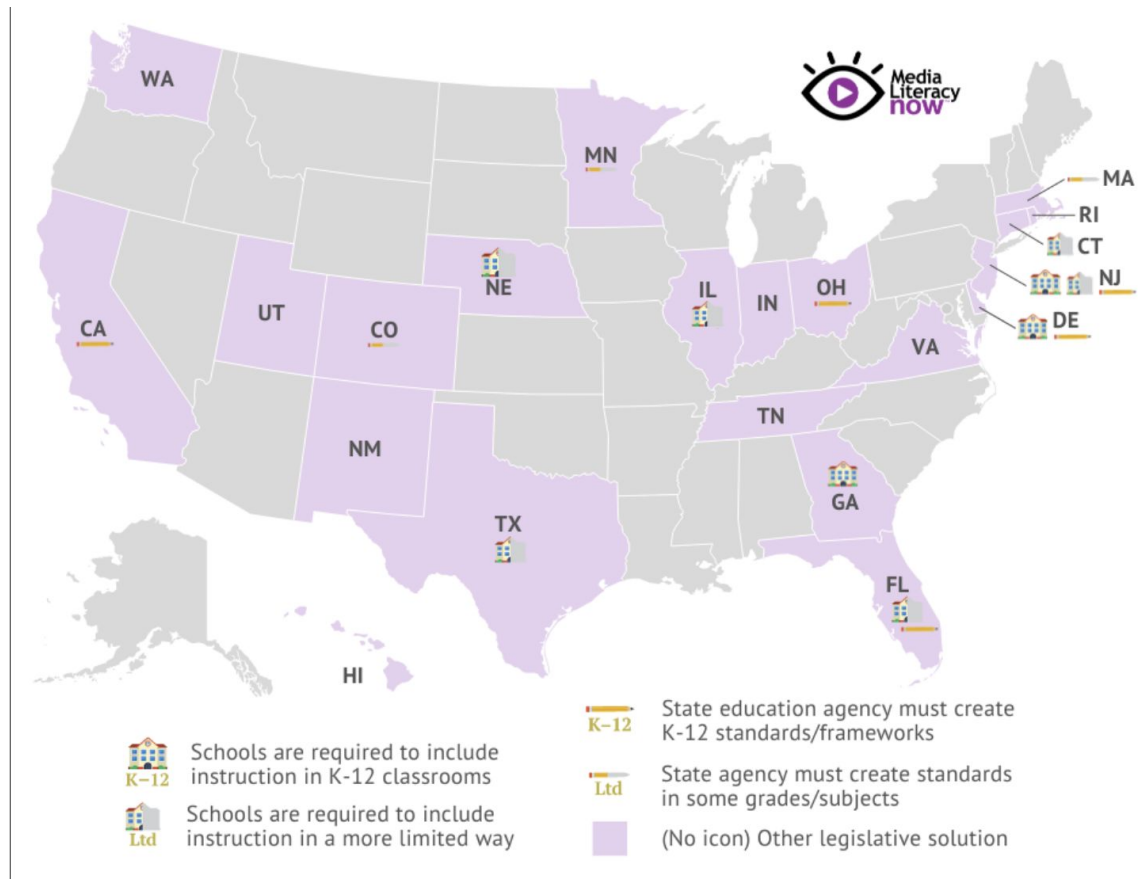
Access our curriculum here:
- Apply it for *free* in your communities!



3. Systematic Change

Targeting policy

What is the current legislation?



Specific Policy Analysis

Washington

Literacy & Language

Arts Standards:

- Media and information literacy are integrated into learning standards

California

AB 873:

- Requires media literacy content in STEM and humanities curricula

Utah

Digital Citizenship:

- Law that enables school community councils to access digital citizenship education

Where do you step in?

Washington

Literacy & Language

Arts Standards:

- Media and information literacy are integrated into learning standards

California

AB 873:

- Suggests media literacy content in STEM and humanities curricula

Utah

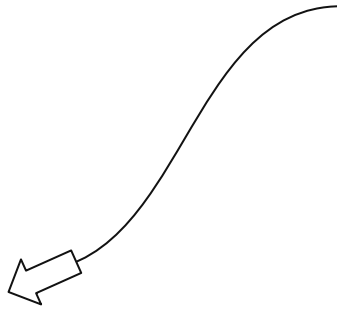
Digital Citizenship:

- Law that enables school community councils to access digital citizenship education

But why the struggle...?

