FINDING DIGITAL STORIES:

The Youth Reporter Project

T R A I N I N G   G U I D E

PLAN INTERNATIONAL

Youth Reporter

Telling the stories of my generation

FOREWORD

As we continue to protect and uphold the rights of children and young people, part of our commitment is to empower them toward being active agents of positive change. It is our duty, both as child rights advocates and as adults, to ensure that they get to raise their voices and play their important roles in achieving equality and sustainable development for all.

Through Finding Digital Stories: The Youth Reporter Project Training Guide, development and humanitarian workers, community leaders, adults, and young people themselves can help push for increased recognition of the role, power, and capability of children and youth as storytellers.

The Training Guide serves as an easy reference material that can be used by development workers, communication professionals, and other potential trainers and mentors to foster a MoJo (mobile journalism) mindset among young advocates. Offering key MoJo concepts, tips, and easy-to-follow methods and activities to conducting a MoJo training, the Training Guide is essentially a practical way on how the basics of mobile journalism can be best introduced to and applied by young people.

I hope this Training Guide helps us shape an enabling environment for young storytellers and advocates. It is time we share power with young people, and let them tell their stories and lead the way for change.

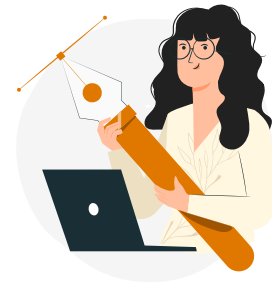**DENNIS O'BRIEN**
Country Director

ACKNOWLEDGEMENTS

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COURSE OVERVIEW

The Youth Reporter Project is a participatory, community-based youth media project designed to evolve with the recovery process and transition to development of communities affected by the typhoon. Over time, the young people trained under the project began building their own network, proactively putting their learnings in practice as young citizen journalists and media literacy advocates.

As information becomes increasingly accessible thanks to advancing technologies, Plan International seeks to up the ante by training children and young people to use smartphones as their primary tool in producing stories and reporting issues that matter to them.

This course, Finding digital stories: The Youth Reporter Project Training, provides an introduction to mobile journalism and focuses on the importance of a solutions-based approach that can be best used in telling community stories. It will help students to understand the basics of content creation both by and using smartphones, as well as the latest innovations at the intersection of technology, media, and people. As part of the requirements of the course, students will have to produce a video – one that tackles community issues – that will be shared online.

The facilitators need to be equipped with a smartphone and the speakers must have an experience producing content using their phones. The ideal student-trainer ratio is at 1:30 (one trainer per 30 students) to easily cater to students' questions.
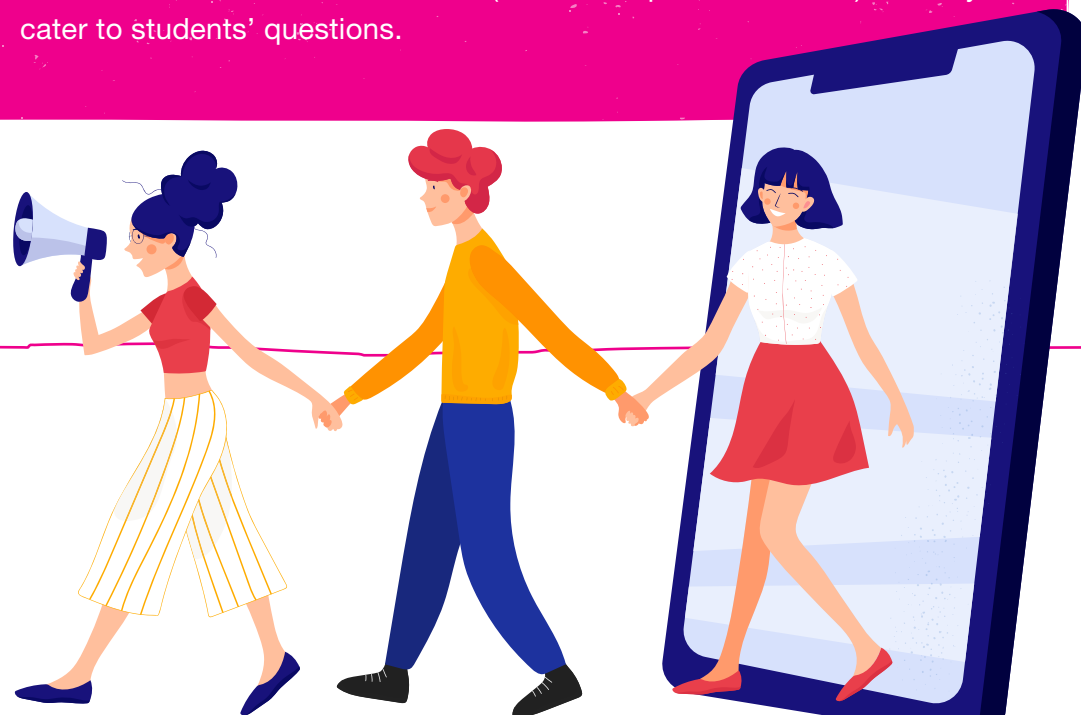
WORKSHOP SCHEDULE

Day 1

Time Slot	Activity	Facilitator/ Speaker	Overview
9:00am to 9:30am	Preliminaries	Plan International Philippines	• Why we are here • Program overview • House Rules • Quick activity • Expectation setting
9:30am to 10:30am	Inspirational Talk 1: Understanding Citizen Journalism and Mobile Journalism	Resource Speaker	• How mobile journalism is different to traditional media • Share experiences in the field
10:30am to 11:30am	Module 1: MOJO 101 Content creation for social media	Plan International Philippines	• Having a mobile journalism mindset • Developing original story angles and ideas
	Module 2: MOJO 101.1 Photos	Plan International Philippines	• Learning the different types of shots
11:30am to 12:30pm	Activity 2: Taking photos	Plan International Philippines	
12:30pm to 1:30pm	Lunch		
1:30pm to 2:00pm	Presentation of photos	Plan International Philippines	
2:00pm to 3:00pm	Module 3: MOJO 101.2 Videos	Plan International Philippines	• Learning how to take and edit video content
3:00pm to 4:00pm	Activity 3: Creating video for social media	Plan International Philippines	

Day 2

Time Slot	Activity	Facilitator/ Speaker	Overview
9:00am to 9:30am	Preliminaries	Plan International Philippines	• Recap of first day • Program overview
9:30am to 10:30am	Presentation of videoes	Resource Speaker	
10:30 am to 11:30 am	Inspirational Talk 2: How to find digital stories with impact	Plan International Philippines	• Tips on story ideas that will help the community
11:30 am to 12:30 pm	Module 4: MOJO 101.3 Writing on social media	Plan International Philippines	• Taking advantage of social media platforms
12:30 pm to 1:30 pm	Lunch		
1:30 pm to 2:00 pm	Tips: Tools you can use	Plan International Philippines	
2:00 pm to 2:30 pm	Module 5: MOJO 101.4 How to make posts viral	Plan International Philippines	• Tips on better social engagement
2:30 pm to 3:30 pm	Inspirational Talk 3: Responsible use of Social Media	Resource Speaker	• Social media ethics and etiquette • How social media is being abused
3:30 pm to 4:30 pm	Inspirational Talk 4: Advancing Advocacies Through Mobile Journalism	Plan International Philippines	

KEY TERMINOLOGIES

A-ROLL

The footage that is used to tell a story. It could be the primary interview.

ANGLE

The focus of your story.

B-ROLL

The footage that supplements your interview. It supports your primary footage by showing extra scenes related to your video.

BEAT

The area or subject that a reporter regularly writes a report about.

COVERAGE

An event that a journalist needs to cover.

FOOTAGE

A scene recorded on electronic devices.

LIVE REPORT

A type of report where the reporter is streaming live at a remote location.

MAN ON THE STREET

Also called MOS or MOTS, a "Man on the Street" is a type of interview that is not planned beforehand. A reporter asks a person randomly along the street to get an interview.

MOJO

Short for mobile journalism. Mobile journalism is a new form of storytelling that uses mobile phones as primary tool to produce news reports

NATURAL SOUND

Sometimes referred to as "NATSOT", natural sound is used to set the mood or provide atmosphere in news reports by using the natural environmental sound or noise. It could be background chatter, the sound of the sea, or vehicles passing by.

PACKAGE

A report that contains an interview soundbite.

SCRIPT

Your overall guide for a visual or video report.

SOUND BITE

Sometimes called sound-on-tape, a soundbite or SOT is a spliced speech from an interview.

STANDUPPER

Also called Stand-up, a Standupper or a Stand-up is a type of a new story where the reporter is seen on screen reading a script or presenting information.

VOICE OVER

Voice over or "VO" refers to playing a video from a TV or video report while a news anchor or reporter reads the script.

DAY 1: PRELIMINARIES

Learning Objectives

- To welcome participants and officially open the workshop
- To introduce the objectives of the workshop and the program overview
- To explain the objectives of Plan International

Training Materials

Presentations • Hand outs • Projector

Timetable

Duration	Activity
15 min	Welcome and opening
15 min	Icebreaker Activity

CONDUCTING THE WORKSHOP

Step 1: Welcome and opening (15 minutes)

The trainer welcomes the participants and introduces the objectives of the Youth Reporter Program. The objectives, as stated in the introduction part of the training manual, are shared with the participants as well as the objectives of Plan International for conducting the workshop. The hand out of the official workshop agenda must be in the kits provided during registration.

Step 2: Icebreaker (15 minutes)

After the official welcome, the trainer sets up the ice breaking session to engage the participants. SEE Activity 1 for the mechanics of the icebreaker.

ACTIVITY 1: ICEBREAKER

Purpose

- To start engaging participant's mood into the workshop
- To gauge which social media platforms are used by the participants in the area
- To gauge why the participants use social media
- To gauge which participants have produced video content for social media

Format

- Group activity

Materials needed for setting up the icebreaker

- Cartolina
- Pentel pen

CONDUCTING THE ACTIVITY

Step 1   **INTRODUCE** the mechanics of the activity similar to the "Boat is Sinking". A trainer will **ASK** a question, then the participants will have to group themselves according to the placard held up by other trainers within 60 seconds. After the timer, trainers should **COUNT** how many of the participants went to each category. Then **ASK** them to go back to the big group, **ASK** another question, and so on and so forth.

Questions	Answers written on the placards
Which social media platform are you using the most everyday	• Facebook • Twitter • Instagram • Snapchat • YouTube • I don't use social media (if somebody chooses this, they're out of the game)
Why do you use social media?	• To connect with family and friends • To learn about the latest news • For school work • For fun
Where do you go to watch videos?	• Facebook • Twitter • Instagram • Snapchat • YouTube
Which platforms do you use the most when publishing video content?	• Facebook live/stories • Twitter/Periscope • IG stories • YouTube • Snapchat • I don't publish video content
Do you always believe what you see on social media?	• Yes • No

Step 2   **ASK** the participants to return to their seats for Inspirational Talk 1.

MODULE 1

MOJO 1O1:
Content creation for social media

Learning Objectives

Participants must be able to:

- Reach an understanding of mobile journalism
- Have a mobile journalism mindset
- Reach an understanding of solutions-based storytelling
- Understand their target audience
- Develop original angles and story ideas

Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits

Timetable

Duration	Activity
15 min	Introduction to mobile journalism
10 min	Introduction to solutions-based storytelling
15 min	Thinking like a reporter

CONDUCTING THE WORKSHOP

Step 1: Introduction to mobile journalism (15 minutes)

The trainer starts with the session with the Introduction to Mobile Journalism to address the first and second learning objectives. The presentation aims to compare mobile journalism against the traditional method of broadcasting news. This section must also emphasize that mobile journalism is still journalism, so journalistic values still apply.

Step 2: Introduction to solutions-based storytelling (10 minutes)

As the participants now have a general understanding of what mobile journalism is, the trainer now introduces another way of storytelling: Solutions-based storytelling. This section will address the third learning objective and touch on the fourth learning objective. The purpose of this presentation is for the participants to understand why their work as Youth Reporters is important in their communities. The trainer must be able to show examples of solutions-based storytelling as a guide for the Youth Reporters.

Step 3: What is an angle? (10 minutes)

This section aims to help Youth Reporters how to tell important stories by conceptualizing an angle. This will address the fourth and fifth learning objectives.

