

# Pacific Media and Climate Change Toolkit

## ACTIVITIES MANUAL



**SPREP**

Secretariat of the Pacific Regional  
Environment Programme



Australian Government

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Aid** 



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This was developed by Nanette Wootton with input from:

Ewan Cameron, Stuart Chape, Seema Deo, Michael Donoghue,  
Dr. David Haynes, Carlo Iacovino, Nixon Kua, Christina Leala-Gale,  
Peniamina Leavai, Diane McFadzien, David Moverley, Salesa Nihmei,  
Dr. Netatua Pelesikoti, Esther Richards, Espen Ronneberg,  
Posa Skelton, Penina Solomona, Sili'a Ualesi Kilepoa, Stewart Williams  
*Secretariat of the Pacific Regional Environment Programme (SPREP)*

Henry Taiki, Mary Power  
*World Meteorology Organization*

Ulafala Aiavao, Lagipoiva Cherelle Jackson, Anama Solofa  
*Independent Consultants*

Karl Haby, Shin Furuno  
*Pacific-Australia Climate Change Science and Adaptation Planning  
Programme, Department of the Environment, Government of Australia*

Geoff Gooley, Jodie Kane, Dr. Brad Murphy  
*Pacific-Australia Climate Change Science and Adaptation Planning  
Programme, Bureau of Meteorology and Commonwealth Scientific and  
Industrial Resource Organisation, Government of Australia*  
<http://www.pacificclimatechangescience.org/>

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SPREP, PO Box 240, Apia, Samoa  
T: +685 21929  
F: +685 20231  
E: [sprep@sprep.org](mailto:sprep@sprep.org)  
W: [www.sprep.org](http://www.sprep.org)

SPREP Vision: *The Pacific environment, sustaining our livelihoods  
and natural heritage in harmony with our cultures.*

[www.sprep.org](http://www.sprep.org)





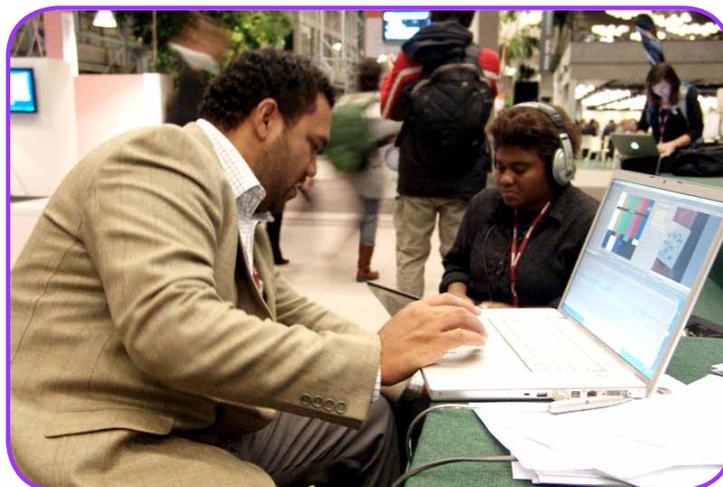
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**Pacific reporters from the Solomon Islands and Palau carry out self evaluation during climate change training (2010)**



**Pacific reporters from Fiji and Papua New Guinea at work during the 15th Conference of the Parties to the United Nations Framework Convention on Climate Change (2009)**



## OUR MESSAGE TO PACIFIC MEDIA

Welcome to the Pacific Media and Climate Change Toolkit created for Pacific Media Workers, one of our many partners with whom we work to raise awareness and understanding about this global issue.

The role of the media is a powerful one in our Pacific region and your support in sharing news and information can make a positive impact, helping communities to understand and learn more about key environment issues that affect the region's sustainable development.

In 2008, SPREP embarked on a series of Media Outreach activities to help enhance your understanding of environment issues including climate change so that you, our Pacific Media, are in a strengthened position to report on these issues.

SPREP's Media Outreach has included training opportunities, fellowships on media teams at regional and international events, and the development of resources.

We have also embraced our Pacific environment practitioners to help them better understand the Pacific media landscape and build their confidence to work with the media so their news and issues are shared more often through the media.

The toolkit is of course, just one of the many stops on our voyage as we continue the Media Outreach work at SPREP, much of which is done in partnership with others.

"If you want to go fast go alone; if you want to go far, go together" is a wise phrase I firmly believe in and in this vein I acknowledge our partners for their support and empowerment with this particular activity.

We thank the Pacific-Australia Climate Change Science and Adaptation Planning Program and the Government of Australia for their support in bringing this toolkit to you.

We also thank you, our Pacific Media, for working with us to continue to raise the understanding of climate change as an issue that impacts upon everyone in our region.

This toolkit has been developed with the intent of incorporating lessons from our earlier media outreach work and we have consulted with a range of different Pacific media workers through every stage of development to ensure the toolkit is tailored to suit your needs.

We sincerely hope you will find this Pacific Media and Climate Change Toolkit a useful and effective resource in your Newsrooms.



**Mr. David Sheppard**

Director-General

Secretariat of the Pacific Regional Environment Programme (SPREP)

## FOREWORD

An informed media and knowledgeable reporting has a huge role to play in raising community awareness and our ability to take action on climate change. The outreach and support provided by the Secretariat of the Pacific Regional Environment Programme (SPREP) to Pacific journalists and media is key to building this understanding.

The Pacific-Australia Climate Change Science and Adaptation Planning programme, part of the Australian Government's support for making climate data and information accessible and useful to the Pacific, welcomed the opportunity to partner with SPREP and build on their existing *Media Outreach Programme*, to improve the Pacific media's understanding and reporting of climate change issues.

The *Pacific Media and Climate Change Project* provided face-to-face training for 60 Pacific climate change practitioners on communicating climate science and adaptation knowledge and supported nearly 100 media people in reporting climate change issues.

This hands-on training will be supported by this toolkit, which includes a *Media and Climate Change Activities Manual* and factsheets. The manual includes activities to improve journalists' climate change reporting and interview techniques, while a series of factsheets contain concise, accurate and accessible information on issues such as climate mitigation, adaptation, ocean acidification and sea level rise. The material will support journalists' ability to effectively communicate stories linking climate change to broader environmental issues.

The launch of the toolkit marks the conclusion of the *Pacific Media and Climate Change Project*. But the partnerships formed through this work will open new doors for sharing information and will build enduring capacity for climate awareness and action in the region.

Congratulations to all who contributed to the success of the project, particularly to SPREP in leading the hands-on training and coordination of the toolkit – I'm sure this toolkit will be a valuable resource for Pacific media in the years to come.

