

Zejt-ung

- Voice of the future



- Categories: Editorial, The Natasa prize for Newspaper Printing Plants, News in education
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- Circulation and frequency: Zejt-ung is a part of the newspaper Flensburg Avis 6 days a week. 5000 printed newspapers are sold pr. day. 7.5 readers pr. paper. Zejt-ung is also present on webpage, Facebook and Instagram.
- Zejt-ung is a playfull including and educational newsmidia for the young members of the danish minority in Germany.
- Target of project: 10 - 16 years



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sejt: danish word for »cool«

ung: danish word for »young«

[zejt-ung]

Zeitung: german word for »newspaper«

- Since 1869 the newspaper "Flensburg Avis" have been delivering news to the Danish minority in Germany.
- In 2014 project "Zejt-ung" started, this was to become the first news media for the youth of the minority.
- Zejt-ung is now a daily page in the printed version of Flensburg Avis, has a separate webpage, Facebook and Instagram.

The purpose of Zejt-ung is...



- to make Flensburg Avis a paper for the whole family and get more readers in each household, and thereby **reinforce the reasons to keep the subscription** for the newspaper.
- to learn the children and youth of the minority to read news and **understand the way news inflict society** around them. (FX: we did a story about school toilets and with this story changed the schools politics regarding cleaning and toilet paper.)
- to engage the youth of the minority and **strengthen the community** cross distance through junior-reporters.
- to **know our readers** better than any other newspapers in the world. Zejt-ungs main target group is only around 3400 individuals. (This is the approximate number of children age 10-16 in the Danish minority.)



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The structure of Zejt-ung



The daily editorial staff consists of two journalist, a graphic designer and **18 junior-reporters**.

- Junior-reporters are students in **ages 9-17 year**.
- They have **volunteered** and written an application for the “job”
- They are all students at the **Danish schools** in Germany.
- The junior-reporters are assigned different tasks, but mostly they themselves choose what they want to write about. This is everything from **book reviews and critical articles** about school toilets to interviews with experts about politics and interviewing the first Danish astronaut.
- The junior-reporters are from all over the region, and also work as **ambassadors** for the newspaper on their school.



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- Here you see a few of our reporters and their geographic location.

Why use junior-reporters?

- They make sure that our media is always getting the **children's point of view**.
- They are the largest source of **inspiration for local school-related stories**. (FX: bullying, the ban on birthday cake in schools, projects in the student councils, exchange students, outdated IT-departments ect.)
- They **create an interest** for the newspaper on their schools.
- They want to do it. They **really** want to.
- We find, that children like stories with other **children in focus**.
- *There are of course some cons to this. Using junior reporters take a lot of time. Briefing them on a subject, guiding them to come up with questions, picking them up and driving them to interviews and finally helping them to the best possible outcome on an article.*



The work of our junior reporters



- Our reporters participate in various ways, here you will see and meet **13 year old Caroline**, who explains what it is to be a junior reporter: <https://www.youtube.com/watch?v=VV844CQ-K3Y&feature=youtu.be>
- Four of our reporters also went **six days without social media** and described the experience as part of a theme about youth and social media.
- A junior reporter interviewed **9 year old Najwa who fled Afghanistan** and is now living in Germany. He asked questions that the group of junior reporters came up with and discussed over WhatsApp.
- A junior reporter **interviewed the first Danish astronaut**, and this interview will be part of a big science week in September, when the astronaut goes to space.

To the left is an example of a story where two junior reporters asked classmates about dirty bathrooms at their schools and how it affected them. The story ended up changing the schools political surrounding the bathrooms.

When we laugh - we learn

- We found that kids are in a much **higher demand of positive news** than adults are. They like to hear about other kids who did something awesome or fantastic, and a humorous take on a subject often spikes a greater interest for news. This was the **conclusion after a workshop** evening where 12 junior reporters analyzed and rated different stories and ideas.
- We are trying to make every job, that the junior-reporters take part in, as interesting, **fun and fascinating** as we can.
- We work after a simple motto: **If we have fun** - the readers have fun. We strongly believe that if we are having fun making the news, this energy and feeling will transcend to the stories, and the readers will also have fun reading them.