Step 3.1: Quick exercise to identify an angle (5 minutes)

After learning about how to think of angle, the trainer will read out a scenario and let some students give possible angles based on what they learned.

INTRODUCTION TO MOBILE JOURNALISM

WHAT IS MOBILE JOURNALISM?

Mobile journalism (mojo) is a form of digital storytelling using a smartphone to create content into complete series for publication on TV, radio, social media, and other platforms. (Burum, 2018) The accessibility to mobile data connection is important to easily publish content. Some mobile journalists incorporate other portable devices like laptops into their workflow, but smartphones are at the heart of mobile journalism.

HAVING A MOJO MINDSET

In a full "mojo" newsroom, mobile journalists can produce news without necessarily using expensive equipment. They can function with a smartphone on the field.

To have a "mojo mindset," it's important to take into heart that you can do anything with your smartphone – such as taking and editing photos, recording interviews, and producing and editing videos. Once you have your phone and data connection, you're good to go.
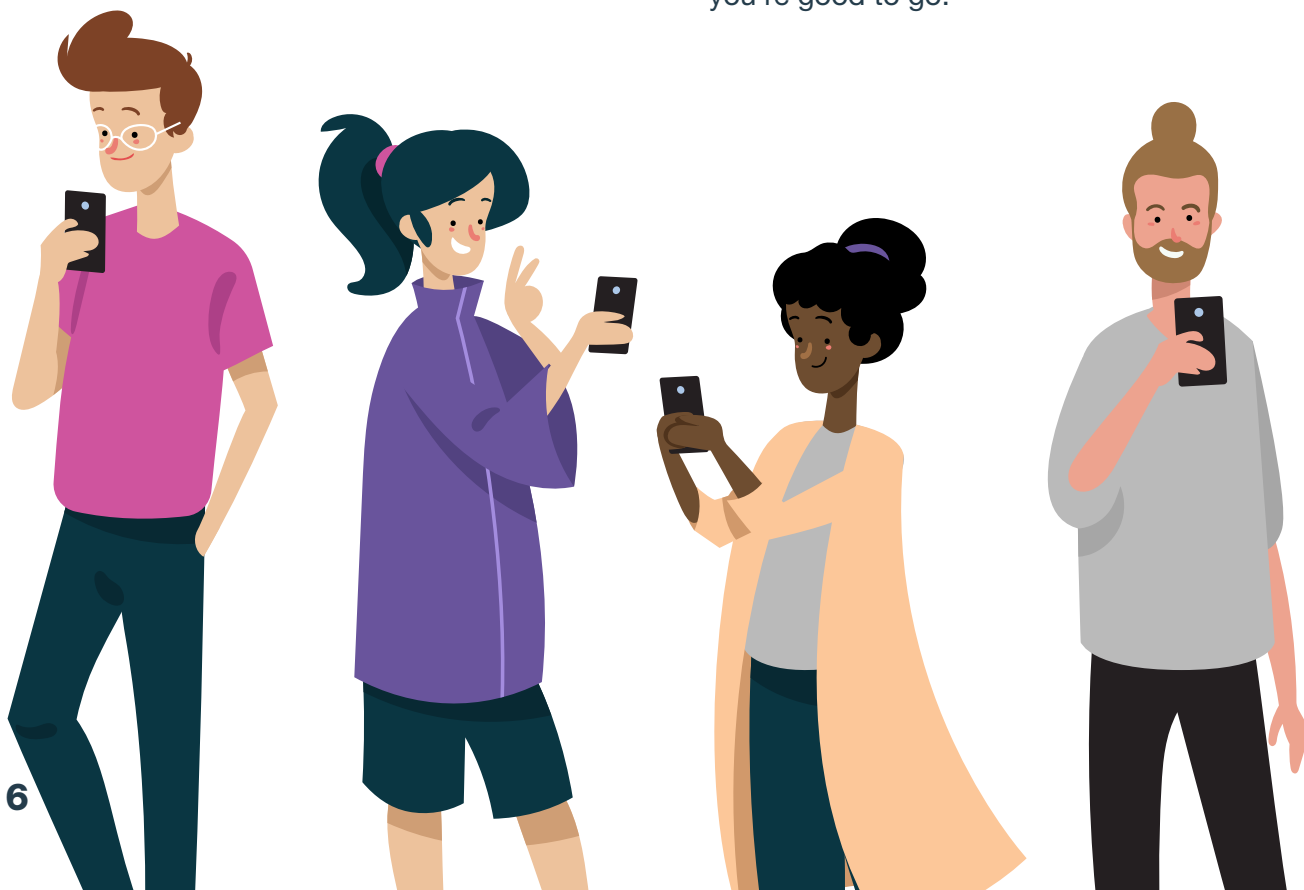
TRADITIONAL BROADCAST JOURNALISM VS MOBILE JOURNALISM?

Aspect	Traditional Broadcast Journalism	Mobile Journalism
Team Members	2 to 3 (reporter, cameraman, assistant cameraman)	1 journalist
Equipment	Video recording equipment, microphone, tripod	Smartphone, microphone, tripod optional
Workflow	1. Write script > Shoot standupper > Upload file/go back to HQ > Video editor edits > Approval > Publish	1. Shoot > Edit > Publish 2. Shoot > Write script > Shoot standupper > Upload file > Video editor edits > Approval > Publish
Live Broadcast	Broadcasting equipment	Facebook live or Periscope

In traditional newsrooms, a team would consist of 2 to 3 people during coverage. This includes the reporter, the cameraman and sometimes, an assistant cameraman. The team, particularly the cameraman, brings a very large and heavy video equipment, as the reporter holds the microphone. The assistant cameraman brings the tripod, and in some cases, lighting equipment. During coverages, broadcast journalists follows a typical workflow:
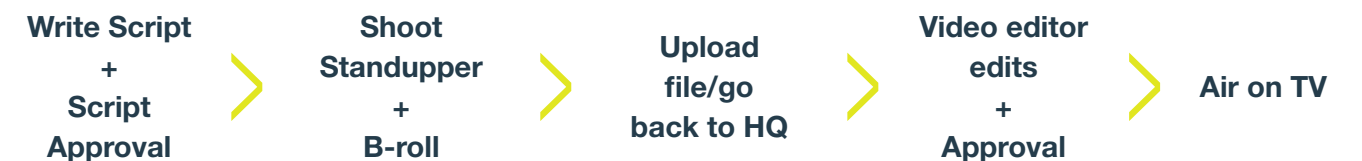
Write Script + Script Approval > Shoot Standupper + B-roll > Upload file/go back to HQ > Video editor edits + Approval > Air on TV

Diagram 1. Coverage flow in traditional broadcasting teams

When it comes to live reports, traditional broadcast journalists usually set up lighting equipment for their package. The live video is transmitted either by a portable satellite equipment or a satellite truck.

With mojo, newsrooms can assign a one-man team on the field to do everything with a smartphone. Mobile journalists can record video or audio interviews, take B-roll or other relevant footages, write their script, edit video, and publish using their phones. When shooting standupper, they may either set up their tripod or just do "selfie-style" reporting. When breaking news, the video editing part may be removed from the reporter – by uploading the file online so that video editors at the newsroom can edit instead. The reporter can just trim the footage and upload it directly on social media. In some cases, the video uploaded on social media is downloaded by video editors at the newsroom and edited with that file.
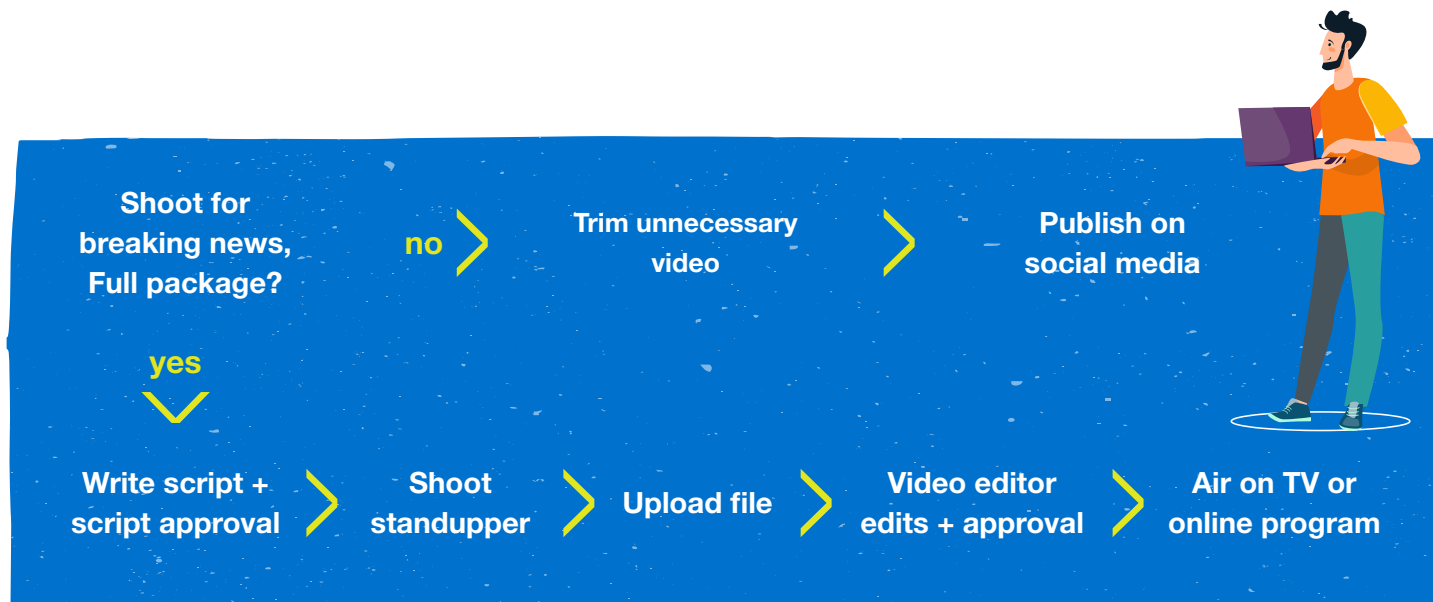
Shoot for breaking news, Full package? → **no** → Trim unnecessary video → Publish on social media

yes ↓

Write script + script approval → Shoot standupper → Upload file → Video editor edits + approval → Air on TV or online program

Diagram 2. Coverage flow in mobile journalism

For live reports, mojo reporters can easily use the live feature on social media platforms such as Facebook (FB Live), Twitter (Periscope), or Instagram.

Using mobile phones in a coverage spares the reporter from bringing heavy equipment, especially in events where mobility is important. Apart from producing content faster, this workflow breaks down silos between different departments such as the social media team and the video production desk. This set-up is also less intrusive particularly during interviews, where large equipment can easily intimidate interviewees and make them feel conscious.

With smartphones, it can be said that anyone can produce news. The rise of mobile journalism also aids in citizen journalism, as citizen journalists (CJs) can easily produce local news content that sometimes mainstream media cannot reach.

WHAT DOES A BASIC MOJO KIT LOOK LIKE?

Photo credit: Mobile journalism manual (2018)

Basic necessities on the field

Microphone

If you don't have access to a lapel microphone, earphones with microphones can work

Charging Cable + Powerbank

Tripod
A selfie-stick also works great

Smartphone

Optional

Light Source
Selfie light can also work for selfie-style recording

External smartphone camera lens

Extension Cable

Mojo is still journalism.

As mentioned earlier, mojo particularly empowers citizen journalism. But CJs are usually not trained professional journalists. It's important to remind CJs to adhere to journalistics principles, which include the following, but are not limited to:

- Content must be truthful and accurate.
- CJs must not violate confidential information.
- If they did not produce it themselves, CJs must credit sources of content accordingly. Never plagiarize.

INTRODUCTION TO
SOLUTION-BASED STORYTELLING

WHAT IS SOLUTION-BASED STORYTELLING?

There's an old adage that characterizes much of how newsrooms work: "If it bleeds, it leads." Anecdotal evidence would show that young people no longer want to watch or read the news because of negative headlines day in and out.

Every community has its own share of problems – traffic, trash, education, and many others. Surely, there are efforts by any individual or any group to solve these.

This is where solution-based storytelling comes in. Solution-based storytelling is a form of telling stories where the focus is exploring ways to solve a problem. It may be character-driven, but it focuses on the effectiveness and limitations of approaches taken in solving a particular problem. (Shah, 2017)

WHY SOLUTION-BASED STORYTELLING?