**Lalage Cherry**

A/g Assistant Secretary  
Science and International Adaptation Branch  
Department of the Environment



Pacific reporters from Niue and the Solomon Islands sharing their group work outcomes (2008)

## COOL WAYS THAT YOU MAY BE ABLE TO USE THIS RESOURCE

The Pacific Media and Climate Change Toolkit aims to provide Pacific Media with a 'one-stop-shop' of information on climate change, as well as an activity toolkit that can help you absorb and reflect on the information provided.

The idea for a toolkit on climate change began in 2008 with support from the international organisation, World Wide Fund for Nature. Five climate change factsheets for Pacific media were developed and have since received excellent feedback.

Since then the Pacific-Australia Climate Change Science and Adaptation Planning Programme, funded by the Government of Australia, has supported the updating of these factsheets as well as the addition of a manual of activities used by SPREP during their media outreach events.

We understand that you know your newsroom best and so our goal is to provide you with this toolkit for your use at your discretion. Hopefully, the following quick explanation may help you understand why we've done certain things in this toolkit, as we have!

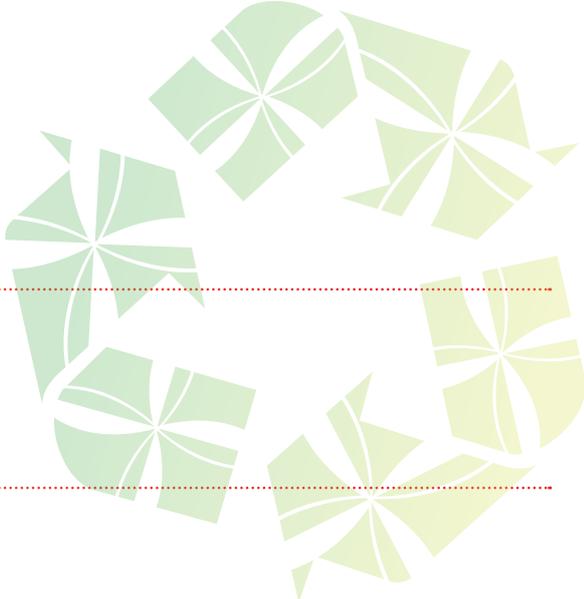
- We have aimed to provide sufficient explanation of the issue in these factsheets; explanations, definitions and Pacific linkages. We hope that this is just enough information for you to develop a news item from a credible source. The links point you in the right direction if you'd like to find out more.
- We hope that this is a thriving, living, resourceful toolkit to which we may add more factsheets over the coming year. As SPREP develops new factsheets on climate change or other environment issues we will upload and share these links for you to store at your discretion.
- The activities in this toolkit have been used during the many different training activities coordinated by SPREP. These particular activities have always received good feedback and resulted in excellent discussion from our workshop participants. We hope you find them helpful.
- We've developed the toolkit so that it can be easily adapted to suit your situation! We have been told of some newsrooms holding fortnightly one-hour training sessions to national media training sessions over the period of a week. The lessons in this toolkit can be expanded or amended to suit your needs and your numbers.
- The activities in this toolkit can be used to suit any factsheet topic. We do provide you with hints as to what may suit but it doesn't mean that these activities are locked into those factsheets. For example, the lesson on Assessing National Climate Change Coverage can be amended to suit any topic or factsheet such as Waste or Mitigation. Use the toolkit so it best suits you, our aim has been to provide you with the tools to do so.
- We have tried to ensure the activities in this toolkit require very little resources and have stuck to the basics of A4 and flipchart paper, and at times internet access. However, even these can be adapted.
- The activities within this toolkit can be adapted to run from one to two hours or even longer, depending on the group discussion and feedback as well as how long you have for your training session.
- Although this toolkit is developed for Pacific newsrooms our surveys showed after the initial set of factsheets were developed that they were useful to a wide range of audiences from school children to people new to the working field of climate change.

This brings us to a final point.

We have designed it as a flexible, adaptable and useful tool for any Pacific newsroom situation. How you wish to use this toolkit is entirely up to you, we just ask that you do use it! We hope you enjoy this toolkit and look forward to hearing about the creative ways that you may have adapted the activities to suit the learning environment your Pacific newsroom or office.

**Enjoy!**

## CHART OF TOPICS TO SUIT ACTIVITY GUIDE:

ACTIVITY	BRIEF DESCRIPTION OF PURPOSE OF ACTIVITY	FURTHER INSIGHT
<p><b>1. Assessing national change coverage of an environment issue</b></p> <p>PAGE 10 1-2 HOURS</p>	<p>To understand the amount of national media coverage of environment issues and discuss ways that this could be increased, or if the quality of news coverage could be improved.</p>	<p>These first four initial activities are to enable more media coverage on environment issues such as climate change.</p> <p>You can refer to any factsheet you wish for these activities to help build your knowledge on these environment issues.</p>
<p><b>2. Newsroom Challenge</b></p> <p>PAGE 12 1 HOUR</p>	<p>To understand participants' knowledge of climate change or any other environment related issue.</p> <p>To determine the challenges reporters face in covering climate change, or any other environment related issue, in their newsrooms.</p> <p>To ignite discussion on ways to overcome these challenges.</p>	
<p><b>3. Climate change interviews and sources</b></p> <p>PAGE 13 1 HOUR</p>	<p>To share interviewing tips and sources of information on climate change.</p> <p>To boost reporters' confidence on covering climate change stories.</p>	
<p><b>4. Developing your contact list</b></p> <p>PAGE 14 1 HOUR</p>	<p>To develop a contact list of climate change officials in countries and in the region.</p> <p>To initiate and maintain contact with these officials.</p>	
<p><b>5. Environment news makeover</b></p> <p>PAGE 16 1-2 HOURS</p>	<p>To define ways to make renewable energy, or any other environment-related issue, an interesting news item for the audience.</p> <p>This activity is to help you find ways to localise renewable energy news stories. It will help improve the knowledge and understanding of Pacific reporters on renewable energy and how it can help lower Greenhouse Gas Emissions which lead to climate change.</p>	<p>Any of the accompanying factsheets can be used for this activity. However, for this explanation we are using the Renewable Energy Factsheet and the Pacific Energy Sector Profiles document developed for the 2013 Pacific Energy Showcase on Renewable Energy. The profiles document can be found at: <a href="http://www.pacificenergysummit2013.com/assets/Summit_Country_Profiles.pdf">http://www.pacificenergysummit2013.com/assets/Summit_Country_Profiles.pdf</a>.</p> <p>We've selected renewable energy for this particular activity based on Pacific-wide feedback. Renewable energy is one topic which is difficult to make appealing to audiences.</p> <p>If you wish to adapt this activity to suit any factsheet provided in this toolkit SPREP has a wide range of information and resources available which could be used to help accompany the activity. Please visit the SPREP website or email <a href="mailto:sprep@sprep.org">sprep@sprep.org</a> for a direct link to the Information and Resource Manager who will be able to help you.</p>

