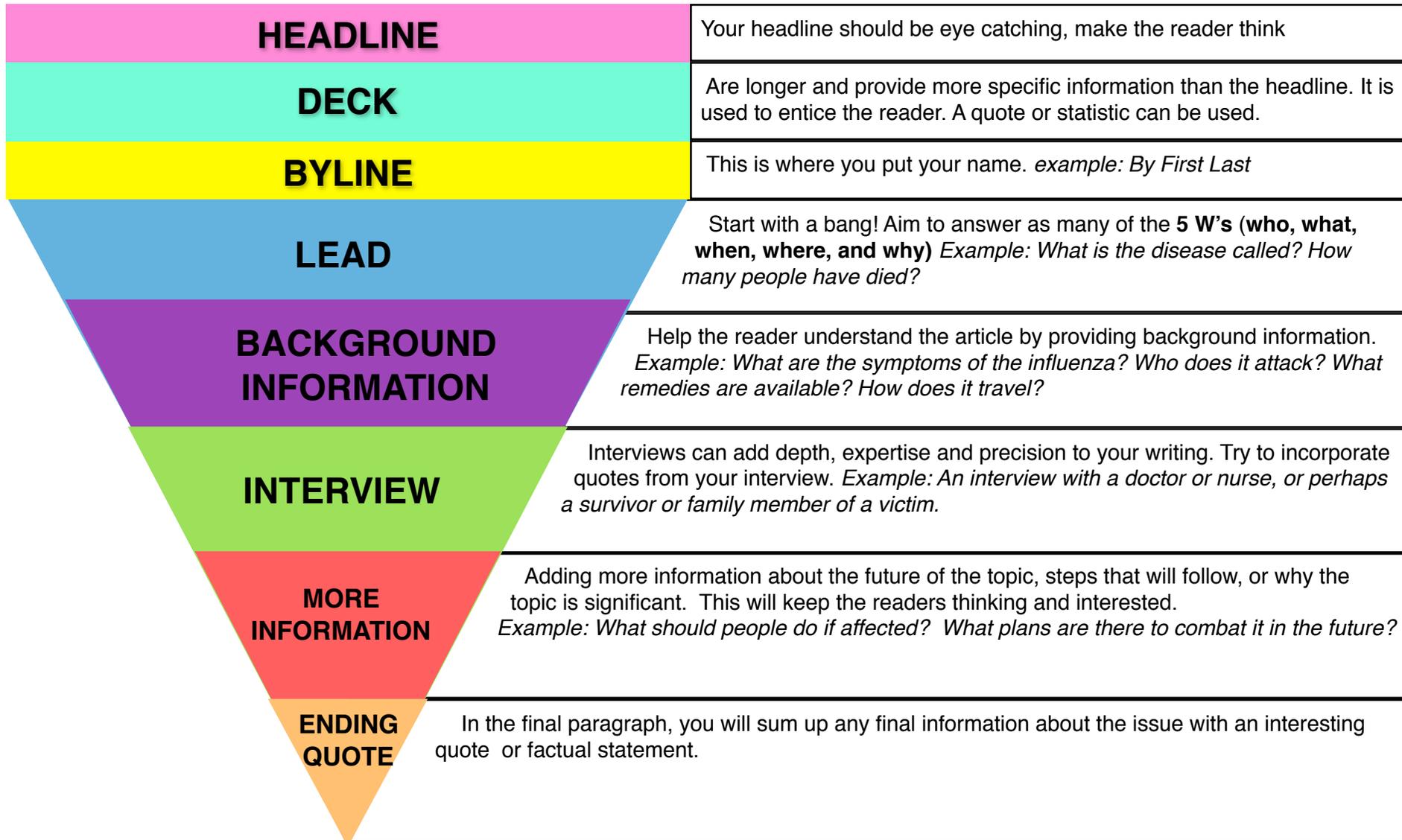


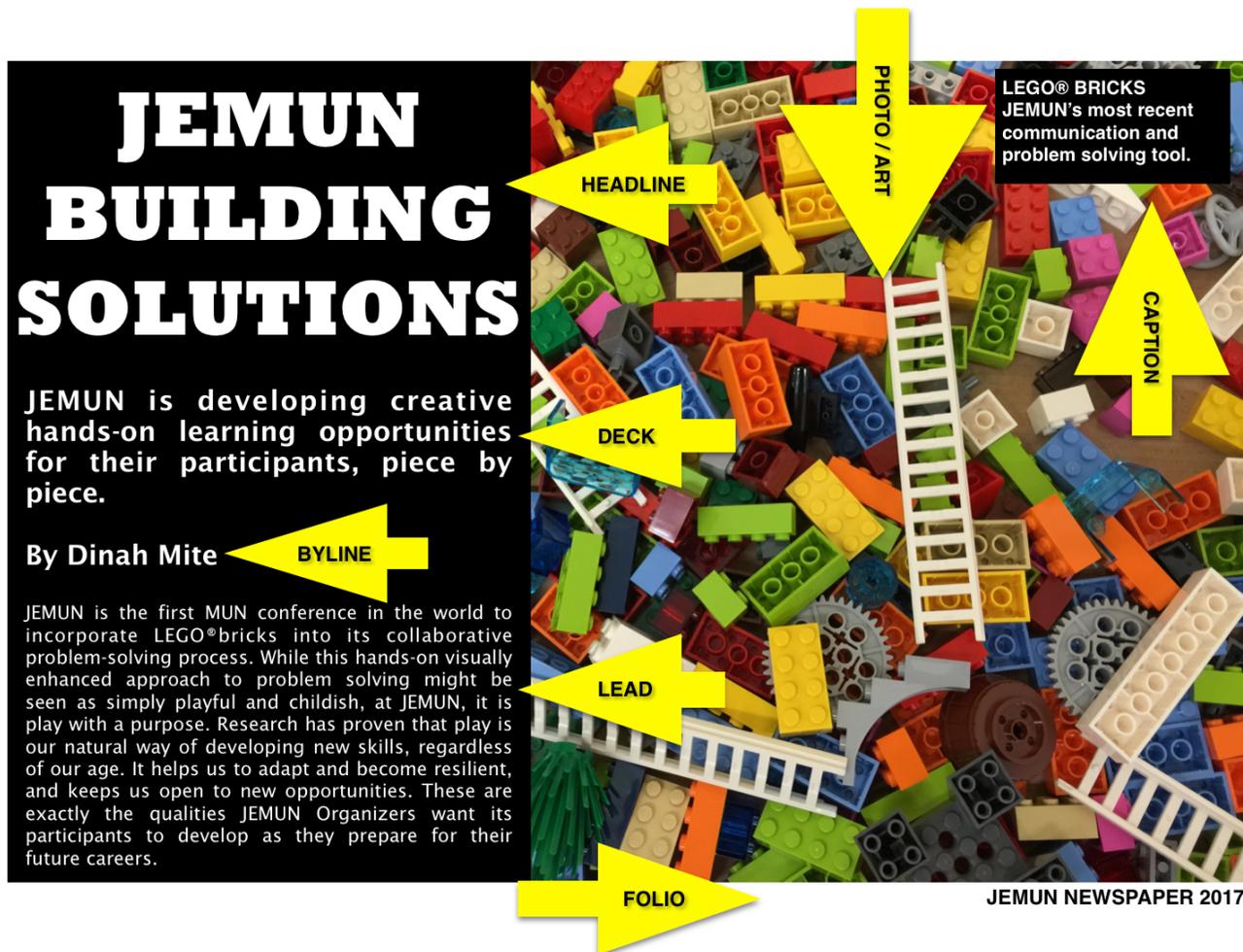
# JEMUN JOURNALISM

## NEWSPAPER ASSIGNMENT

At JEMUN, you'll be reporting on many events and will likely write six to ten articles over the weekend. To help you get a running start at the conference, let's take a look at some important elements of an article.



## ELEMENTS OF A NEWSPAPER ARTICLE



When you are writing your JEMUN article, please include the required elements and any of the optional elements listed below.