A survey (ASEF, 2017) said that at least 64% of people under 35 years-old want news that provides solutions to problems, instead of telling them about the issue.

Solution-based storytelling is particularly engaging on social media and sheds light to solutions that viewers may learn from. It also recognizes that not all news are bad and that there are people who are trying to change the world for the better. (Hockaday, 2016)
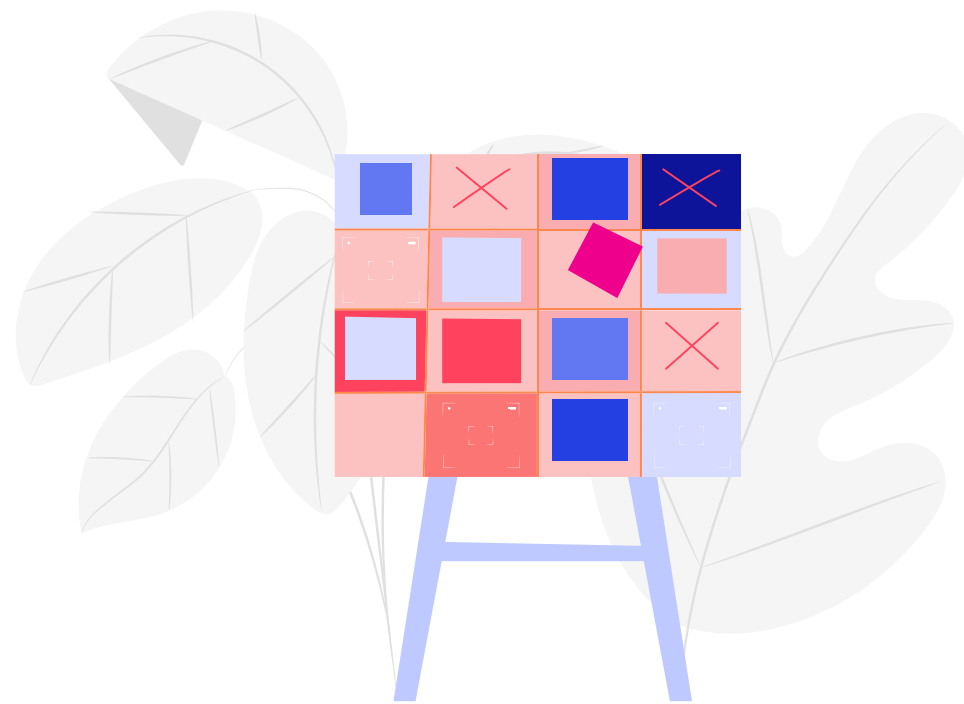
For Youth Reporters, this type of storytelling is important because it's one way of telling the world that people in their communities are doing something to solve its problems. This approach also helps advance particular advocacies in communities that are worth a feature.

Solutions-based storytelling content are typically inspiring. But it does not only seek to inspire, it seeks to move people into action.

THINKING LIKE A REPORTER

EXAMPLES

WATCH: UE student teaches kids on the street (Serafica, 2017)

https://www.youtube.com/watch?v=Kwzw3d1fpFM

Problem: Out-of-school youth who do not know how to read and write

Summary: Dara Mae Tuazon taught street children in Manila how to read and write when she was still an education student at the University of the East. Her mobile class was located on the streets where she set up tables and chairs for the kids.

WATCH: Brick tiles sa Muntinlupa, gawa sa plastic na basura (Lagarde, 2019)

https://web.facebook.com/watch/?v=1136840829842577

Problem: Single-use plastic pollution

Summary: A barangay in Muntinlupa converts single-use plastics into brick to reduce residual waste in their community.

Note: Note that this video is purely shot using mobile phones but assembled by a video editor. The reporter used selfie-style after she introduced her case study.

WATCH: Surviving period poverty with 'socks and tissue' (BBC News, 2018)

https://www.youtube.com/watch?v=K6fYLq7O0j4

Problem: Period Poverty

Summary: BBC News zeroes in on period poverty in the United Kingdom, a developed country. During the interview, the women explained they used socks or tissue as replacement to menstrual pads because they don't have the money to purchase one.

What is an angle?

The most important thing when producing news is the angle. What is the most important idea that you want your readers or viewers to get from your story? What are you trying to tell your audience?

How to identify an angle for your mojo story?

There are several ways of identifying an angle. Here are some questions you need to ask yourself when you're thinking of an angle:

AUDIENCE

- Who do you want to see your content?
- How old are they?
- Where do they live?
- Are they a particular group of people who have the same interest as your planned topic?

IMPACT

- Is it relevant to your intended audience?
- Is it interesting enough to your audience?
- What can possibly happen as a result of your story?

CONFLICT

- Is there some sort of a problem or an issue central to the topic?

TIMELINESS

- What's new about it?
- Is it fresh and unique?
- Is there an event or a commemoration of an event (example, holiday or World Day of this and that) when you can anchor the release of your content?

Once you've identified your angle, you can start answering the 5Ws and 1H – Who, What, When, Where, Why, and How.

Example:

- Who's involved?
- What has happened?
- Where has it happened?
- Why is it happening?
- How did this happen?

To have a better idea on how to find angles or story ideas, you can read this International Center for Journalists story:

How do journalists find their story ideas?
(Cristiana Bedei, 2020)

https://ijnet.org/en/story/how-do-journalists-find-their-story-ideas

QUICK EXERCISE

ASK the students to identify possible angles to this scenario:

Identify an angle for this fictional scenario?

One Friday morning, on May 28, dozens of teenage girls flock to the community center in San Jose, Tarlac, to see who the visitors are. But they do not approach their guests, instead they maintain distance. Slowly – and shyly – the girls approached the guests as they handed them kits. A look at the kit showed the logo of Plan International Philippines. As it turned out, the organization donated 1,000 packs of menstrual hygiene kits to the community, so that teenage girls, some as young as 10 years old, wouldn't have to miss school when they are on their period. Apparently, the day coincides with the Menstrual Hygiene Day. You then hear a woman elder speak during the event. She thanks Plan International for its generosity. She explains that it takes them more than an hour to go down to the village center for the nearest sari-sari store. But it's not exactly the reason why they don't buy menstrual pads. They don't have the money for that, she says.

MODULE 2

MOJO 1O1.1:
Photos
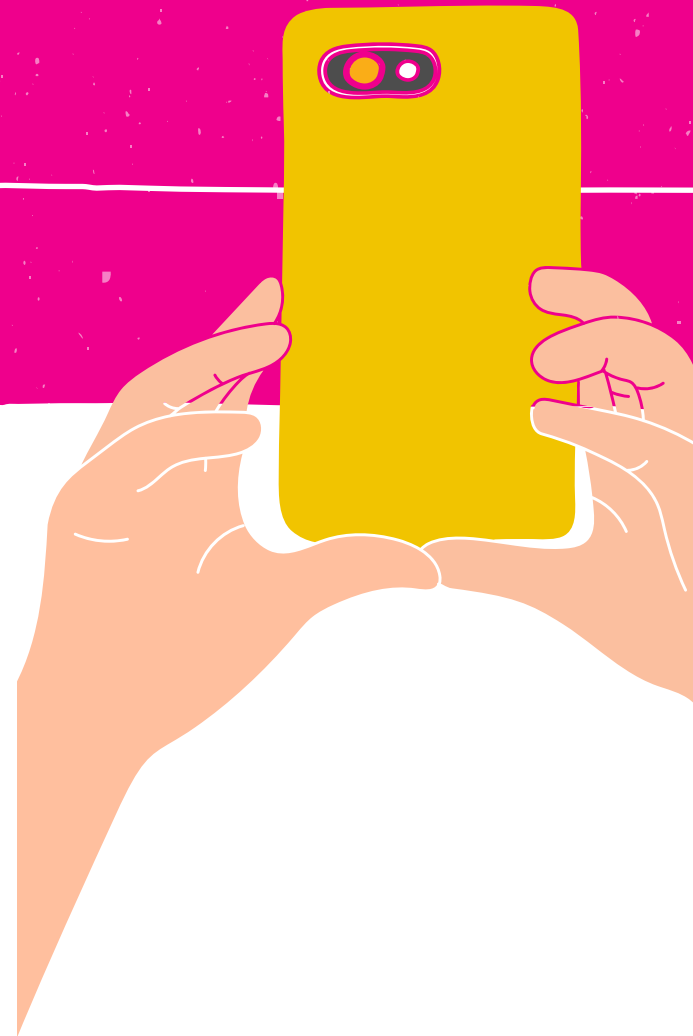
Learning Objectives

Participants must be able to:

- Reach an understanding of mobile photography.
- To know the different types of shot angles.

Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits

Timetable

Duration	Activity
15 min	Introduction to mobile photography
1 hour	Activity 2: Taking Photos

CONDUCTING THE WORKSHOP

Step 1: Introduction to mobile photography (15 minutes)

The trainer starts immediately starts with the session after Module 1. Introduction to mobile photography aims to address all the learning objectives for this module.

Step 2: Activity

After the session, the trainer must introduce the activity over lunch. See Activity 2 below for the mechanics.

INTRODUCTION TO MOBILE PHOTOGRAPHY

WHAT IS MOBILE PHOTOGRAPHY

Mobile photography simply meant taking photos with a smartphone. Photos are one of the most important elements in storytelling, which serves as a visual reference to text stories. Photos add to the mood of the story, and somehow brings the reader to the location of the story.

TYPES OF SHOTS

1 EXTREME WIDE SHOT (EWS)

Photo from Plan International Philippines

These are establishing shots which are too wide that the subject sometimes cannot be seen. It's point is to show the relationship of the subject to what surrounds them. In some cases, these types of shots are used to show the magnanimity of the surrounding against the subject.

2 WIDE SHOT (WS)

Photo from Plan International Philippines

Another establishing shot that is similar to EWS but is a bit closer. It shows the full body of your subject but it does not fill the entire shot.

3 MEDIUM SHOT (MS)

Photo from Plan International Philippines

These frames are usually from the subjects's waist up.

4 MEDIUM CLOSE-UP SHOT (MCS)

Photo from Plan International Philippines

This shot shows the subject from the chest up.

5 CLOSE-UP OR TIGHT SHOT (CS)

Photo from Plan International Philippines

This type of shot is usually done when you want to show the subject up close. The face of your subject fills the frame.

HOW DO I TAKE PHOTOS?

Here are some tips:

RULE OF THIRDS.

The idea is this: Divide the screen into 9 equal sections. Your subject may be in any of the intersecting lines.

Trainer prompt

this can be set to **SHOW** the 3 by 3 grid on the screen for easy reference.

FOCUS.

Press the part of the screen where you want your camera to focus. Lock the focus by pressing that part of the screen for a few seconds to avoid blurry subjects.

BURST MODE.

If it's an action scene, make sure to take as many photos as you can to catch the "right moment." It will help if you choose the "Burst" mode option so that you can take photos continuously without any difficulties.

COMPOSITION.

Look for natural frames or symbols within the location of your story that will add up to the mood. You may also use the symbols as background for your subject.

EXPLORE EMPTY SPACES.

Don't be afraid to explore empty spaces. It may be a good backdrop for extra wide and wide shots.

-I...I...I...O...I...I...I+

DON'T OVEREXPOSE OR UNDEREXPOSE.

You can find the right balance by pressing the part of the screen which is not too dark nor too bright.

- Make sure that there's no light behind your subject as it may cause your subject to be underexposed.

- If you're shooting close up, you can use a white paper to reflect the light towards your subject. Place it either above or below the face of the subject but make sure it's not seen on the screen.

AVOID ZOOM.

As much as possible, avoid using the zoom feature of your app as it may result in grainy photos. When it comes to smartphone's digital zoom feature, think of it like cropping your image to your desired frame. It would look grainy, right? That's how digital zoom works. It's better to come closer to your subject if you intend to do a medium or tight shot.

HEADROOM.

Don't cut the head of your subject, but also don't give unnecessary headroom. Follow the Rule of thirds for easy reference.
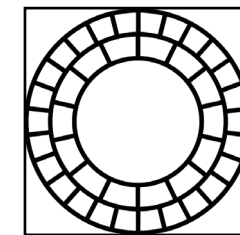
ARE THERE APPS I CAN USE TO TAKE PHOTOS?