<p><b>6. Jargon buster</b>  <b>PAGE 18</b>  <b>1–2 HOURS</b></p>	<p>To improve reporters' understanding of climate change, or any other related environment terms by simplifying scientific jargon and technical terms. To enable reporters to explain climate change, or any other related environment terms to the public.</p> <p>To boost reporters' confidence in dealing with climate change and other environment terms.</p>	<p>This particular activity focuses on climate change. However, you can adapt this to suit any environment issue. A list of climate change jargon and terms is found at the back of the toolkit for you to photocopy and use. Visit SPREP's website for more information and terms if you want to base this activity on jargon and technical terms used in other environment issues.</p>
<p><b>7. Localising global environment news</b>  <b>PAGE 20</b>  <b>1 HOUR</b></p>	<p>To assist reporters to look for local story angles from international environment or climate change reports and stories.</p> <p>To assist reporters to consider audience-specific stories on climate change or other environment-related issues.</p>	<p>The information in the factsheets can give you insight that will help you with this activity. In particular, this activity can be adapted to suit any of the issues addressed in the factsheets.</p>
<p><b>8 Linking your environment to climate change</b>  <b>PAGE 22</b>  <b>1 HOUR</b></p>	<p>To show journalists the link between biodiversity and climate change.</p> <p>To find interesting and compelling stories about biodiversity and climate change.</p> <p>For journalists to understand the role of a strengthened environment in building resilience to climate change.</p>	<p>This activity is linked to the Ecosystem based Adaptation Factsheet which explains biodiversity and how a strengthened environment can help build resilience to the impacts of climate change. An A4 poster for this activity is found at the back of this manual, please note the answers are also provided and can be covered with post-it notes not to be removed during the activity, only at the end of the activity.</p>
<p><b>9. Climate change and waste</b>  <b>PAGE 24</b>  <b>1 HOUR</b></p>	<p>To develop waste story ideas at individual, community and national levels.</p> <p>To draw the link between waste and climate change.</p>	<p>This activity is linked to the climate change and waste factsheet which provides further information. Should you wish to know more about E-Waste and incorporate an E-Waste theme to this activity, please download the "E-Waste for Pacific Journalists Guide" at: <a href="http://www.sprep.org/attachments/Publications/EWaste_Guide_Journalists_Pac.pdf">http://www.sprep.org/attachments/Publications/EWaste_Guide_Journalists_Pac.pdf</a></p>
<p><b>10. Vox pops to give your community a voice</b>  <b>PAGE 25</b>  <b>1–2 HOURS</b></p>	<p>To assist reporters to practise their interviewing skills.</p> <p>To gauge public knowledge and perceptions on climate change or other environment issues.</p>	<p>Any of the toolkit's factsheets can be referred to for this activity. It will depend on your topic of questions and the information you need to develop the stories based on your vox pops.</p>
<p><b>11. A thousand words</b>  <b>PAGE 26</b>  <b>1–2 HOURS</b></p>	<p>To use compelling images to portray the impact of climate change on Pacific island communities – pictures speak a thousand words</p>	<p>Any of the toolkit's factsheets can be referred to for this activity. It will depend on your topic of questions and the information you need to provide reasoning behind your choice of images or footage.</p>
<p><b>12. Empowering communities</b>  <b>PAGE 28</b>  <b>1 HOUR</b></p>	<p>To look at positive steps that communities and governments are taking to deal with the effects of climate change. Pacific island communities are often seen as helpless victims of climate change. This exercise aims to break that perception.</p>	<p>Any of the provided factsheets will help you with this activity and give you insight into how to develop news stories that stem from this activity. The factsheet you refer to will depend on the topic you select.</p>

## ACTIVITY 1

# ASSESSING NATIONAL CHANGE COVERAGE OF AN ENVIRONMENT ISSUE

### PURPOSE:

- To understand the amount of national media coverage of environment issues and discuss ways that this could be increased, or if the quality of news coverage could be improved.

### MATERIALS:

- Newspapers for groups, flipchart paper, marking pens, ink pens, blank cards.

### ACTIVITY:

1. Divide participants into groups.
2. Give each group a newspaper.
3. Groups go through newspaper and list the headlines of all stories.
4. Instruct groups to sort headlines into the following categories: politics; crime; sports; and the selected environment issue.
5. Ask groups to total the number of stories in each category.
6. Ask each group to present its findings to the room.
7. Discuss which category has the most stories and why? Ask about the implication of this on coverage of environment stories.
8. Looking at all the headlines selected by the group discuss how they can also be linked to the particular environment issue selected.

### POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

- Based on your topic, select a particular issue to be focused on, such as waste, climate change or renewable energy.
- How about taking the activities one step further and assessing the story content so they are arranged into different categories? For example, if you selected climate change as your topic you could then break up stories found into different topics such as adaptation, mitigation, national news, regional news or international news. If you selected waste, you could divide stories into different categories such as e-waste, hazardous waste or solid waste.

### REFLECTION AND DRAWING CONCLUSIONS:

- If there was a lack of stories on an environment issue, why do you think that is?
- How can you make a difference to increase the amount of environment news in your national newspaper?
- Did you find the environment news in your newspaper stemmed from international sources? If so, how do you think you can change that?
- If you divided your headlines into further environment categories, what did you find? Why do you think this is?
- Are you interested in making personal commitments to developing environment news on a regular basis? How would you get this started?



## ACTIVITY 2

# NEWSROOM CHALLENGE

### PURPOSE:

- To understand participants' knowledge of any environment issue including climate change.
- To determine the challenges reporters face in covering any environment issue in Pacific newsrooms, including climate change.
- To ignite discussion on ways to overcome these challenges.

### MATERIALS:

Blu-Tack re-usable adhesive, A4 paper, pens.

### ACTIVITY:

#### PART A

1. Divide participants into groups.
2. In groups, discuss five challenges that reporters and their newsrooms face in covering climate change or any other environment related issue. Some of these challenges may be lack of interest and support from your Editor, lack of confidence as not enough is known about the issue, or difficulty in seeking contacts for interview.
3. Write each challenge on a separate piece of A4 paper.
4. Ask groups to stick pages of challenges on the wall. If a challenge is similar to one already on the wall, ask groups to place the page next to the similar challenge
5. Facilitate discussion about these challenges with the whole room.