Example: When we wrote about social medias, we also made a video with a new YouTube challenge every day in that week, and posted it to Facebook and on our webpage.

We challenged four of our junior-reporter to live without social medias for six days and on the same time we looked into the serious side of how social media affects kids, when they are ignored on Facebook by their classmates.

To the right is a picture from the recordings of a youtube-challenge video where some junior reporters and the staff sing in a car. We are having fun. Lots of fun.



The right to speak

Zeit-ung wrote about censorship after the terror attack in Paris. We wrote about the event in a serious tone, but tried to keep the main subject of censorship fun and playful.

“Do you know what censorship is?” This is the simple question we asked some of our young readers in the days after the terror attack in Paris. The answer was “no”.

Instead of just explaining this concept with words, we gave our self and the junior-reporters the challenge to show censorship in under **120 seconds of video**.

The concepts is simple and quite entertaining. We use our own media as an example. Two kids are asked “Do you know what censorship is?” and “Do you like Zeit-ung?” The first child answers no, and compliments Zeit-ung. The second kid also answers “no”, and then goes ahead and starts to talk bad about Zeit-ung. Which of course - **we then censored away**.

This video did not stand alone. For a whole week we dedicated our paper to articles about censorship and the events surrounding the attack in Paris and the Danish Muhammed-crisis in 2005. The censorship video is now something we often use, when we visit schools and **talk about journalism**.

To the right is a picture of an article about censorship - where parts of the article is censored away. There is also a competition, when you have to read through the whole newspaper, find the pages where something is censored out, and write down the page numbers.



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More than just a newspaper

[zeit-ung] vi rykker grænser



- Zejt-ung also makes **educational material for schools in Denmark**. This material has its base in themes from the newspaper with articles about different subjects for example identity, bullying and friendship. The material is for German/Danish language education and consist of articles on Danish and German, questions for the text, crossword puzzles and a lot more. The material is free and can be found here: <http://www.zeit-ung.de/?UNF=77>
- Zejt-ung also **partakes in different project with other organizations** in the Danish minority. We do this, to partake in our community to strengthen the sense of community in our newspaper. For example are Zejt-ung a part of arranging **this years school choir Christmas concert, making video productions for the exchange student-program** and working together with the local children's library.



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Development and financing



The project is financed by the Danish state. So far the project is funded with two million Danish crowns and set to run two years.

These funds mainly cover the pay of the two fulltime journalists, printing, camera equipment and a graphic designer.

- **Timeline:**

- Applied for funding: December 2013
- Hiring two new journalists for the project: May/June 2014
- Idea and development of content, webpage and design: June - September 2014
- Finding junior reporters and visiting schools to talk with target group: August 2014
- Survey with teachers: September 2014
- First printed issue: September 1st 2014
- First version of printed educational material: October 15th 2014
- Workshop with junior reporters. Evaluation of the paper so far and developing new ideas: March 13th 2015

Marketing

- Being part of an exciting and established newspaper naturally made this the base of our marketing. Our product is package of a bigger packet together with the adult news, so reaching the children and youth through the parents already reading the adult paper was the main focus.
- During development, the two journalist toured the Danish schools and youth clubs. Approximately 30 schools and clubs were visited.
- Half page adds ran in the newspaper "Flensburg Avis" to find junior reporters.
- The 46 Danish schools in Schleswig-Holstein, Germany received two printed posters. One informing the students of how to become a junior reporter and one informing about the subjects and content of Zejt-ung.
- Meetings were held with the union of Danish minority schools, informing them of the different possibilities of cooperation.
- Five full page count-down pages ran in "Flensburg Avis" on the spot where Zejt-ung was to come.

To the right is one of the full page announcements on the back of "Flensburg Avis" where Zejt-ung would be. It reads "Get used to turning the paper around - because here comes: Zejt-ung. Now there is only 5 days left."



Evaluation & Results

We plan to measure the success in four different ways.

- Number of readers that respond to subject in the paper by mail or other way.
- Number of students at the 46 Danish minority schools who know what Zejt-ung is. A poll will be made further into the project.
- The number of followers on Facebook and Instagram.
- The number of schools in Denmark that use our educational material by the end of 2015.