If you don't want to use your system camera, there are other apps you can install, for free, that are easy to use.

Here are some:

SNAP SPEED

VSCO

OPEN CAMERA

PRO SHOT

PRO CAMERA

EDITING

After shooting comes editing. Here are some tips:

- **Don't use filters.** As much as possible don't use filters. Filters are very tempting to use as these are great to enhance the colors of a photo, but if you're submitting it for publication, the answer is no.

- **Adjust brightness.** Since you're not allowed to use filters, you can adjust the brightness to your liking. But remember, don't overexpose or underexpose.

- **Adjust the color.** There are some colors that need to pop in some photos. You can adjust this with third party apps such as Adobe Lightroom.

- **Crop.** You can crop your photo to remove unnecessary items on the background.
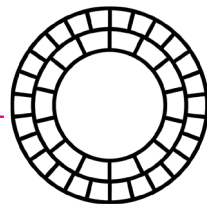
ARE THERE APPS I CAN USE TO EDIT PHOTOS?

The editing function of your phone might not be enough to enhance your photos. You can try the following free apps for that:

ADOBE LIGHTROOM

PHOTOSHOP EXPRESS

VSCO

SNAP SEED

Purpose

- To help participants practice taking photos
- For participants to identify a visual story using their cellphones

Format

- Individual activity

Materials needed

- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord

CONDUCTING THE ACTIVITY

Step 1   **INTRODUCE** the activity: "Now that you've learned the basics of mobile photography, we're going to try it out by taking photos within the venue, but not outside the school (or premises far outside a particular venue)."

Step 2   **EXPLAIN** that the output must be done individually until lunch. **GIVE** the following directions:

- **START** with a simulator: Imagine you are covering this event. What's the most interesting thing in the event or the venue that the world must know?

- **REMIND** they can be creative with their approach. They can take one or more, but output to be presented will be limited to 1 to 4 photos only.

- **If there's WiFi, ASK** them to post their output online.

- **REMIND** them the output will be presented individually.

Step 3   **START** the timer for the activity.

Step 4   After lunch, **ASK** everyone to come back to the venue. **ASK** them to share why they think the photo/s they took is/are important.

MODULE 3

MOJO 1O1.2:
Videos

Learning Objectives

Participants must be able to:

- Reach an understanding of mobile videography
- Learn how to edit videos

Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits
- Plastic bags (props during the training)

Note: This module requires intensive use of smartphone

Timetable

| Duration	Activity
20 min	Introduction to videography
40 min	Editing videos

CONDUCTING THE WORKSHOP

Step 1: Introduction to mobile videography (20 minutes)

After the students are done presenting their photos, the trainer starts with Module 3. The trainer should **ASK** the participants for a recap of the previous lesson on framing. **ALLOW** students to follow your lead as you **GIVE** tips on taking videos. In someparts of the module, there are **TRAINER PROMPTS** that indicate the need to show how taking videos should be done. Introduction to mobile videography aims to address the first learning objective for this module.

Step 2: Editing videos (40 minutes)

After the introduction to mobile videography, trainers should teach how videos can be edited on smartphones using free tools. This part of the module aims to address the second learning objective.

INTRODUCTION TO MOBILE VIDEOGRAPHY
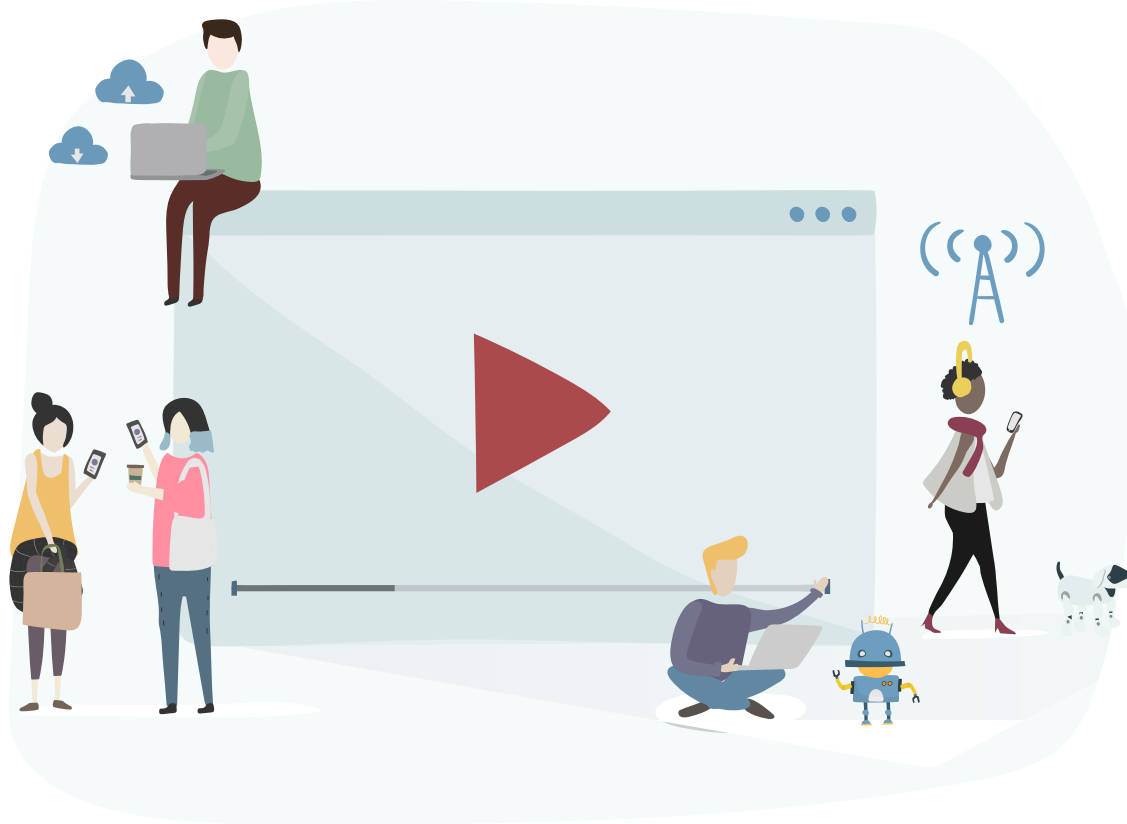
WHAT IS MOBILE VIDEOGRAPHY?

Mobile videography is simply using a smartphone to shoot and edit videos. Smartphones' portability makes it easier for journalists to produce video content with their phones alone, even without the aid of a laptop.

TAKING VIDEOS

Since you already know how to take great photos with your phone, you can use that knowledge when taking videos: the basic rules in photography apply to videography as well. Think of your video as a series of moving photographs.

> **Trainer prompt**
>
> So what's Photography 101 again?
>
> **ASK** students about it
>
> - Rule of thirds
> - Framing
> - Lighting
> - Focus
> - Headroom
> - Composition

When it comes to videos, here are some considerations:

Orientation.

If you go to the mall or ride a jeepney, do you see people watching videos on their phone? If so, what kind of videos? Was it shot landscape or was it shot vertically? When taking videos, old school folks would tell you that you need to shoot landscape. But that's not the case today with easier access to the internet and smartphones.

Think of the platform where you'll post it. Is it on Facebook? Instagram? YouTube? If you're posting on YouTube or Vimeo then you should probably shoot landscape. If you're posting on Instagram stories or IGTV, vertical video is better. On Facebook, it doesn't really matter. You can do landscape, vertical video, or even square.

But remember, once you choose a particular shooting orientation, you can't switch to the other one. If you choose vertical, it has to be vertical all throughout. If it's landscape, then do landscape.

Audio.

It can't be stressed enough, but audio is a VERY important part of the video. If you're conducting an interview, make sure to use microphones so that you can capture your subject's voice clearly. In broadcasting, we call this SOT or sound on tape. Using microphones is important so you don't drown your SOT with background noise. When you watch TV, you can see reporters bring out their huge microphones when they're conducting interviews. But in mojo, we don't need those. We can use a small microphone that looks like a lavalier mic plugged to our phones or even our earphones to get a decent quality SOT.

Audio plays a key role when establishing mood too. In some cases, you don't need to put background music anymore as the natural sound from a scene already works. In broadcasting, we call this NATSOT or natural sound on tape. Here, we don't need to use a microphone. NATSOT could be the sound of waves crashing to the shore, honking of a car, or the "ding" that you hear when an elevator opens. When you shoot your establishing or transition shots, a good NATSOT is necessary.
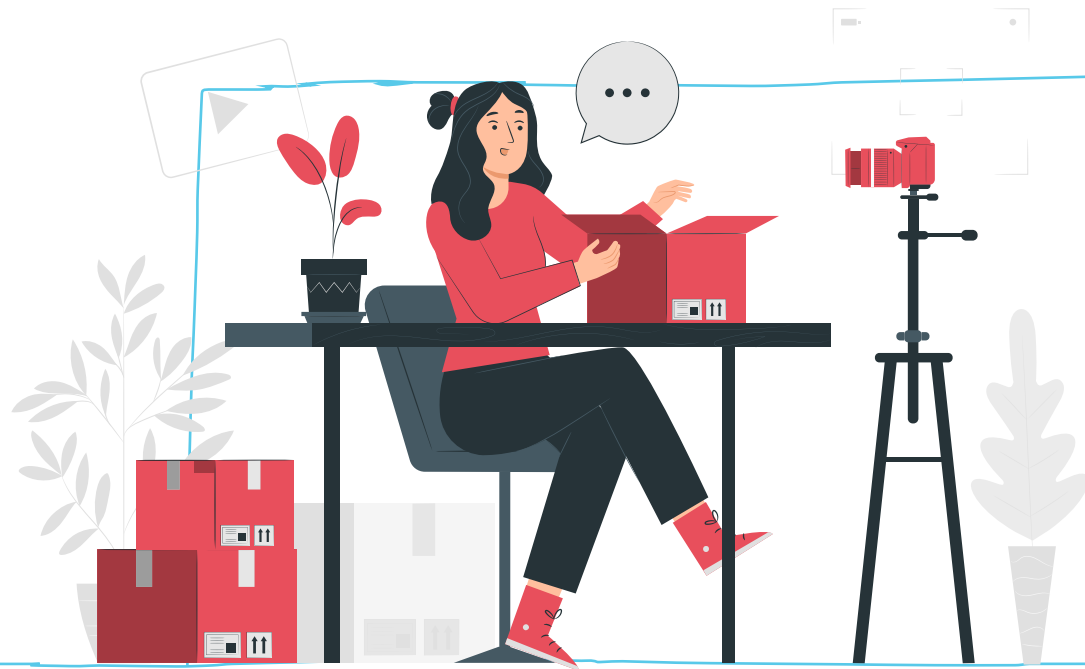
Movement.

Movement is part of storytelling. It tells how quick or slow your pace is. For example, your subject is walking. How would you frame your shot? You may...

Trainer prompt

ASK a student to walk as the trainer takes a video:

- Set-up a tripod on the side or wait for your subject walk towards his destination;

- Or you can follow him as you take a video;

- Or you can do both.

- But take note: You don't need to follow your subject all the time.

The first option is like shooting stills. Say, for example, you need to take a video of the classroom. Take a still shot of the chalkboard.

Count 1 to 10 as you get your establishing shot. Take another shot of the chair. Count another 1 to 10. That's how you shoot stills.

Remember: when you move your phone as you record, make it as stable as possible.

Composition.

Trainer prompt

ASK students what is Rule of Thirds

Apart from placing a subject at the intersection of the grid, it's also **important** to put symbols of the background that would give context on who the subject is, or why he or she matters.

Footage.

When it comes to broadcasting terms, there are two types of footage: the A-roll and the B-roll. The "A-roll" is usually the primary clip that bears the interviewee as the talking head. "B-roll", meanwhile, is the supplemental footage that show visual cues to the story. Example: A youth reporter works on a story on the proposed plastic ban by a city councilor. The final video output would show the city councilor interview as the A-roll, while footage of plastic bags and the like as the B-roll. The B-roll helps in making transitions seamless.

Reminder:

Take as much footage as possible. When filming A-roll, there could be two cameras capturing the interview to show different angles.

For B-roll, shoot as many and as long as you can, preferably 6 to 10 seconds or more as needed, so that there would be available material to choose from when editing.