#### PART B

1. In groups, discuss and think of ways of overcoming these challenges.
2. Write solutions down on post it notes and stick on top of or next to challenge on the wall.

### REFLECTION AND DRAWING CONCLUSIONS:

- How many of the challenges identified can be addressed within the newsroom and resources available?
- Using the skill sets available within the groups, how can these different skills be shared to help overcome the challenges?
- Is there any interest in making personal commitments to overcome these challenges? If so, what and how can they be actioned?

## ACTIVITY 3

# CLIMATE CHANGE INTERVIEWS AND SOURCES

The previous activity focused on finding solutions from within the newsroom to address reporters' challenges covering environment and climate change news items. The following activity helps take this one step further to help your reporters identify and build a contact base, and interview with confidence practitioners that work in climate change or any other environment-related field.

While this activity focuses on climate change, you can adapt it to address any relevant environment issue.

### PURPOSE:

- To share interviewing tips and sources of information on climate change.
- To boost reporters' confidence on covering climate change stories.

### ACTIVITY:

#### PART A

1. Divide participants into groups.
2. Ask groups to discuss and list the challenges that reporters face in carrying out interviews and finding sources of stories on climate change.
3. Ask groups to present back to the room.

#### PART B:

1. Facilitate discussion with all participants on how to overcome the challenges outlined.
2. Ask senior reporters to lead the discussion by contributing from personal experience.
3. With one person writing, list all the sources that reporters can go to for interviews on climate change issues including government officials.

### REFLECTION AND DRAWING CONCLUSION:

- Share and discuss embarrassing interview moments experienced by participants.
- Share and discuss tips that journalists have used to help boost their confidence when it comes to interviewing technical experts they are not familiar with.
- What are some positive interviews you have done, what was it about these interviews that made them successful?
- How can you apply these tips to future interviews in situations where you may lack confidence?

## ACTIVITY 4

# DEVELOPING YOUR CONTACT LIST

This activity follows on from the previous three. You can adapt the activity to suit your circumstances or your particular environment issue. For example below focuses on climate change.

### PURPOSE:

- To develop a contact list of climate change officials in country and in the region.
- To initiate and maintain contact with these officials.

### MATERIALS:

Flipchart paper, sheet of A4 paper, marking pens, ink pens, internet connection, laptop

### ACTIVITY:

#### PART A

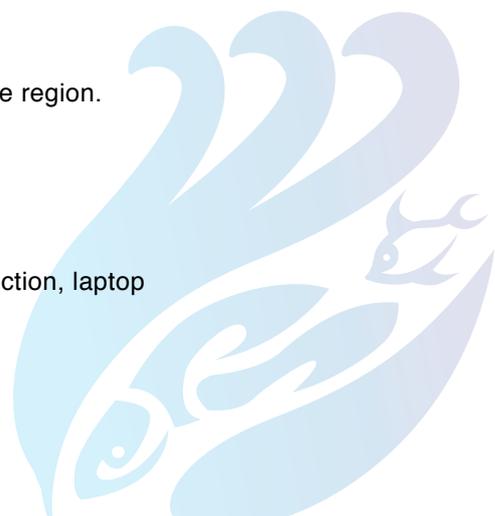
1. Divide participants into groups.
2. Ask groups to discuss and list a range of different climate change story ideas and angles they feel would be interesting or relevant to their audience.
3. Ask groups to brainstorm the names of people they would contact in the country for the latest information on the story ideas and angles listed.

#### PART B

1. Discuss how to approach the people on the list.
2. In your group, develop a list of questions that for which you would like answers. In particular, questions that would address a selected story idea in the list developed during PART A of this activity.
3. Ask participants to reach out and contact the list of people identified, firstly introducing themselves, secondly requesting a time for an interview with a brief blurb on the types of questions that will be asked or type of information that is being pursued.

### REFLECTION AND DRAWING CONCLUSIONS:

- What are the best ways to make contact with those identified on your contact list?
- What would you do if your initial request is ignored or declined? What would you do next to ensure that you do obtain your interview or answers to your questions?
- Would you consider developing a chart to list the story ideas and angles developed, possible people to contact and work on ticking those stories off over the year?



## ACTIVITY 5

# ENVIRONMENT NEWS MAKEOVER!

Any of the factsheets can be used for this activity. We are using the Renewable Energy Factsheet for this example and the Pacific Energy Sector Profiles document developed for the 2013 Pacific Energy Showcase on Renewable Energy. The profiles document can be found at: [http://www.pacificenergysummit2013.com/assets/Summit\\_Country\\_Profiles.pdf](http://www.pacificenergysummit2013.com/assets/Summit_Country_Profiles.pdf).

### PURPOSE:

- To define ways to make renewable energy, or any other environment-related issue, an interesting news item for the audience.
- To localise renewable energy stories.
- To improve Pacific reporters' knowledge and understanding of renewable energy and how it can help lower Greenhouse Gas Emissions which lead to climate change.

### MATERIALS:

Flipchart paper, marking pens, country profile on renewable energy developed for the 2013 Pacific Energy Summit which can be downloaded at: [http://www.pacificenergysummit2013.com/assets/Summit\\_Country\\_Profiles.pdf](http://www.pacificenergysummit2013.com/assets/Summit_Country_Profiles.pdf)

### ACTIVITY:

#### PART A:

1. Divide participants into groups and provide each group with the Pacific Energy Sector Profiles, assigning each group with a different country featured in the Profiles resource, and a page of flipchart paper.
2. Ask each group to write the name of the country they are working on at the top of each page. They are then to make two columns on the flipchart paper. In the first column, ask the group to list all energy sources in the country. In the second column, ask the group to list the renewable energy activities such as hydro-energy or wind energy projects in the country.
3. Ask groups to present their findings back to the overall group for discussion.

#### PART B:

1. In groups, discuss and list story ideas focusing on renewable energy. Discuss how the stories can be told in an interesting and compelling way.
2. For each story, list:
  - One person you would interview and why?
  - One official source of information and why?
  - One picture you would use and why?
3. Once completed, ask groups to report back for overall discussion.

## POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

We've selected renewable energy for this particular activity based on feedback during our Pacific wide consultation. This is one topic which is difficult to make appealing to audiences.