Lawmakers, city councils, district boards listen to young people more than any other group.

Hearing your opinion is their job. **Let them do it.**



4. How Do I Start?

How Students Can Push Change Locally



pusd board meetings



All News Videos Images Short videos Maps Forums More

Tools



Pasadena Unified School District

<https://www.pusd.us> > about > board-of-education > bo...

Board Meetings

The Board of Education holds **one regular meeting per month at 4:30 p.m.** in the Elbie J. Hickambottom Board Room (Room 236), 351 S. Hudson Ave, Pasadena.

Your Advocacy Path

- Speak at school board meetings
- Make connections with school board members and essential staff.
 - a. Seek mentors
- Propose a journalism elective or media literacy unit

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: Critical Media Literacy (Res-015-20/21)

DATE NOTICED: 02-09-21

PRESENTED FOR ACTION: 03-09-21

PRESENTED BY: Ms. Goldberg,
Mr. Melvoin, Mr. Schmerelson

MOVED/SECONDED BY: Ms. Goldberg /
Mr. Melvoin

MOTION:

RESOLUTION: x

Whereas, Ever since President Reagan ended "equal time" in news reporting, people have been able to hear/see news reported from only one point of view;

Whereas, Over 70 million people believed that former President Trump was re-elected by a "landslide", and the election was stolen from him by fraud;

Whereas, The misinformation spread by social media and one-sided press helped make the January 6th Insurrection at our nation's Capitol a reality;

Whereas, Instagram, Facebook and Twitter are used by millions of people including many school-aged youth, many of whom use social media as their sole source of news and information; and

Whereas, The Los Angeles Unified School District has no regularly scheduled instruction for students on how to critically understand what is fact and what is fiction and fantasy; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ask the Division of Instruction to develop a plan for teaching Critical Media Literacy at all grade levels (1-12);

Resolved further, That the Division of Instruction will bring to the Board in 90 days, what can be done to begin implementing Critical Media Literacy instruction for the 2021-2022 school year;

Resolved further, That the proposed plan will include the number of minutes, the courses this will be added to, and where content and professional development might come from;

Resolved further, That a Critical Media Literacy Campaign, comprised of teachers and 12th grade students, be informally conducted this semester to discuss and informally submit to the Division of Instruction ideas and best practices for a future Critical Media Literacy instruction program; and, be it finally

SUBJECT: Critical Media Literacy (Res-015-20/21)

Resolved, That a fully realized proposal for Critical Media Literacy, including all of the above, be brought to the Board for consideration in enough time to act on it before the opening of the 2021-2022 school year.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
Ms. Garcia	X			
Ms. Goldberg	X			
Ms. Gonez	X			
Dr. McKenna	X			
Mr. Melvoin	X			
Ms. Ortiz Franklin	X			
Mr. Schmerelson	X			
TOTAL	7			
Ms. Brown				X

ACTION: ADOPTED

A Successful Case for Media Literacy

Examples of How Journalism Can Integrate Into Core Subjects (AB 873)

English Language Arts:

Opinion writing, investigative reporting, editorials

History/Social Science:

Coverage of civic issues, historical narratives, student debates

Science:

Science communication, environmental journalism, data reporting

Math:

Data visualization, statistics in reporting, financial literacy stories

5. Fact vs. Fiction

Your responsibility as an advocate

What comes after advocacy?

You still have responsibility, not to distinguish fact and fiction **for** your students;

Rather, you must build and inspire a critical literary mindset **within** them



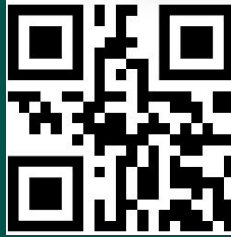
Concluding Thoughts

“Journalism without a moral position is impossible. Every journalist is a moralist. It’s absolutely unavoidable.”

- Marguerite Duras

Let's Talk: Q&A

Formative Youth
Journalism Initiative
A 501 (c)(3) non-profit
initiative
- Visit our website



Linkedin



Instagram