### **Required Elements**

Headline  
Deck  
Byline  
Lead  
Background Information  
Interview  
More Information  
Conclusion  
1-2 Photos or Art  
(all photos and art should be credited)  
Photo Caption  
Folio

### **Optional Elements**

Pull quotes  
Sub heads  
Infographics  
A large dropped initial capital letter

# STYLE GUIDELINES OF A JEMUN ARTICLE

**JEMUN Articles should try to follow the *Associated Press Stylebook*. It is a standard stylebook for most newspapers and magazines. The following information was taken from the *Associated Press Stylebook and Libel Manual, Sixth Trade Edition*.**

## Numbers

- spell out numbers one through nine; for 10 and up, use Arabic numerals.
- For ages and percentages, always use Arabic numerals, even for numbers less than 10.
- Spell out numerals that start a sentence, except for a calendar year.
- For large numbers: use a hyphen to connect a word ending in y to another word. *Example: forty-seven*
- Proper names: use words or numerals according to an organization's practice: example: Twentieth Century Fund*

## Dates

- Always use Arabic figures, without st, nd, rd or th.
- Capitalize months.
- When a month is used with a specific date, abbreviate only Jan., Feb., Aug., Sept., Oct., Nov. and Dec.
- When a phrase lists only a month and year, do not separate the month and the year with commas. (*e.g. January 1974 was the worst month.*)
- When a phrase refers to a month, day and year, set off the year with commas. (*e.g. Aug. 20, 1964, was the initial day.*)

## Monetary Units

- Use the \$ sign and decimal system for larger amounts: "\$1.01."
- Spell out the word "cents" in lowercase and use numerals for amounts less than a dollar: "12 cents"
- For dollars, use numerical amounts and the \$ sign except in casual references.
- For amounts exceeding \$1 million, use the \$ sign and numerals up to two decimal places: (*e.g. \$4.45 million*)

## Time

- Use figures except for noon and midnight
- Use a colon to separate hours from minutes (*e.g. 2:30 a.m.*)
- 4 o'clock is acceptable, but time listings with a.m. or p.m. are preferred.

## Quotation Punctuation

- Commas and periods go within quotation marks.  
(*e.g. "I am not responsible," he said.*  
*She said, "Let's go to the hockey game."*)

## Organizational Abbreviations

- Well known abbreviations for government organizations and agencies can be used, such as FBI, CIA, GOP, etc.

## Personal Titles

- Refer to both men and women by first and last name: "Susan Smith," not "Mrs. Smith."
- Capitalize a formal title if it is used immediately before a person's name. The titles can be lowercase if no name is present: "President George Bush." "The president issued a statement."
- Abbreviate titles when used before a full name: "Dr." "Gov." "Rep." "the Rev."

## Fractions and Percent

- Spell out amounts less than 1 in stories, using hyphens between the words: "two-thirds"
- Use figures for precise amounts larger than 1, converting to decimals when practical.
- Use figures and spell out the word: "50 percent of the people were there."
- Repeat percent with each individual figure: "10 percent to 30 percent will attend."

## JEMUN JOURNALISM PRE-CONFERENCE NEWSPAPER ASSIGNMENT

This year's JEMUN conference has 6 meetings. The overall theme of the conference is ***At the Crossroads of Climate Change***. Which of the following 6 meeting rooms have you been assigned to? Highlight or circle the meeting room you will be reporting on and writing about.

Meeting	Agenda and related Sustainable Development Goals (SDG) 2 and 3	Specialised Committee Topics that will be discussed in the meeting room
1	Protecting vulnerable groups from the health impacts of extreme heat	Committee A: The less abled, pregnant, or already infirm Committee B: The poor, displaced and homeless Committee C: Children and the elderly Committee D: Athletes Committee E: Outdoor and manual workers
2	Addressing the needs of children in climate-related disasters	Committee A: Water scarcity Committee B: Food insecurity and malnutrition Committee C: Disruptions in school attendance Committee D: Migration and risks of exploitation Committee E: Disruptions in healthcare
3	Climate change and disaster risk management in the Pacific Region	See the meeting room agenda summary on the JEMUN website.
4	Sustainable cities and resilience to disasters	See the meeting room agenda summary on the JEMUN website.
5	The coordination and implementation of earthquake preparedness and response activities	In this meeting room, twelve country delegates from the Asia-Pacific region will utilise LEGO bricks as a communication tool to collaboratively develop a set of guiding principles for the coordination and implementation of earthquake preparedness and response activities. Through this innovative hands-on approach to problem solving, the delegates will gain a deeper understanding of the risks associated with earthquakes, the roles of stakeholders, and the importance of preparedness for effective response.
6	Sustainable Lifestyle Choices: Increasing the participation of civil society in tackling climate change	Committee A: Energy Committee B: Food and Agriculture Committee C: Transport Committee D: Residential

All JEMUN newspaper journalists are required to complete two pre-conference assignments. The first assignment is a **two page summary of your assigned meeting room topic** and the second assignment is a **meeting room backgrounder**. In completing these, you will learn more about your meeting room topic, practice using the JEMUN article elements and style guidelines, and try out your interviewing skills.