If you wish to adapt this activity to suit any factsheet provided in this toolkit there is a wide range of useful information and resources available at the SPREP website [www.sprep.org](http://www.sprep.org). Please visit the website to find what you think would suit your adaptation of this activity or email [sprep@sprep.org](mailto:sprep@sprep.org) for a direct link to the Information and Resource Manager who will be able to help you.

## REFLECTION AND DRAWING CONCLUSION:

- Of the renewable energy activities identified in your country, how strong was your knowledge of these activities? Why do you think this was?
- Thinking about your audience, what are some key points that can help make any story interesting?
- In what ways do you think these key points can be linked with the list of renewable energy activities provided?



**Pacific reporters from Fiji and the Cook Islands have one on one sessions with climate change staff from SPREP (2010)**



**Pacific island climate change practitioners stage a mock press conference**

## ACTIVITY 6

# JARGON BUSTER

For this particular activity, we focus on climate change however you can adapt this to suit any environment issue you wish. A list of climate change jargon and terms is found at the back of the toolkit for you to photocopy and use. If you wish to base this activity on jargon and technical terms used in other environment issues then please visit the SPREP website [www.sprep.org](http://www.sprep.org) for more information and terms.

### PURPOSE:

- To improve reporters' understanding of climate change or any other related environment terms by breaking down scientific jargon and technical terms.
- To enable reporters to explain climate change or any other related environment terms to the public.
- To boost reporters' confidence in dealing with climate change and environment terms.

### MATERIALS:

The list of 10 different jargon and technical terms used in climate change provided at the back of this toolkit, blank A4 sheets of paper, flipchart paper, marking pens, cardboard, stopwatch

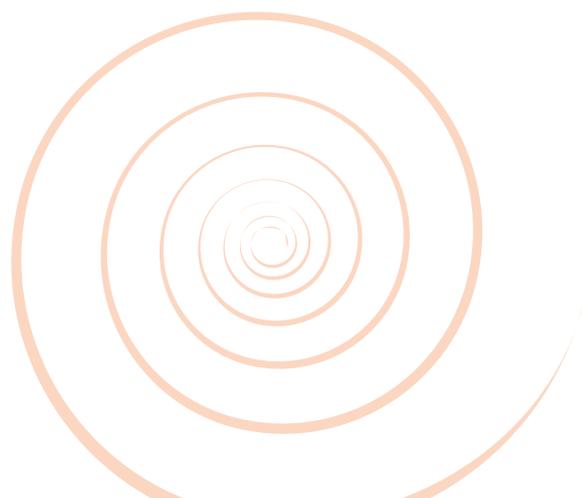
### ACTIVITY:

#### PART A:

1. Select an overall judge, timekeeper and scorer who will not take part in this activity
2. Provide the judge with a copy of the climate change terms, not to be shown or shared with others
3. Divide participants into small teams.
4. Ask each team to choose a name.
5. Explain the rule of the exercise

#### RULES

- The facilitator will start the round by showing a card containing a climate change term.
- Teams will have one minute in which to write the simplest meaning of the jargon on their flipchart paper.
- Teams will give their answer to the judge.
- The first team to finish is to call out. This team will be the first to explain its answer when time is up. All teams are to provide their answers after each round.
- The team with the highest points wins.



## POINTS SCORING

The judge will award teams the following:

- 1 point for first to finish
- 1 point for clarity
- 1 point for accuracy
- 1 point for originality
- -1 point if no definition



Regional Pacific reporter at work in Media Centre at the UNFCCC COP 15 (2009)

## ROUNDS

10 rounds – one for each climate change term.

- The first five rounds will run for one minute each.
- The last five rounds will last for 30 seconds each.
- At the end of each round, the points scorer will give a tally.

## PART B

1. Provide each group with four different climate change terms.
2. Ask each group to translate the jargon into local language.
3. Write down the translation on flipchart paper.
4. Ask groups to share their translations with the room.

## POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

You could do a short activity first if you would like to become familiar with the terminology. One may be to divide the groups into different teams and provide them with the scrambled terms and definitions and ask them to have a race to match all words and definitions correctly.

Another variation of this activity would be to split the whole group into two, give one group all the terms and the other group all the definitions and ask them to find their match – correct term with correct answer.

Please note that you can do this for any environment topic. For example, it could be done using biodiversity jargon with terms such as ecosystem services, ecosystem based adaptation, endemic species, invasive species. Visit [www.sprep.org](http://www.sprep.org) for different topics and relevant terms.

## REFLECTION AND DRAWING CONCLUSION:

- What are some new terms that you learnt today?
- How well do you think your audience understands these terms?
- How would you overcome the challenge of explaining these terms in your news story to help raise the level of understanding of your audience?
- How does a full understanding of this terminology strengthen your ability to pursue environment stories with confidence?

## ACTIVITY 7

# LOCALISING GLOBAL ENVIRONMENT NEWS

The information provided by any of the factsheets can help you with this activity. In particular, it can be adapted to suit any of the issues addressed in the factsheets.

### PURPOSE:

- To assist reporters to look for local story angles from international environment or climate change reports and stories.
- To assist reporters to consider audience-specific stories on climate change or other environment-related issues.

### MATERIALS:

Select a newly published international news release on climate change. These can be sourced from the internet through your News Alerts or you can visit [www.rtcc.org](http://www.rtcc.org) – Responding to Climate Change – a news network that focuses on climate change news. Other materials required include blank sheets of A4 paper, flipchart paper.

### ACTIVITY:

#### PART A:

1. Divide participants into groups.
2. Read the international story provided.
3. Ask groups to discuss the story and identify the angle, key messages and issues.
4. Ask the groups to identify ways the story can be localised so that it is relevant to the local audience.
5. Ask groups to list the following on flipchart paper:
  - Local story angles- four sources that could be interviewed for the story
  - Four possible images, sound bites and footage to go with the story
  - Four places where official scientific information or data could be obtained
6. Ask groups to present back to the room
7. Discuss findings.

#### PART B

In groups discuss and list how the story could be written for a specific audience such as

- School children
- Villagers
- Researchers
- Urban residents

## PART C

You could ask your participants to identify any national symbols. These could be places of importance such as a stretch of coastline, an important building or monument, a special cultural event or an animal of iconic importance. Once identifying this important national symbol ask groups to brainstorm information about it and then:

1. Ask groups to discuss how climate change will impact on this symbol of national importance.
2. Ask groups to assign members to the following roles:
  - a. Reporter
  - b. Editor
  - c. Features editor
3. Once these have been assigned, on flipchart paper:
  - a. The reporter is to write the first three paragraphs of a story and explain which sources will be used.
  - b. The editor is to prepare follow-up ideas for the next day's paper.
  - c. The features editor is to come up with a strategy on how to keep the issue alive through a series of feature stories.
4. Ask groups present back to the room.

## POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

For Part B of this activity you may want to ask groups to identify any audiences that are not included in the list of examples.

## REFLECTION AND DRAWING CONCLUSION:

- How often do you or your newsroom localise news items from international news feeds?
- How often are these news items specifically focussed on the environment or climate change?
- Why do you think developing these news items is important for your audience?
- What steps do you think your newsroom could take to localise more environment or climate change news from international news feeds?
- Why do you think a story addressing the impact of climate change on a symbol of national importance would be one that your audience can relate to?
- What role do you think national pride and morale plays when developing your news items?



Pacific media workers from the Cook Islands learn about biodiversity through group work (2011)

## ACTIVITY 8

# LINKING YOUR ENVIRONMENT TO CLIMATE CHANGE

This activity is linked to the Ecosystem based Adaptation Factsheet which explains biodiversity and how a strengthened environment can help build resilience to the impacts of climate change.

### PURPOSE:

- To show journalists the link between biodiversity and climate change.
- To find interesting and compelling stories about biodiversity and climate change.
- For journalists to understand the role of a strengthened environment in building resilience to climate change.

### MATERIALS:

A copy of the biodiversity poster (provided), blank A4 paper, flipchart paper, post-it notes, marking pens.

### ACTIVITY:

#### PART A

1. Divide participants into groups.
2. Give each group a biodiversity poster.
3. Ask each group to discuss three major impacts of climate change on biodiversity.
4. Ask groups to write these down on a separate post-it note and to place the notes in an appropriate location on the biodiversity poster.

#### PART B

1. Ask each group to choose one impact and discuss how it can be developed into a story.
2. Ask each group to list the following on flipchart paper:
  - The purpose/type/angle of the story
  - Two people who could be interviewed and why
  - Two official sources of information and why
  - The type of picture or video that could accompany the story.
3. Ask groups to report back to the room
4. Facilitate discussion.

### REFLECTION AND DRAWING CONCLUSION:

- Do your participants fully grasp what biodiversity is? If so, discuss how they understand it.
- What was learnt from this activity that helped people understand how a strong environment can build their resilience to climate change?
- What are some examples that the participants have experienced or seen first-hand when climate change has impacted on their environment and actions that have been undertaken using nature to strengthen resilience?



## ACTIVITY 9

# CLIMATE CHANGE AND WASTE

This activity is linked to the Climate Change and Waste Factsheet which provides further information. Should you wish to know more about E-Waste and incorporate an E-Waste theme to this activity, please download the “E-Waste for Pacific Journalists Guide” at: [http://sprep.org/attachments/Publications/EWaste\\_Guide\\_Journalists\\_Pac.pdf](http://sprep.org/attachments/Publications/EWaste_Guide_Journalists_Pac.pdf)

### PURPOSE:

- To develop waste story ideas at individual, community and national levels.
- To draw the link between waste and climate change.

### MATERIALS:

Blank A4 paper, flipchart paper, marking pens. It may also be helpful to have copies of the Climate Change and Waste factsheet on hand.

### ACTIVITY:

1. Divide participants into groups.
2. Ask groups to make two columns on their flipchart paper.
3. In column A ask groups to list the impacts of climate change affecting their communities.
4. In column B ask groups to list the impacts of waste that their community is experiencing.
5. Ask groups to discuss the impacts of climate change on waste and possible ways the different issues can relate to each other.
6. Ask groups to report back for overall discussion.

### REFLECTION AND DRAWING CONCLUSION:

- Can you identify any key linkages between climate change and waste? If so what are these and how can they be explained in your news items?
- Are these interesting story topics to follow up? If so, how would you start to do so?
- On a personal level are there any personal commitments to good waste practices that journalists can do to help alleviate the waste issue?



## ACTIVITY 10

# VOX POPS TO GIVE YOUR COMMUNITY A VOICE

Any of the factsheets as part of this toolkit can be referred to, depending on your topic of questions and the information you need to develop your stories based on your vox pops.

### PURPOSE:

- To help reporters practice their interviewing skills.
- To gauge public knowledge and perceptions on climate change or other environment issues.
- For the purposes of this activity, we are using the issue of climate change.

### ACTIVITY:

#### PART A:

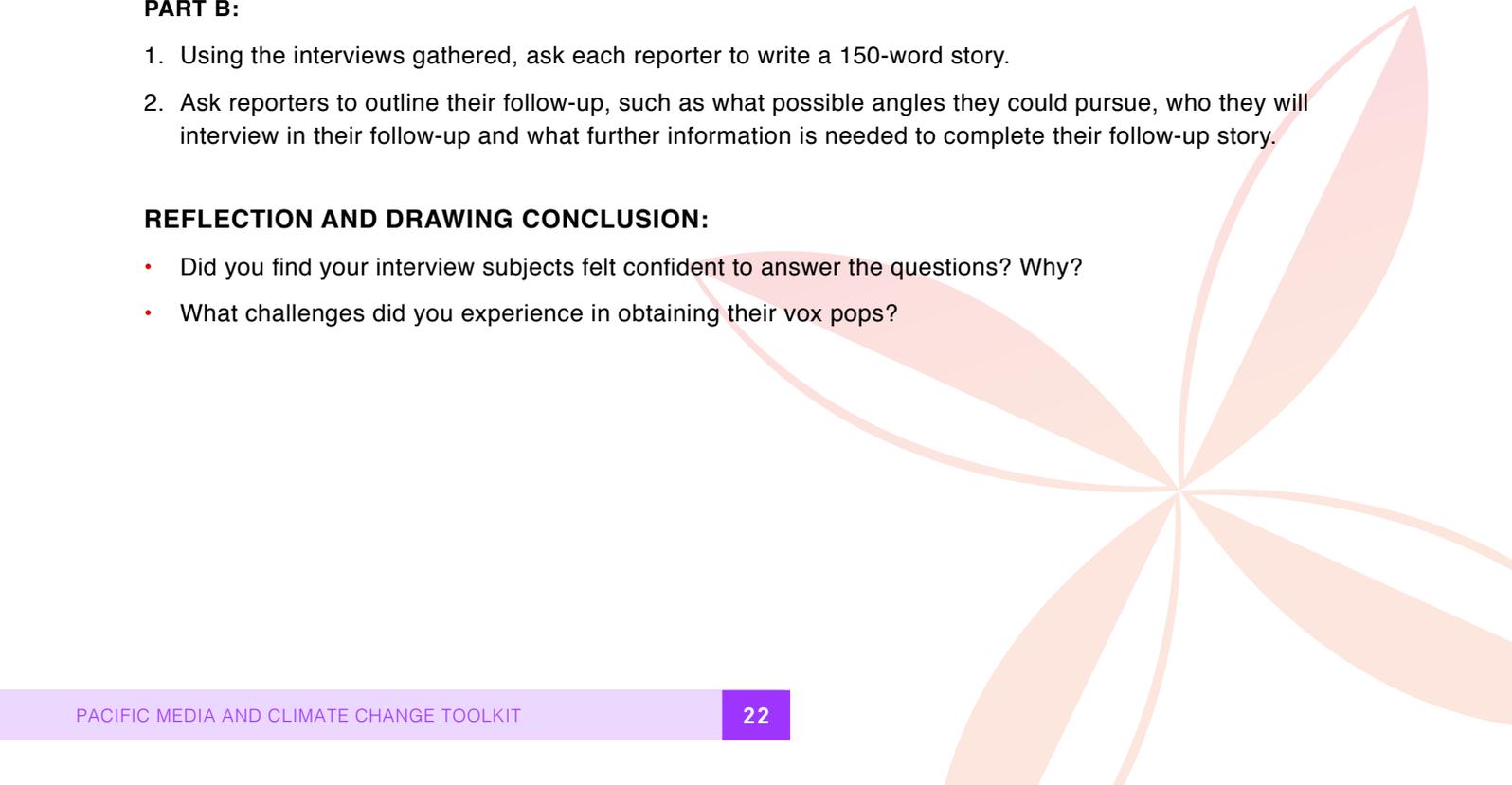
1. Divide reporters into groups of three
2. Assign them to carry out six street interviews or vox pops on climate change from a variety of different people. These can be questions that link climate change with a topical issue, or any other questions that you think may be better suited. Here are some possible questions:
  - How is climate change affecting you?
  - How is climate change affecting your community?
  - What do you think is causing climate change?
  - What actions do you think can be taken to deal with climate change?