Shoot to edit.

It's important to go to the field prepared with ideas of how you want your video to turn out. Taking a bunch of videos is easy with smartphones, but the problem with having too much footage is that not everything may be useful at all. It's also a waste of time. Shooting to edit simply meant that you shoot with the finished product in mind. So how do you do that? You create a general outline before heading out to shoot.

EDITING VIDEOS

SCRIPTWRITING

Scriptwriting is as important as writing the text of a story. In video reports, a script is equivalent to your text story on print or online. The script serves as your guide or outline when putting together a video package.

A good video is as good as your script. It is made for the ears.

When assembling your script, here are some questions you should ask yourself:

- What is the main point of your story?

- Who are the characters?

- Which case study has the most compelling soundbite or story?

- What visual elements should I place to complement the soundbite or the voice over?

Trainer prompt

It **usually** (**EMPHASIS** on usually) follows this outline:

- The lead which will set-up the scene

- Context for your lead "in a nutshell"

- Case study/ies

- Response to your case study

- Additional information or resolution. It could be an open-ended question as well if it's a developing story.

"Usually" because one shouldn't be boxed with the usual outline being followed by most journalists. For example, if your case study can explain the context of the story, then go ahead and put that after your lead.

SCRIPT FORMAT

A news script can be written in two ways:

Full-page - the elements of the script (video/images, audio, and graphics) are laid out per line. It could be distinguished by color coding.

Split-page - The elements are divided into two columns: the video and audio part. All visual elements such as video, images, and graphics go to the video column, while soundbite, voice overs, and translations, if needed, go to the audio column.

Use the quick exercise on Module 1 as an example.

One Friday morning, on May 28, dozens of teenage girls flock to the community center in San Jose, Tarlac, to see who the visitors are. But they do not approach their guests, instead they maintain distance. Slowly – and shyly – the girls approached the guests as they handed them kits. A look at the kit showed the logo of Plan International Philippines. As it turned out, the organization donated 1,000 packs of menstrual hygiene kits to the community, so that teenage girls, some as young as 10 years old, wouldn't have to miss school when they are on their period. Apparently, the day coincides with the Menstrual Hygiene Day. You then hear a woman elder speak during the event. She thanks Plan International for its generosity. She explains that it takes them more than an hour to go down to the village center for the nearest sari-sari store. But it's not exactly the reason why they don't buy menstrual pads. They don't have the money for that, she says.

If we're going to use the **full-page format**, it would appear like this:

Label	
Video Element	RUN ESTABLISHING SHOT COMMUNITY CENTER
Indicates timecode for soundbite/VO	PAUSE FOR VO [0:00:01.00 - 0:00:09.37]
VO	IN SAN JOSE, TARLAC, GIRLS AS YOUNG AS 10 MISS CLASSES EVERY MONTH. IT'S NOT BECAUSE THEY'RE SICK – THEY ARE ON THEIR PERIODS.
	RUN ESTABLISHING SHOT SAN JOSE, TARLAC
Indicates what graphic will be used	GFX UPSTREAM
	SAN JOSE, TARLAC
Graphic	RUN TEENAGE GIRL A-ROLL
	PAUSE FOR SOT [0:00:01.00 - 0:00:09.37]
	GFX UPSTREAM
	MARIA PAGANIBAN
	GRADE 6 STUDENT
Soundbite	Nahihiya ako pumasok 'pag meron ako. Wala kasing pambili si nanay ng napkin. Minsan, nakakabili. Pero sinasabi ko na lang, di na lang ako papasok para pambili na lang namin ng ulam.
Translation	I don't go to school when I am on my period. We don't have the money to buy a menstrual pad.
	Sometimes, my mother gets to buy.
	But I tell her not to do so. I'll just skip classes, so we can use the money to buy food.

Note that in full-page scripts, color coding is used to identify the element being described:

- Gray text identifies the video element. One can also be specific in identifying, say for example, using the actual file name for that.
- Gray text with yellow highlight shows the timecode for the voice over or soundbite
- Black text for the actual soundbite or VO
- Pink text to indicate that a graphic is needed: be it for upstreams (placed on the upper part of the video), downstreams (placed on the lower part of the video), or subtitles.
- Blue text is for the actual graphic that will appear on screen.

If you decide to use a **split-page script**, then this is how it will look like:

VIDEO	AUDIO
RUN: Establishing shot of community center	**VO:** IN SAN JOSE, TARLAC, GIRLS AS YOUNG AS 10 MISS CLASSES EVERY MONTH. IT'S NOT BECAUSE THEY'RE SICK – THEY ARE ON THEIR PERIODS.
RUN: Establishing shot of San, Jose Tarlac **GFX:** SAN JOSE, TARLAC	
RUN: TEENAGE GIRL A-ROLL **GFX:** MARIA PANGANIBAN	**SOT:** Nahihiya ako pumasok 'pag meron ako. Wala kasing pambili si nanay ng napkin. **TRANS:** I don't go to school when I am on my period. We don't have the money to buy a menstrual pad.
RUN: BUYING NAPKIN	**SOT:** Minsan, nakakabili. **TRANS:** Sometimes, my mother gets to buy.
RUN: MARIA PANGANIBAN NOT IN SCHOOL	**SOT:** Pero sinasabi ko na lang, di na lang ako papasok para pambili na lang namin ng ulam. **TRANS:** But I tell her not to do so. I'll just skip classes, so we can use the money to buy food.

Notice that each row is written per frame, corresponding to both video and audio elements. If there's no audio (meaning SOT or soundbites), leave it blank. That means that the natural sound from the video will be used.

TIPS ON WRITING A SCRIPT

As mentioned earlier, writing a script is made for the ears. When writing your voiceover or standupper script, make sure that your sentences are **concise**. Go straight to the point with less words as possible. One thought per sentence.

- Don't use overly descriptive words. Use **active voice** instead. Verbs over adjectives.

- Write in **present tense**.

- Choose the right soundbite. Sometimes they evoke emotion, sometimes they provide explanation.

- Read it aloud. If the script does not roll off the tongue, revise, reword, or use shorter sentences.

TOOLS FOR VIDEO EDITING

Now we know how scriptwriting works. Next up is video editing. You can use the following apps to edit videos for free:

Quik by GoPro
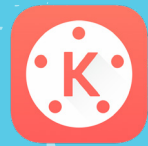
KineMaster
(free if with watermark)

iMovie
(for iPhone)

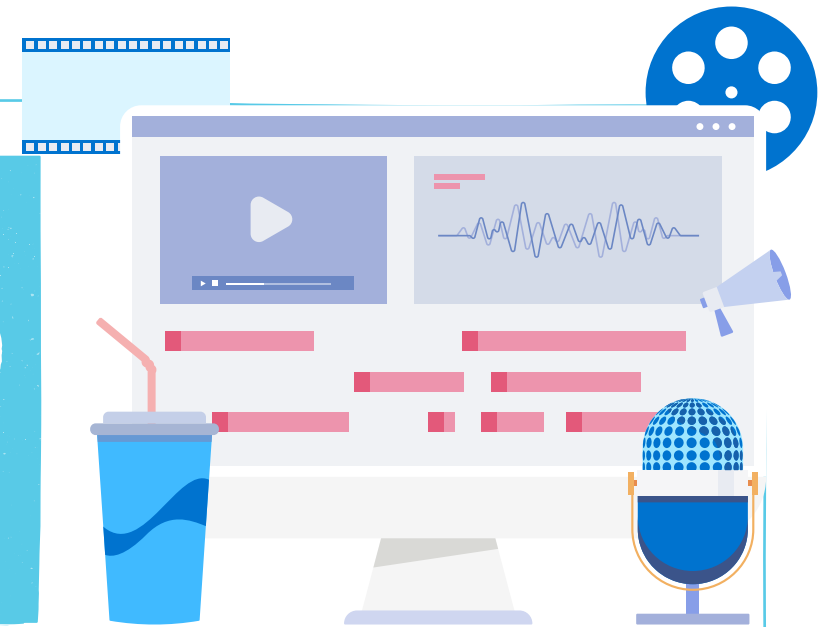Similar to photography, basic reminders in editing apply.

Trainer prompt

ASK students for some of the reminders.

Trainer prompt

PLUG the phone to the projector to **SHOW** the participants **HOW TO EDIT** the videos taken from the scriptwriting example.

FOLLOW the script as a guide for editing.

TIPS ON EDITING VIDEOS

- Watch your material. What's the best shots that should be used for your project?

- Find an opening and closing shots.

- Find compelling soundbites.

- Listen to beats and rhythm when cutting footage.

- Consider pace: If you want it to seem like it's fast paced, there should be short shots. For slower paces, footage is longer.

- Best to cut A-roll footage when interviewee pauses or breathes.

- Natural sound adds to the mood. But don't amplify background music.

Here are other examples of videos shot and edited using smartphones:

Fighting food Waste
BBC News

https://www.bbc.co.uk/programmes/p0686lcn

Pinoy couple mula sa Wuhan, China, ligtas nga ba sa Wuhan Virus?
Stand for Truth, GMA News TV

https://www.youtube.com/watch?v=4iMBYkdMZp4

ACTIVITY 3:
CREATING VIDEOS FOR SOCIAL MEDIA

Purpose
- To help participants practice taking and editing videos
- For participants to identify a visual story using their cellphones

Format
- Group activity

Materials needed
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord

CONDUCTING THE ACTIVITY

Step 1 **INTRODUCE** the activity: "Now that you've learned the basics of mobile videography, create a video story using your smartphone within the venue, but not outside the school (or premises far outside a particular venue)."

Step 2 **EXPLAIN** that the output must be done individually over the break. GIVE the following directions:

- **START** by explaining the rules:
  - Group yourselves into 5
  - Each group will have to present one video about any topic on Day 2
  - Shooting, storyboarding, and editing must be done by then
- **REMIND** they can be creative with their approach.
- **If there's WiFi, ASK** them to post their output online.
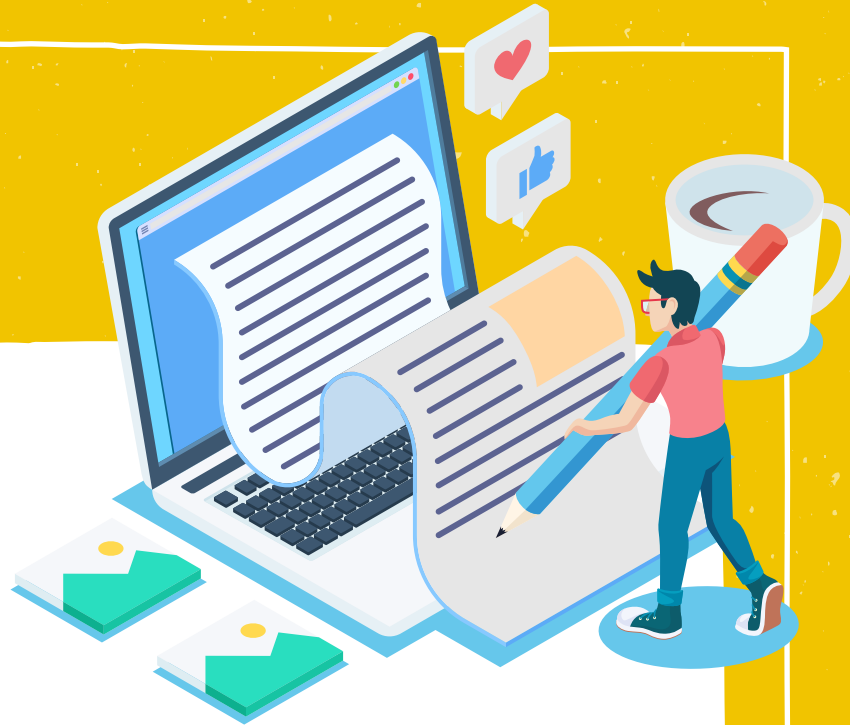
Step 3 **START** the timer for the activity.

Step 4 After 1 hour, **ASK** everyone to come back to the venue and play the videos on the projector.