**Assignment #1:**

***A two-page summary of your assigned meeting room topic (see the required content for each page below)***

**Page 1**

Name:

Meeting Room Agenda:

*An explanation of the Goals (SDG's) and the SDGs related to your meeting room agenda. (1 paragraph)*

*Interesting statistics/data related to your meeting room agenda/committee topics. (these can be listed as bullets)*

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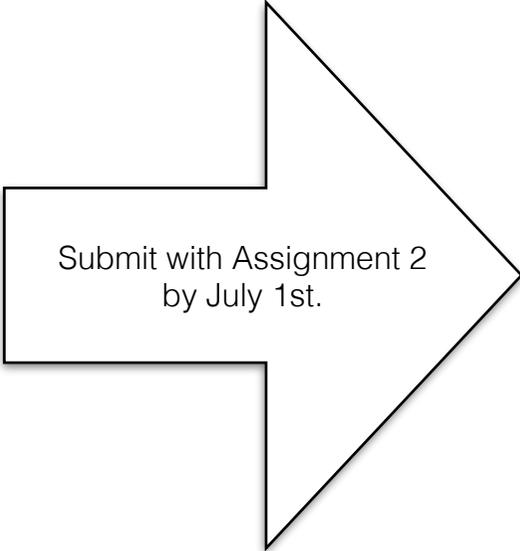
**Page 2**

*Five Ideas for stories related to your meeting room topic. (these can be listed as bullets)*

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*Possible questions related to your meeting room topic that you could ask when reporting.*

*Terminology related to the meeting room agenda /committee topics.*



Submit with Assignment 2  
by July 1st.

**Assignment #2:  
Write a meeting room backgrounder.**

- Include all of the required elements of a JEMUN article.
- Follow the JEMUN style guidelines.
- Interview at least one person and quote them in your article.
- The article should be between 400 and 800 words.
- After editing your article, save it as a word document
- Submit your article and one photo to the submission page on the JEMUN website.
- The deadline to submit both **assignment #1** and **assignment #2** is July 1st. Submit them at the same time.

**Meeting 1  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #1:**

**Protecting vulnerable groups from the health impacts of extreme heat**

**Meeting 2  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #2:**

**Addressing the needs of children in climate-related disasters**

**Meeting 3  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #3:**

**Climate change and disaster risk management in the Pacific Region**

**Meeting 4  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #4:**

**Sustainable cities and resilience to disasters**

**Meeting 5  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #5:**

**The coordination and implementation of earthquake preparedness and response activities**

**Meeting 6  
Article Assignment Topic**

**Write a background article on the agenda of meeting room #4:**

**Sustainable Lifestyle Choices: Increasing the participation of civil society in tackling climate change**

## How do I write a backgrounder (Assignment #2)?

As the name implies a backgrounder is a news article, or PR release, that gives the reader background information about something. This background information helps readers to understand the causes of news events, and context from which they emerged. Like all news article it should try to answer the Who? What? Where? When? Why? and How? questions.

Although there is almost no limit to how detailed a backgrounder could be, at JEMUN we will focus on a few simple steps to help you create your assignment. Let's look at them now, using a shortened version of the United Nations Food and Agriculture Organization's report on Avian Flu. (See attached long version for more details.)

### 1) First paragraph/Opening summary (What?)

This provides the reader with an overview of the article's subject. Depending on the length of you article it could be a single topic/introductory sentence, or an entire paragraph. For example:

*Avian influenza has the potential to be one of the 21st century's greatest public health challenges.*

### 2) Scope (Who? Where? When?)

This section expands on the opening summary, and starts to answer the Who? Where? When? questions. It tells the reader the size of the problem, and the area likely to be effected.

