

Writing an Article



INTRODUCTION

Written articles have been primary source of sharing information. In recent years they have evolved from being shared through print media to now online on a virtual. The advent of the internet and social media has virtually made everyone using them a journalist. Articles are of different types. The key ones are

News articles: Inform readers about things that are happening in the world or in the local area.

Feature articles: Compared to News article, a featured article explores news stories in more depth. Often the trigger or motivation is because of a story that has been in the news for a while. A feature articles goes beyond telling what has happened, but explores or analyse the reasons.

Editorials, columns and opinion pieces: By invitation these are written by experts whose opinions are valued. Styles might differ from serious to comic depending on the personality of the person.

YRE steps: Investigate, Research Solution, Report, Disseminate

Curriculum Linkage: Science/ Environmental Studies/Social Science/ Global Citizenship

Objectives:

Students will be able to

- present their observations in a structured manner.
- build a sense of confidence about writing abilities.
- polish their observation, analytical and presentation skills.

Time required/ Duration:

- **Classroom session 1:** 45 minutes for introducing students to different writing styles and classroom discussions.
- **Home assignment 1:** Five to six hours over a week for students to identify various problems.
- **Classroom session 2 :** 45 minutes for writing the article.

Resources Required:

- Stationery including notepads and writing material
- Internet
- Laptop/ computer
- Old newspapers
- Resource 1 (Structuring an Article) & 2 (Atlantic Recycling)



15-18
Years



Activity

Classroom session 1

- Share old newspapers with students.
- Ask the students to read in class different types of newspaper articles to introduce students to different types of articles.
- Discuss with students about how different articles were written and how they could go about writing an article; Refer Resource 1-structuring an article.
- Project Resource 2 - Atlantic Recycling 'serious pollution' still not removed, BBC News, 2017; in the class/ or students could be given a handout of the same.
- Facilitate a classroom discussion using Resource 2 on the observations of the students on structuring and article.

Home Assignment 1

- Guide students to identify and observe one issue related to waste management near their homes.
- Some of the issues which students may observe include:
 - waste disposal practices by households,
 - waste segregation (at household level/ collection of mixed waste)
 - littering in their locality (where people litter the most - local shopping center, park, streets, empty plot of land, etc.).
- Encourage them to find the best practices or similar problems on the area of identified issues.
- Ask students to record their observations with the objective of writing a newspaper article on the issue.

Classroom session 2

- Ask students to display their articles, ask them to take notes of the interesting aspects.
- Discuss the articles and encourage a round of peer review/feedback.

Evaluation:

Identify if the main idea of waste generation, behaviours and problem areas are getting reflected and amplified through the article and students are able to reflect on the nuances of a good article.

Check for the following in student articles

- Inclusion of supporting material like photographs and data.
- Presentation of information in order of importance/relevance.
- Continuity in the storyboard of the article, clarity and ease of understanding.

Resource 1

Structuring an article:

Structuring an article is important in order to maintain focus and continuity. Two basic building blocks are used by journalists.

1. The linear storyline wherein the story moves ahead in a linear fashion from the main topic to the body and finally the secondary material.
2. The main topic is not presented directly, rather it is kept purposely hidden. It is presented in the form of an anecdote, incident or something else that hints at the main idea.
3. In order to organize the story, following seven steps should be followed:

Step 1	Identify and focus on the main idea
Step 2	Locate and put in place the material that supports, explains, amplifies the main idea
Step 3	Organise the material in order of importance
Step 4	Decide if you want to choose the direct or indirect approach
Step 5	While writing, make sure that the different elements are linked with transitions
Step 6	Read your completed copy and check for accuracy, brevity, clarity, grammar and word usage style . Make sure you have buttressed, documented, amplified the main idea.
Step 7	If you encounter any problems in step 2 through 6 - rewrite

Link to the YRE Handbook

<https://static1.squarespace.com/static/552e4b07e4b0d43bb9fe3f42/t/56af2a9ce32140aba6f96dcd/1454320291485/YRE+handbook+-+part+1.pdf>

Resource 2

Atlantic Recycling 'serious pollution' still not removed (BBC News, 2017)

29 November 2017

A recycling boss who dumped waste at a conservation site has failed to remove it four years after being ordered to do so.

In 2013, David Neal was given a suspended sentence and companies he ran from Wentloog, Cardiff, fined. Since the conviction, Neal admitted not complying with the environmental permit ordering him to remove the waste.

At Cardiff Magistrates' on Tuesday, he was given a suspended 18-week sentence, with fines and costs of £230,000.

He admitted charges of failing to comply with an environmental permit, as well as on behalf of Atlantic Recycling - his waste management company that takes household and general builders' waste from customers.

During the May 2013 case, magistrates heard "substantial and serious pollution" leaked toxic liquid water at the firm's base, Ty-To Maen Farm on the Gwent Levels.

The area falls within a Site of Special Scientific Interest for its fauna and flora and was monitored by the Countryside Council for Wales.

A year-long investigation by Natural Resources Wales (NRW) found toxic liquids leached into a reën - a ditch - after neighbors complained of strong odors.

Neal pleaded guilty to breaches of environmental rules and also pleaded guilty on behalf of his two businesses (Atlantic Recycling and Neal Soil Suppliers) to depositing waste likely to cause pollution to the environment or harm to human health.

The companies and Neal were ordered to pay £200,000 in fines and costs, while he was also handed a suspended three-week prison sentence.

In addition, they were issued with a court order to remove wastes from the site. But since the conviction, NRW said: "the operator has failed to comply with the legal notice or take any significant steps or provide adequate plans to improve operations".

Atlantic Recycling was fined £130,000 on Tuesday and ordered to pay £50,000 costs.

Neal was fined £30,000, ordered to pay £20,000 costs, and given an 18-week prison sentence, suspended for 12 months.

Jon Goldsworthy, of NRW, said: "Despite our best efforts to work with David John Neal and the companies he operates, he continues to show a lack of respect for the rules we enforce and for the health of the environment."

Source: (2017, 12 26). Retrieved from BBC News: <http://www.bbc.com/news/uk-wales-south-east-wales-42157077>
Mencher, M. (2011). News Reporting and Writing. MacGraw Hill.



Large piles of unregulated waste were found on David Neal's former farmland on the Gwent Levels (image related text)