Should you wish to focus on specific sectors you could adapt the questions to ask 'What actions do you think the government/private sector/international community could take to adapt to climate change?'

#### PART B:

1. Using the interviews gathered, ask each reporter to write a 150-word story.
2. Ask reporters to outline their follow-up, such as what possible angles they could pursue, who they will interview in their follow-up and what further information is needed to complete their follow-up story.

### REFLECTION AND DRAWING CONCLUSION:

- Did you find your interview subjects felt confident to answer the questions? Why?
  - What challenges did you experience in obtaining their vox pops?
- 



## ACTIVITY 11

# A THOUSAND WORDS

Any of the factsheets can be used for this activity. You need to provide reasoning behind your choice of images or footage.

### PURPOSE:

To use compelling images to portray the impact of climate change on Pacific island communities, pictures speak a thousand words.

### MATERIALS:

Camera, mobile phone with camera, laptop, prize for winning photo

### ACTIVITY:

#### PART A:

1. Brief reporters on their task:

To go outside of the training venue and take pictures that show the impact of climate change on the community or how the community is dealing with climate change. Indicate that the best photo will win a prize and be published in the local media.

Alternatively should your training be held where this may be difficult, ask your reporters to go through stock footage or images in your library to find images that show the impact of climate change on the community or how the community is dealing with climate change.

2. Advise reporters that they have 40 minutes to complete this task.

#### PART B:

1. Ask reporters to select one photo that captures the impact of climate change.
2. Load reporters' chosen photo onto the laptop and ask each reporter to explain why he or she chose that photo.
3. Ask participants to vote for the best photo. Award the prize for the best photo.

#### PART C:

1. Ask reporters to share their tips on taking photos.
2. Ask reporters to discuss ideas on how to tell a story using only images.

## POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

Should you wish to, you can:

1. Divide participants into groups
2. Ask groups to brainstorm and describe the types of images that may be able to portray the impacts of climate change on local communities
3. Groups are then to go online to search images that may best portray these.
4. Report back to the room why the groups feel this is the best image.

## REFLECTION AND DRAWING CONCLUSION:

- What do reporters find challenging about sourcing the 'right' images for news on climate change or other environment issues?
- Has this ever been a drawback to developing a news item or allowing for a news item to tell a visual story?
- How can newsrooms address this issue with their resources?



Pacific island climate change practitioner from Tuvalu presents communications group work



Pacific island climate change practitioners stage a mock press conference



## ACTIVITY 12

# EMPOWERING COMMUNITIES

Any of the factsheets will help you with this activity and how to develop news stories that stem from this activity. The topic you select will determine which factsheet you use.

### PURPOSE:

To look at positive steps that communities and governments are taking to deal with the effects of climate change. Pacific island communities are often seen as helpless victims of climate change. This exercise aims to break that perception.

Please note this activity could be used for environmental issues other than climate change, however for this example we are focusing on climate change.

### MATERIALS:

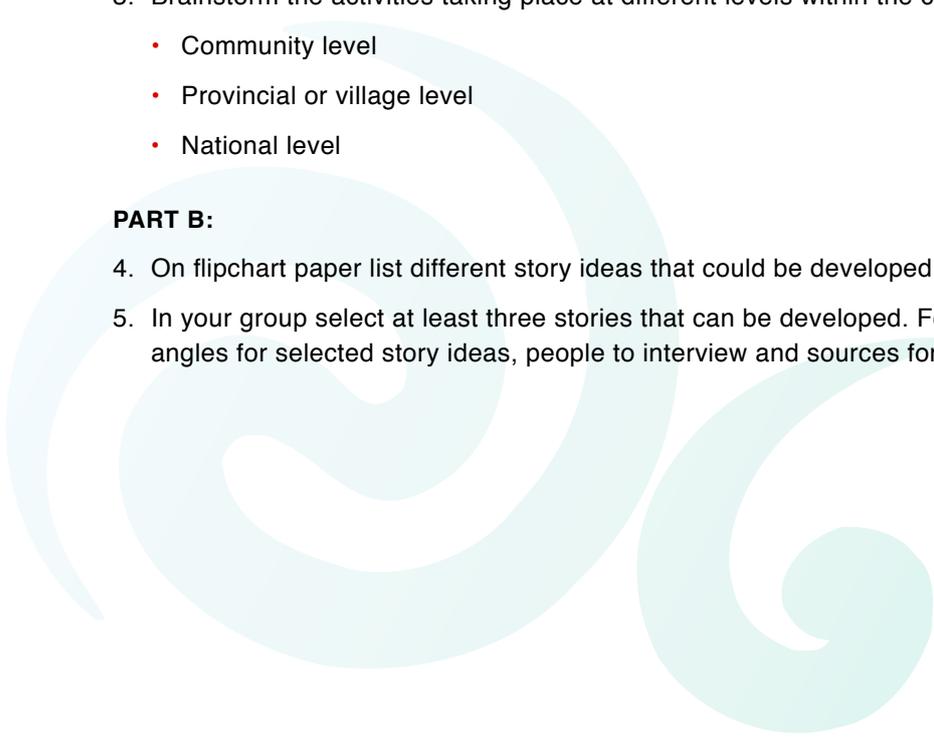
Internet, laptop, Climate Change Portal [www.pacificclimatechange.net](http://www.pacificclimatechange.net), flipchart paper, marking pens, A4 Paper