MODULE 4

MOJO 1O1.3:
Writing on social media

Learning Objectives

Participants must be able to:

- Understand how journalists and media companies take advantage of social media platforms
- Write more engaging posts

Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits

Timetable

Duration	Activity
25 min	Understanding social media
25 min	Social media writing
10 min	Q&A
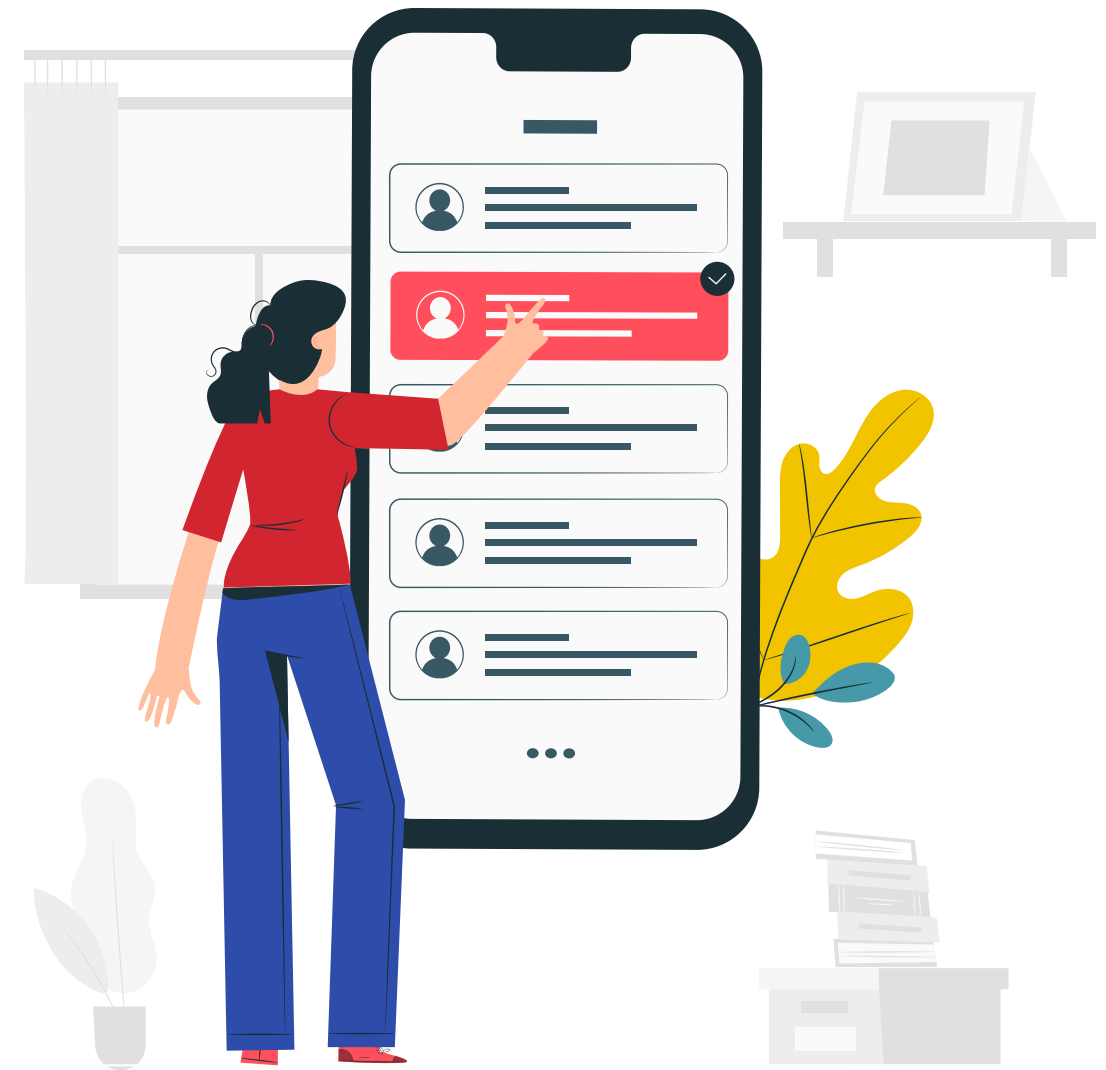
CONDUCTING THE WORKSHOP

Step 1: Understanding social media (30 minutes)

After the inspirational talk, the trainer immediately starts with Module 4. The lecture on understanding social media gives a general overview of the industry and aims to address the first learning objective.

Step 2: Social media writing (30 minutes)

This module will give tips on how to write for social media. This lecture addresses the second learning objectives.

UNDERSTANDING SOCIAL MEDIA

SOCIAL MEDIA 101

According to the 2020 report done by media firm We Are Social and social media management platform Hootsuite, there are 4.54 billion people using the internet worldwide, an increase of 7% or 298 million new users. Here are other key findings from the report:

- At least 3.8 billion of the total internet users use social media. This is an increase of 9% or 321 million new users.

- Facebook still dominates the number of users compared to other platforms.
  - Facebook: 2.45 billion users
  - YouTube: 2 billion users
  - WhatsApp: 1.6 billion users
  - Facebook Messenger: 1.3 billion users
  - WeChat: 1.15 billion users
  - Instagram: 1 billion users
  - Twitter: 340 million users

- Among countries, the Philippines spent the most number of hours using the internet by an average of 9 hours and 45 minutes every day. That's easily more than a third of a Filipino's day.

- More people used the internet with their mobile phones.
  - The share of web traffic using mobile phones was up by 8.6%, bringing the total to 53.3% in December 2019.
  - Less people used desktops for web search, with only 44% of the total users. It was a 6.8% decline from the 2018 figures.

SOCIAL MEDIA USE

Many Filipinos use social media, particularly Facebook, to connect with their families and friends, for entertainment, and sometimes to learn about the current events. (Trainer prompt: **BRING UP** the answers on the Day 1 icebreaker game "Boat Is Sinking" question on using social media)

Likewise, newsrooms have been taking advantage of the fact that millions of Filipinos are using social media. Media companies have their own social media pages that promote their stories. They also use the platform to provide updates to current events.

SOCIAL MEDIA CHANGED THE NEWS CYCLE

With the advancement of digital technology, social media platforms are now more accessible to people. That also changed the traditional 24-hour news cycle to a faster pace. Breaking news can now be done by posting updates on social media.

Every stage of news production has changed:

News gathering

- Social media is a treasure trove of stories. Crowdsourcing is one way of getting story ideas from social media users. Tweetdeck, for example, allows journalists to type a keyword that would return all related tweets in a few seconds.

- Official sources of information are on social media. Press releases are often posted on their official accounts, too.

Distribution

- On social media, news is no longer distributed on a fixed time at a fixed place.

Reporting news

- Multimedia stories are now expected. It's no longer enough to just write stories, but there should be photos or videos as well.

- Social media users are generally expecting better background information and better content from newsrooms, given the easier access to information.

- The "comments section" allows consumers of news to provide immediate feedback on stories.

SOCIAL MEDIA WRITING

There are different ways youth reporters can take advantage of social media when publishing content:
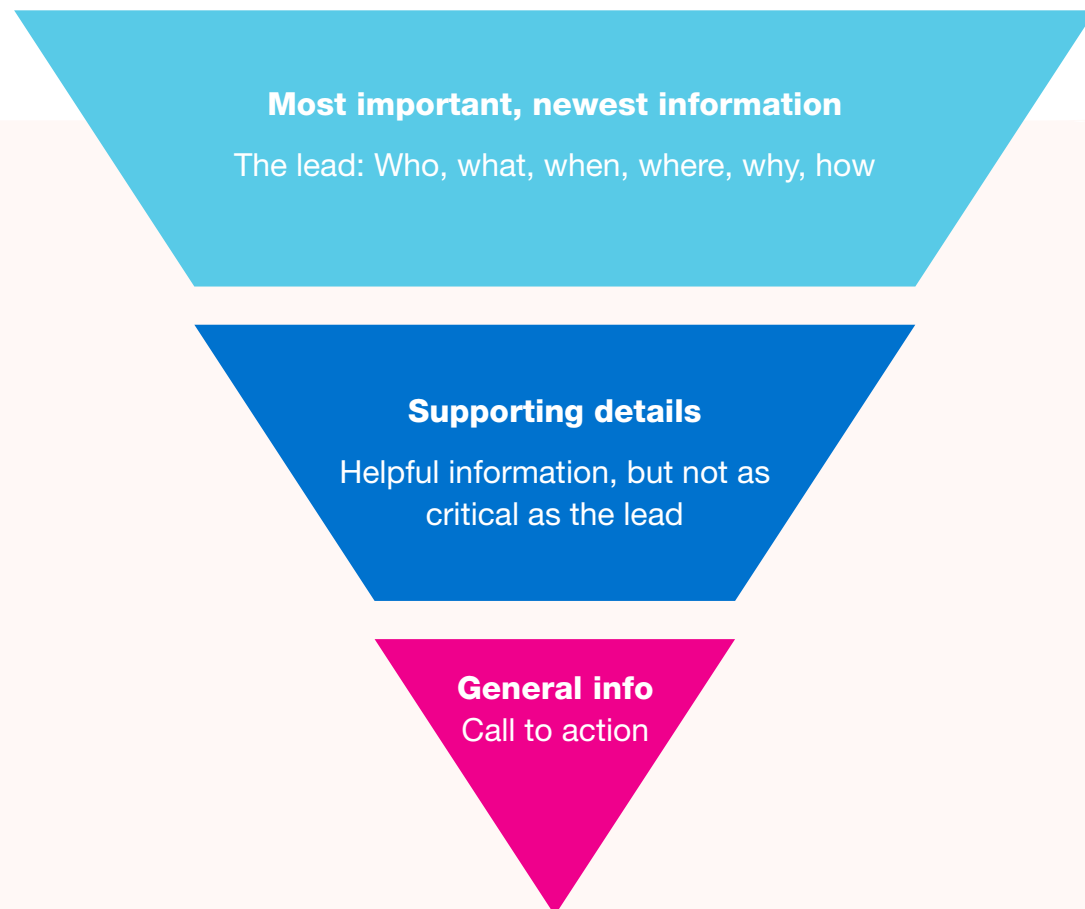
- Facebook posts - seen on the Facebook account's timeline
- Facebook notes - seen on the "Notes" section of Facebook
- Facebook My Day - expires within 24 hours
- Facebook Live - live broadcasting feature of Facebook
- Twitter posts - seen on the Twitter account's timeline
- Instagram posts - seen on the Instagram account's timeline
- Instagram Stories - expires within 24 hours

Posts are what social media users see on their timelines whenever they scroll on social media. When writing posts, here are some basic tips:

Go straight to the point.

Journalists use the "inverted pyramid" style of reporting which gives emphasis on the most important detail to be at the start of every story. The same is true when writing posts. The most important detail should be at the start of your post and followed by supporting details. The least important information should be at the bottom.

According to a study by Microsoft, the average human being has an attention span of 8 seconds. That means you only have around 8 seconds to make your audience interested enough to read your post or watch your video.

Most important, newest information
The lead: Who, what, when, where, why, how

Supporting details
Helpful information, but not as critical as the lead

General info
Call to action

Different platforms appeal to different audiences.

It's important to identify who are your followers on your different platforms. In some cases, captions on different social media platforms may vary. For example:

- Write Facebook posts like leads for a story.
- Write tweets as headlines.

You're writing to connect.

Remember that the point of social media is to

Photo from Facebook homepage in 2012

connect with other people. Users are part of a community. Facebook, for example, promoted, for the longest time, that the social media platform helped users to "connect and share with the people in your life."

Post only factual information.

This bears to be noted: Don't post anything that is not verified.

Add "photo for attention".

Posts that have photos with it easily catches the attention of a social media user.

Consider your tone.

When writing captions, think about what will make people want to share your post to their followers. Why does your post matter to them?

Character limit.

For posts, different platforms have character limits. But it's not advisable to use up all of them when posting.

- Facebook truncates posts after the 477th letter. Posts have a total character limit of 63,206.

- Twitter used to limit tweets to 140 characters, but has now allowed up to 280 characters.

- Instagram limits photo captions to 2,200 characters, but it will get truncated after 125.

- YouTube description is up to 5,000 characters

Break up blocks of text.

People would usually scroll through a post of block of text. Break your post into shorter paragraphs.

Cite your sources.

TIPS ON REPORTING

Know your story very well.

Research. It must be fool-proof, which means that you cannot be wrong about anything. Read and re-read your story or your script to spot factual errors or important background information that may have not been included.

Find the right sources.

Your contact can provide you with insight and important information about the topics you are writing about.