*Wild birds may carry H5N1 from one area to another through the process of migration. However, the conditions in the production environment, on farms and in rice paddy fields play a major role in subsequent secondary spread of the disease, as do the carrying of poultry from one point to another and live bird markets.*

### 3) History (How did this situation develop? Where are we now?)

This section tells the reader about the subject's origins and major events. It is typically 1~3 paragraphs long. For example:

*The earliest known transmission of avian flu to humans occurred in the 1930's. In the last 10 years there has been a progressive increase in the number of outbreaks of avian flu in poultry compared with the previous 40 years. The human health implications of avian flu were fully revealed in 1997 during outbreaks in Hong Kong. Since then, there have been other episodes with human deaths – in Hong Kong and in the Netherlands in 2003, and the current series of outbreaks in East Asia.*

### 4) Mission/Philosophy/Organizational Process (what is being done about this situation? Now and in the future?)

This section tells the reader what is being done about this issue. For example:

*The UN WHO is currently conducting research into potential avian flu vaccines.*

### 5) Conclusion

The conclusion should remind people of the topic, tie in the details, and offer suggestions/predictions for the future. For example:

*Although avian flu is a potential global health crisis, the the WHO, and other intergovernmental bodies, are working hard to avoid such a catastrophe.*



See Example on  
the next page



## BACKGROUND

- The FAO Approach

- **Background**

The A, B, C, H and N of Bird Flu Viruses  
 Bird Flu - The Chronology of a Disease

HSN1 circulation in Southeast Asia before 2004

- Statements
- Declarations
- Communication
- Conferences & Meetings
- Partners
- Links



### AVIAN FLU IS ...

Avian flu (or *avian influenza*, and commonly known as *bird flu*) is an influenza type A virus that appears in many different sub-types classified according to the nature of the two components that make up the virus - haemagglutinin (H) and neuraminidase (N).

Haemagglutinin is a protein found on the surface of influenza viruses which is responsible for binding the virus to the cell that is being infected; neuraminidase is also found on the surface of influenza viruses. There are 16 haemagglutinin and 9 neuraminidase subtypes of influenza A virus, giving rise to hundreds of variations on the 'HxNy' combination. All combinations may be found in wild aquatic birds, while H1, H2 and H3 have been circulating on and off in the human population for at least one century.

Avian flu in wild and domestic birds can exist in two different forms - one that has a low capacity for causing disease (low pathogenic avian influenza or LPAI) and one that causes disease very easily (highly pathogenic avian influenza or HPAI). The form of avian flu that is currently the subject of concern is known as H5N1, which falls into the category of HPAI avian flu because it has killed tens of millions of domestic birds and probably tens of thousands of wild birds.

Migratory water fowl - most notably wild ducks - constitute the natural reservoir of the virus. Poultry flocks (chickens, ducks, turkeys, geese) are susceptible because the virus can spread rapidly through contact between a sick bird and a healthy bird. Wild birds may carry H5N1 from one area to another through the process of migration. However, the conditions in the production environment, on farms and in rice paddy fields play a major role in subsequent secondary spread of the disease, as do the carrying of poultry from one point to another and live bird markets.

Influenza A (H5N1) virus is very contagious among birds and carries a high mortality rate. In addition, if an outbreak occurs, many healthy birds risk being culled to prevent spread of the disease. As of mid-2006, it is widely estimated that at least 200 million domestic birds (out of a total world population of 10 billion) have either died or been culled as a result of H5N1.

The spread of the disease has raised great concerns for animal and public health: in the last 10 years there has been a progressive increase in the number of outbreaks of avian flu in poultry compared with the previous 40 years. While avian flu is primarily a bird disease, affecting mostly poultry and some types of wild bird, it can also affect other animals. The virus is known to have occurred in cats and related animals such as leopards and tigers, in ferrets and stone martens (one case was reported in February 2006 on the island of Ruegen in Germany) and in dogs and pigs. It is thought that other animals contract the disease through eating raw infected birds.

The disease can also affect humans but only after eating poultry meat that has not been cooked properly or after very close contact between a person and an affected animal. Even so, it is rare for the current strain of avian flu - highly pathogenic H5N1 genotype Z - to transfer from animals to humans.

However, if it infects humans, the consequences may be dramatic. The human health implications of avian flu were revealed in 1997 during outbreaks in Hong Kong. A total of 18 people fell sick, six of whom died. Since then, there have been other episodes with human deaths - in Hong Kong and in the Netherlands in 2003, and the current series of outbreaks in Asia (mostly in Southeast Asia), Central Asia, Africa and Europe, which has resulted in over 240 cases of human disease and 141 deaths since the end of 2003<sup>1</sup>.

The fact that people become sick from infected poultry rather than from wild birds indicates the need to focus on disease control at source, in domestic birds only through protecting poultry can we begin to talk of protecting people.

<sup>1</sup> Official statistics from the World Health Organisation (WHO) as of 23 August 2006