### ACTIVITY:

#### PART A:

1. Divide into groups representing radio, television, online and newspaper.
2. In groups brainstorm about activities being taken in the country to deal with climate change. These can range from renewable energy activities to community steps such as planting of mangroves to major infrastructure projects underway.
3. Brainstorm the activities taking place at different levels within the country –
  - Community level
  - Provincial or village level
  - National level

#### PART B:

4. On flipchart paper list different story ideas that could be developed based on the above.
  5. In your group select at least three stories that can be developed. For these three stories outline story angles for selected story ideas, people to interview and sources for further information.
- 

### POSSIBLE WAYS TO ADAPT THIS ACTIVITY:

You can ask reporters to brainstorm groups other than those suggested – community, provincial or village and national level.

You can also include the below as part of the overall activity:

1. Each group to highlight how the story can best be told in a compelling way through at least one of the following media – radio/TV/print/internet to capture audience interest.
2. Present back.
3. Discuss

### REFLECTION AND DRAWING CONCLUSION:

- What experience have you had first-hand of an activity to address climate change impacts? Either big or small.
- What do you think is the power of positive, success stories and what do you think your role is in empowering communities?
- Why do you think it is important that your audience is empowered through positive stories?
- What personal commitments do you think you could make towards developing more positive news items?



Pacific reporters from Samoa and Fiji part of the Pacific Climate Change Media Team UNFCCC COP 15 (2009)

## RESOURCES

### JARGON LIST AND DEFINITIONS

As taken from the Pacific Climate Change Portal [www.pacificclimatechange.net](http://www.pacificclimatechange.net) These are just some technical terms used in climate change. You can find more definitions at the Pacific Climate Change Portal Glossary.

Jargon	Definition
<b>Adaptation</b>	Making changes in order to reduce the vulnerability of a community, society or system to the negative effects of climate change. Includes building skills and knowledge as well as making practical changes such as strengthening coastal infrastructure, adjusting farming systems, and improving water management.
<b>Mitigation</b>	Efforts to reduce the levels of greenhouse gases in the atmosphere, either by limiting the sources or by enhancing the sinks. Examples include using fossil fuels more efficiently, switching to renewable energy sources such as solar energy and hydro-power, and expanding forests and other sinks to remove greater amounts of carbon dioxide from the atmosphere.
<b>Adaptation mainstreaming</b>	The process of integrating climate change adaptation into the policies and practices of an organisation or a sector, rather than treating it as a separate initiative.
<b>Ecosystem</b>	A community of plants and animals, and their relationships and interactions with each other and with their physical environment.
<b>Carbon sink</b>	A natural or artificial reservoir that takes up and stores carbon. Forests, oceans and soils are natural sinks, while landfills are artificial sinks.
<b>Food Security</b>	A situation that exists when people have secure access to sufficient amounts of safe and nutritious food for normal growth, development and an active and healthy life. Food insecurity may be caused by the unavailability of food, insufficient purchasing power, inappropriate distribution, or inadequate use of food at the household level.
<b>Renewable energy</b>	Energy that comes from sources that are not depleted or can be easily replenished, for example, hydro-power, solar energy and biofuels.
<b>Climate change</b>	Changes in the Earth's climate, due to human activities (anthropogenic climate change) or natural processes that are already occurring or predicted to occur. These include changed rainfall patterns, and more intense extreme events such as droughts, floods and tropical cyclones. Anthropogenic climate change is expected to happen much more rapidly than natural changes in the climate, posing an enormous challenge to both natural and human systems.
<b>Climate variability</b>	Changes in the climate occurring over months, years and decades. These include predictable changes, for example, the change of season, but also anomalies, such as change in the pattern of extreme events.
<b>Climate proofing</b>	Identifying risks that arise from climate change, and working to reduce those risks to acceptable levels through adaptation interventions.
<b>Deforestation</b>	The removal of trees or forest and use of the land for a different purpose, such as agriculture or urban development. Commercial logging, poor soil management in agricultural systems (leading to the need to clear more land for agriculture) and population growth all contribute to deforestation, along with inadequate policy to support sustainable forest management. Deforestation is a significant contributor to greenhouse gases in the atmosphere.
<b>Anthropogenic</b>	Caused by humans.
<b>Greenhouse gas</b>	An atmospheric gas that absorbs heat radiated from the Earth and redirects it back to the Earth's surface. The major greenhouse gases are carbon dioxide, methane and nitrous oxide.
<b>Sea level rise</b>	A phenomenon that has been increasing in recent decades, due to global warming. There are two causes: thermal expansion as the ocean waters get warmer, and the melting of ice from warming glaciers. Sea level is currently rising by an average of more than 3 mm per year, and may rise by up to 1 metre by the end of the 21st century. Sea level rise is already having negative impacts on coastal communities and ecosystems around the world.



### Direct human impacts

- Rapidly increasing human population
- Unsustainable harvest of fish
- Logging deforestation
- Logging ponds
- Poor agricultural practice
- Mangrove removal
- Inappropriate coastal defences
- Proposed mining operations
- Invasive species
- Nutrient and sediment flow
- Inappropriate rubbish disposal

### Climate change threats

- Sea level rise
- Increasing air and sea temperatures
- Rainfall increases
- More intense tropical cyclones
- Ocean acidification

### Natural disasters

- Cyclones and tsunamis
- Drought
- Earthquake

### Infrastructure needs

- Limited access to fresh water
- Lack of communication infrastructure
- Distance to markets
- Limited basic services
- Limited energy generation

### Social challenges

- Reduced self reliance
- Cultural transition
- Gender inequities
- Foreign logging workers





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