Don't be afraid to ask the hard questions during an interview.

Always verify.

Don't take the words of your interviewee as cast in stone. Double-check if it's true by checking with other sources of information.

Remember your audience.

Who are you writing this report for?

Don't let your biases influence your report.

Be fair and balanced.

Be prepared for questions.

Once your story is out, the public may have questions in mind. You don't necessarily have to respond to their comments, but these topics could be your story.

Consider your choice of words.

As an editor of mine usually says, "Write in such a way a grade school student can understand it." You don't have to use jargons that only a portion of the population understands – and if needed, you have to explain it. Part of choosing the right words include being sensitive to issues such as gender and persons with disabilities. Remember that the media can influence how people formulate opinion based on reports.

Here's a good resource on inclusive reporting by the Birmingham City University School of Media in the UK:

http://www.media-diversity.org/additional-files/Everybody_In_Book.pdf

Meanwhile, The Seattle Times has published its own company policy on inclusive journalism:

https://company.seattletimes.com/wp-content/uploads/2017/09/Seattle-Times-diversity-guidelines.pdf

Think about your mental health.

Journalists often witness how a story unfolds and this line of job can greatly take a toll on someone's mental health. We are not immune to being emotionally affected and it's important to recognize the signs. Do not ignore it. Seek support or professional help.

Here's another International Center for Journalists' resource on taking care of your mental health:

https://ijnet.org/en/story/mental-health-tips-and-resources-journalists

TOOLS YOU CAN USE

Here are some tools you can use:

PHOTOS

VSCO

Snapseed

Open Camera

ProCamera

ProShot

Canva

Unfold

MULTIMEDIA COLLAGE

PicPlayPost

ThingLink

VIDEO/AUDIO

Quik by GoPro

iMovie

KineMaster

Stop Motion Studio
(stop-motion video)

Vont
(add text on videos)

Legend
(animate text on video)

PocketVideo
(video editing)

Mojo
(for vertical viedos)

GRAPHICS

Canva

Alight Motion
(for motion graphics)

Vimage
(animated photos)

GifMe
(create GIFs)

BROADCASTING

Facebook Live

Instagram Live

Periscope

Switcher Studio
(free but with watermark)

WireCast

MODULE 5

MOJO 1O1.4:
How to make posts viral

Learning Objectives

Participants must be able to:

- Learn tips for social engagement

Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits

Timetable

Duration	Activity
40 min	How to make posts viral
20 min	Q&A

HOW TO MAKE POSTS VIRAL

There is no hard and fast rule on making posts viral. In most instances, viral content is a product of luck. Person A relates to it so he shares it. Person A's followers related to it as well, so they shared it too, and so on and so forth. It's like the ripple effect.

While there are no strict guidelines to being viral, there are some strategies that youth reporters can adopt to reach a wider audience.

WHAT WORKED IN THE PAST

In the past, there was a recurring theme on what went viral. Here are some examples:

- **Listicles.** "The Only 12 Exercises You Need to Get in Shape." "51 of the Most Beautiful Sentences in Literature." Anything that lists something usually gets a lot of engagement and web traffic.
- **Dogs. Cats. #FurBabies.** Animals, especially the cute looking ones, attract a lot of engagement.
- **Inspiring stories.** It's a no brainer: inspiring stories of people usually get viral because people somehow relate to it or want to achieve the same outcome. It builds hope among people.
- **Hate posts.** If people want to be inspired, they also get easily infuriated especially on topics that affect them, ie. traffic congestion.

In summary, content that evokes emotion from the audience can easily make it viral.

That's why inspiring stories spread as fast as hate posts.

SOCIAL ENGAGEMENT TIPS

Know your audience.

Would your friends and followers relate to your content? If your target audience cannot relate to your content, then it will never go viral. If it's convincing enough, then there's a chance for it.

Select the appropriate platform.

As mentioned in the previous module, different platforms have different communities. That's why it's also important for you to know your audience. For a particular content, think where would it resonate the best. Your friends on Facebook? Your followers on Twitter?

Think of the algorithm.

Facebook algorithm which ranks higher the posts of friends and families of a particular person, while tweets on the Twitter feed depends on the time it was posted. So if you believe that your content would be relatable best with your friends and family first, then go ahead and post it on Facebook.

Post on peak hours.

To ensure a wider reach, post your content at the time where you get the most engagements. Timeliness is key.

Use #hashtags.

It makes one's content easier to be found.

Add subtitles for videos.

If you want people to continue watching your video, it's best to add subtitles. Why? Some people tend not to listen to audio but still watch videos. Adding a subtitle makes the audience linger for a bit more, and perhaps, share it.

Choose a better headline or title.

Write your headline or video title in such a way that it makes your audience curious enough to see more of it.

HOW CAN I SEE VIRAL POSTS ON A SOCIAL MEDIA PLATFORM?

Apart from scrolling on your timelines and seeing a post that has thousands of likes and comments, there are ways to check out viral content or topic daily.

For Twitter, there's a sidebar that shows hashtags or words that are trending at a particular time.

Reddit, another social platform, has a menu bar that allows you to check on popular posts. There are categories such as "New" for new posts, "Hot" for rising ones, and "Top" for the best performing posts.

Trainer prompt

TAKE questions from participants

RESPONSIBLE USE OF SOCIAL MEDIA

Learning Objectives

Participants must be able to:

- Understand how journalists and media companies take advantage of social media platforms
- Write more engaging posts

Training Materials

- Presentation
- Smartphone
- WiFi connection (if possible)
- Projector
- Lightning cable/USB to HDMI cord
- Toolkits

Timetable

Duration	Activity
30 min	Responsible use of social media
30 min	Can social media be abused?

RESPONSIBLE USE OF SOCIAL MEDIA

Social media is a powerful tool because it is used by billions of people. According to the Digital 2020: Global Digital Review, there are 4.5 billion internet users around the world. Of that figure, 3.8 billion people use social media.

SOCIAL MEDIA ETIQUETTE

Not all newsrooms follow a strict policy on their reporters' social media accounts. It could be because of two things:

- Such policy can limit freedom of speech
- It can be easily become outdated due to current trends

The US-based Society of Professional Journalists, for example, summed their social media guideline into 3 words: "Use your common sense." The New York Times, meanwhile, has a strict policy which does not allow its reporters to express opinions on the beats they cover.

In the Philippines, TV giant GMA has created guidelines for its News and Public Affairs arm. "Don't do anything stupid" and "Don't do or say anything on social media that you would not do in public."

There is no one-size fits all approach on social media policies. However, here are some tips on how to conduct yourself on social media:

- Always be truthful, fair, and accurate.

- Do not share photos or videos that are not yours without credit

- Always credit. CTTO or "Credit to the owner" **does not** in any way credit the owner of a content or idea.
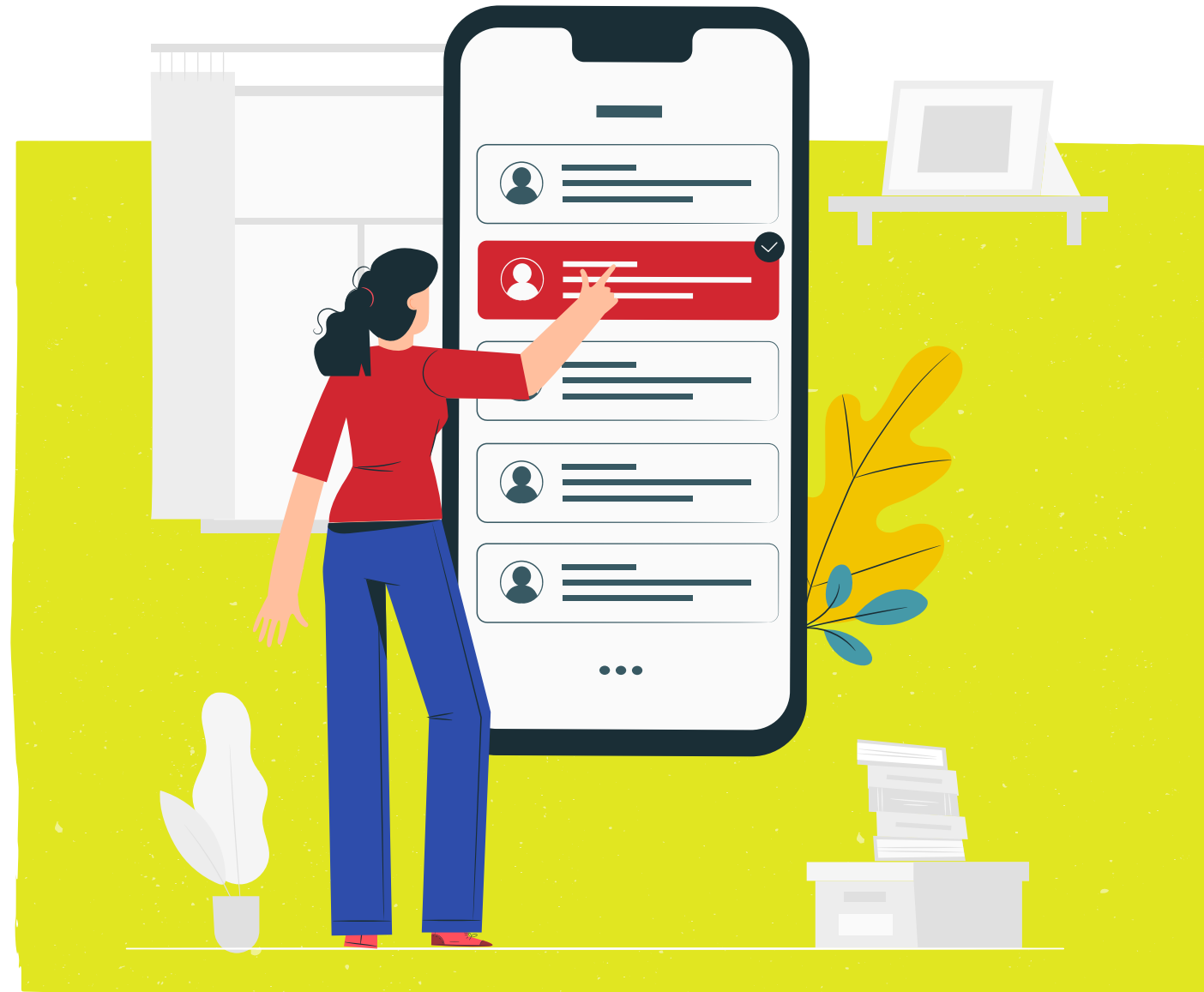
- Cite your sources. If you are live tweeting, it's important to cite who said the particular sentence. If the quote is not verbatim, then don't make it appear as if it's said verbatim.

- Don't post personal information without consent.

- Be respectful of other social media users.

- Issue an apology if your post has a factual error.

- Be calm when responding to angry comments.

A basic question we can ask ourselves whenever we post: "Is the post I'm writing something I would say in person?"

PROTECTING YOUR PERSONAL INFORMATION

There is a saying that goes, "Don't shoot the messenger." But oftentimes, journalists are targets of harassment due to the topics they cover. As a precaution, it's best to limit what the public (in this case, strangers) can see on your social media accounts.

How can I protect my account? Here are some tips:

- Use a strong password to avoid being "hacked"

- Update your privacy settings.

  Facebook allows individual settings per post. You can set each post to either the following: "Public" (everyone in the internet can see), "Friends" (only your Facebook friends can see), or "Only Me" (visible to you only). Remember that you can **hide** your posts on your timeline, but it can still appear on Facebook or Google search.

  Unlike Facebook, **Twitter** and **Instagram** is all or nothing. If you want to set your tweets or IG posts to be private, then the public won't see your tweets. The best way is **delete** old posts you don't want others to see, or create a new account altogether.

CAN SOCIAL MEDIA BE ABUSED?

Remember, on social media, everyone is a publisher. Everyone can publish or post anything that they want. And that includes strangers who want to comment on your tweets or posts that can be seen by the public.

Abuse on social media can be in the form of an attack, a threat, or an intention to mislead. What are examples of these? Bullying, verbal harassment, and fake news.

WHAT ARE TROLLS?

According to Merriam Webster, trolling means to harass or criticize a person intentionally in a mocking or annoying way. "Trolls" are those who do the trolling. A troll's goal is to make the person receiving the trolling to either:

- Be swayed or believe what the trolls are saying
- Be provoked or have a strong reaction (usually anger or hate) towards what the troll is saying

In the Philippines, trolls use different names that are not theirs. Sometimes, they invent personalities, or use photos of other people. Sometimes, they follow a "script" which they copy and paste on the comments section. In most cases, they are paid. To do what?

- Spread false information
- Change the perception on a topic, a public figure, or celebrity
- Show support to a person, a public figure, or a celebrity
- Damage the reputation of a person, a public figure, or a celebrity
- Spam or send the same message to a large number of people

Because they are hiding behind a fake name. They do not care if they threaten, attack, or bully you.

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HOW CAN I DEAL WITH THEM?

1. **Do not reply.** Since they follow a script, it's most likely they copy and paste that. In some cases when they don't, the goal still is to provoke the receiving end. Sometimes, other trolls add to the attacks just because you replied to them. So it's best not to engage.
2. **Block them.** So you will no longer see them on your timeline.
3. **Report them.** It's our social responsibility to do so, so they would stop.

How can I report?

Each social media platform has different ways to report, but it all boils down to one reason: It violates the community rules. Remember that social media is supposed to be for and by the community, so it's important to have content or posts that are not abusive or do not harass anyone.

But these platforms rely on individuals to report these abusive posts. They won't inform those being reported who filed the report. Here are some tips on how you can report:

On **Facebook** , a post can be reported by clicking on the 3 dots on the upper right corner of the post. For the account, the 3 dots can be found on the bottom right of the cover photo. Click "Find Support or Report Post."

A user will then need to choose why a post is worth to be taken down by Facebook:

Photo from Facebook

https://web.facebook.com/help/181495968648557
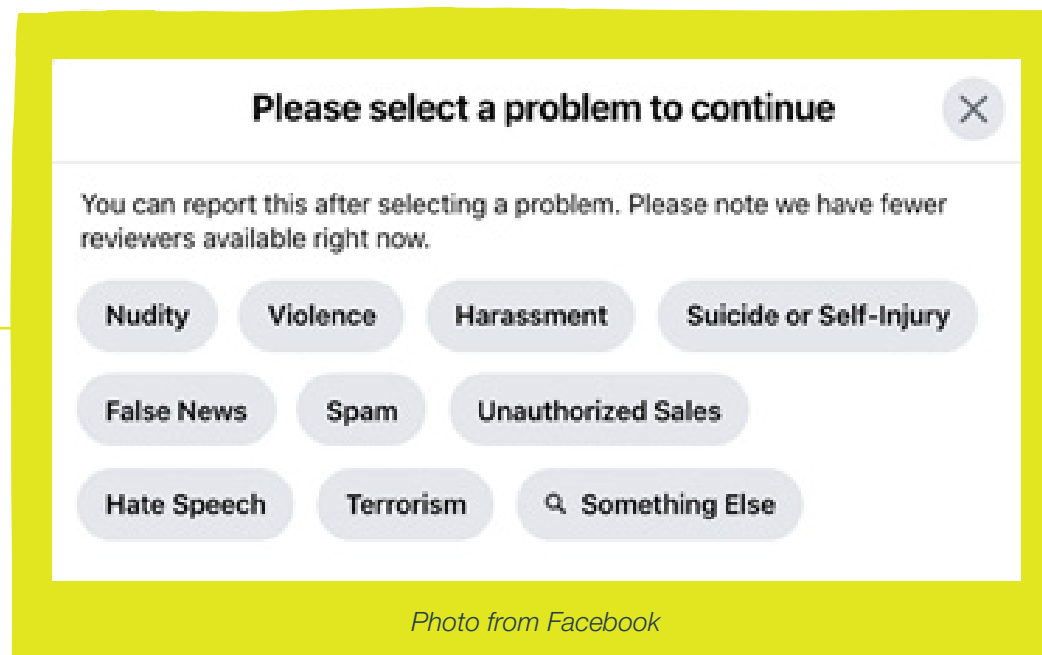
On **Twitter**, an account or a tweet can be reported if they violate any of the following:
- Suspicious or a spam
- Abusive or harmful
- Expresses intentions of self-harm
- Pretending to be someone else
- An account's tweets are hateful
- An account's profile information include abusive or hateful tweet

PLAY video here: https://help.twitter.com/en/safety-and-security/report-abusive-behavior

On **Instagram**, a post can be reported by clicking on the 3 dots ••• on the upper right corner of the post. For the account, the 3 dots can be found beside the account name.
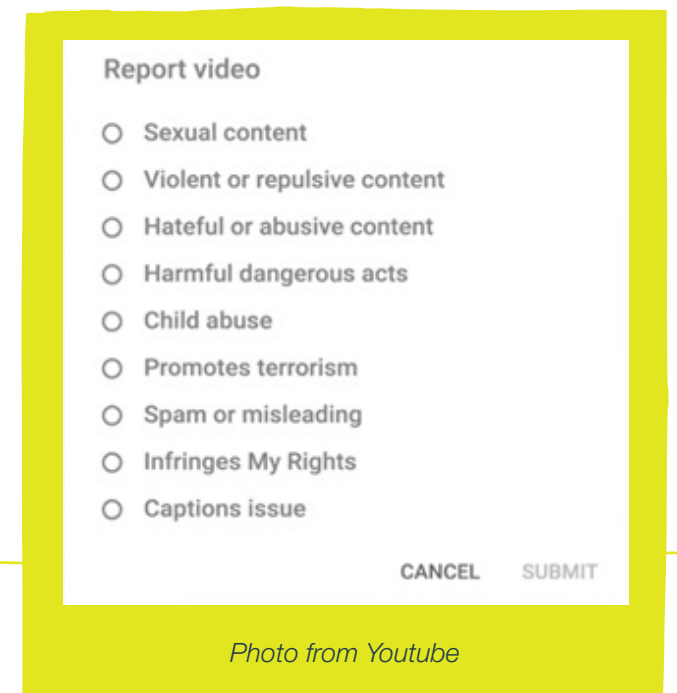A post can be reported if it shows:

- Nudity
- Hate speech
- Violence
- Sale of illegal goods
- Bullying or harassment
- Scam or fraud
- False information

Photo from Instagram

https://help.instagram.com/165828726894770
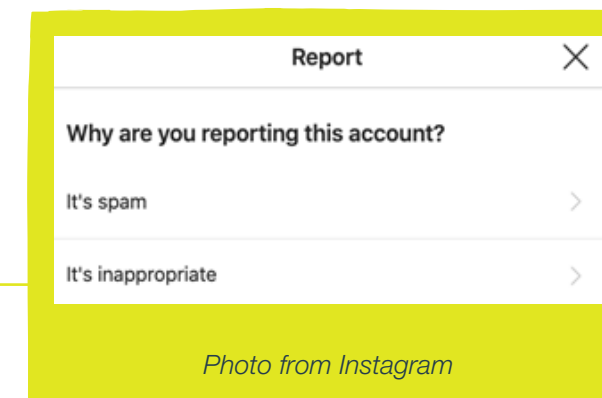
On **Youtube**, videos can be reported by clicking on the 3 dots ⋮ on the top of the video then tapping the flag 🚩 to report.

Videos can be reported for violating the rules on the following:

Photo from Youtube

https://support.google.com/youtube/answer/2802027?co=GENIE.Platform%3DAndroid&hl=en

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ANNEX 1
GUIDE FOR INVITING SPEAKERS

INSPIRATIONAL TALK 1

Understanding citizen journalism and mobile journalism

Speaker profile:

- Preferably a reporter who does mobile journalism
- **OR** someone who leads a citizen journalism in a news outfit

Overview of talk:

- What's the difference between mobile journalism and traditional journalism?
- Share experiences in the field using mobile phones in reporting or breaking news.
- Is mobile journalism an easier approach in storytelling? What are the challenges? Share at least one instance.
- Talk about how everyone can be a publisher in the advent of social media and what are its advantages to democracy and good governance.

INSPIRATIONAL TALK 2

How to find digital stories with impact

Speaker profile:

- Preferably an online reporter whose story or video report had an impact in the community
- **OR** a social media producer who produced an inspiring community-centered content
- **OR** a TV producer or researcher who looks for stories for weekly or daily shows

Overview of talk:

- Discuss about an instance that a story had tangible impact (ie. introduced reform or change in policies, or helped change a perspective on a particular topic)
- Tips on how to find community-centered stories online
- Tips on what kind of story ideas could – and would – help the community
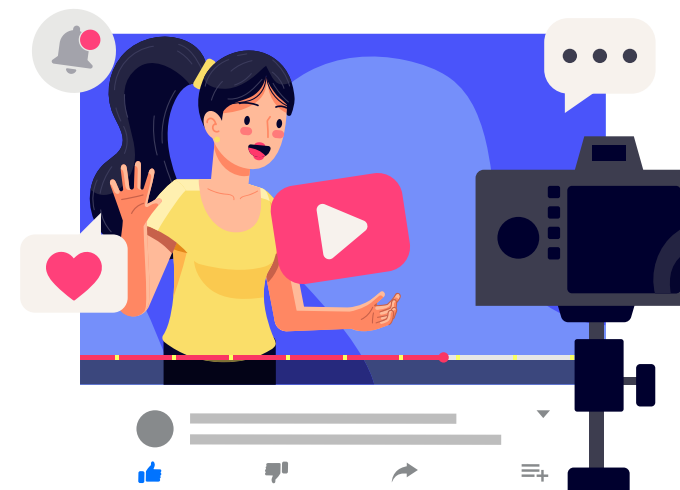
INSPIRATIONAL TALK 3

Responsible use of Social Media

Speaker profile:

- Any reporter or social media producer

Overview of talk:

- Cite instances on how social media has been abused and what are its consequences
- Social media ethics and etiquette
- Distinguishing fake vs real news and as youth reporters, what can they do in their own ways to stop its spread

INSPIRATIONAL TALK 4

Advancing advocacies through mobile journalism

Speaker profile:

- A communications specialist/officer of Plan International Philippines who takes part in managing and producing content for the organization's social media pages and digital platforms

Overview of talk:

- Discuss how Plan International Philippines has been promoting its advocacies and programs through content for social media and mobile platforms
- Talk about the important role of young citizen journalists in activism and driving social change
- Tips on using mobile phones and maximizing social media in advocacy campaigns

ANNEX 2
DRAFT LETTER OF INVITATION

Date

NAME
Designation
Office

Dear Mr/Ms ———— :

Greetings from Plan International, a development and humanitarian organization that advances children's rights and equality for girls. Plan International has been operating in the Philippines since 1961, where it seeks to ensure children realize their rights to education, protection, health care and a high quality of life.

Plan International has been organizing a series of workshops for children and young people to recognize their right to be heard and take leadership in matters that affect them. The Youth Reporter Project, which started after Typhoon Haiyan hit the Philippines in 2013, was conceived as part of Plan International's child-focused disaster response program.

The Youth Reporter Project is a participatory, community-based youth media project designed to evolve with the recovery process and transition to development of communities affected by the typhoon. Over time, the young people trained under the project began building their own network, proactively putting their learnings in practice as young citizen journalists and media literacy advocates.

As information becomes increasingly accessible thanks to advancing technologies, Plan International seeks to up the ante by training children and young people to use smartphones as their primary tool in producing stories and reporting issues that matter to them.

With this goal in mind, we would like to invite you to be one of our speakers for the Youth Reporter Project Mobile Journalism Training on **<date>** at **<location>**. Specifically, we want you to discuss your experience in mobile journalism for the Understanding Citizen Journalism and Mobile Journalism talk on the first day of the workshop from 9:30 am to 10:30 am.

Plan International will shoulder the costs for travel and accommodation, if necessary.

If you have questions, you may reach out to **<contact person>** via email at **<email address>** or through SMS at **<contact number>** .

We look forward to your participation!

Best,

SIGNATORY
Designation
Youth Reporter Project
Plan International Philippines

PLAN INTERNATIONAL | GIRLS GET EQUAL

Youth Reporter
Telling the stories of my generation

The Youth Reporter Project is a participatory, community-based youth media project implemented by Plan International in different countries including the Philippines. Young people trained under the project are building their own network, proactively putting their learnings in practice as young citizen journalists and media literacy advocates.

CONNECT WITH US

www.plan-international.org/philippines

Plan International Philippines   **@planphilippines**