EN VOZ ALTA:
HONDURAN YOUTH GAIN A STRONGER VOICE WITH
JOURNALISM EDUCATION

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ABSTRACT
The EnVoz Alta project involved teaching journalism to approximately 230 fifth and sixth grade students in Siguatepeque, Honduras. The students learned reporting and writing techniques through a mixture of lecture, interactive activities and writing assignments. Over the course of three weeks of daily hour-long classes, the students created their own portfolios of articles, which they used to create newspapers.

The lesson plans from the En Voz Alta project formed the framework for a series of seven instructional videos about journalism in Spanish. The instructional videos were posted on YouTube.

Weekly interviews with Honduran students’ homeroom teachers were analyzed through the lens of uses and gratifications theory to examine the benefits of student journalism education to elementary school students.
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1. INTRODUCTION

My interest in journalism awoke amidst the poverty, hurricanes, and heat of Honduras in 2005. Lack of experience notwithstanding, I became an editor for the Honduras Peace Corps volunteer magazine, *Alli No Mas*. For a year and a half I helped volunteers tell stories, vent, rant, and share their experiences.

Years passed. I returned to the States and worked in a biology lab. When I took the GRE in preparation for graduate school, my score on the verbal portion trounced the math score. I decided I had missed my vocation and matriculated to the Missouri School of Journalism.

My thoughts often returned to Honduras until I returned physically in March of 2011. My Honduran fiancée (now wife) inspired me to teach a journalism boot camp to the class of her fifth-grader cousin. We had been discussing something to do while I was visiting her over spring break. She suggested I do something using what I learned at the Missouri School of Journalism. The hastily planned crash course in journalism was a smash with the students and their teacher, Dilcia Ardon. The students wrote engaging and entertaining stories, which improved students’ writing and reading skills, according to Ardon.

After receiving $1,000 from the Duffy Fund, I was able to return and expand the course into the *En Voz Alta* project. “*En voz alta*” means “in a loud voice” in Spanish. I aspired to give 230 students louder non-verbal voices during the four weeks I taught journalism in three different schools. The project served as part of the requirements for completion of a M.A. in journalism from the University of Missouri at Columbia.
**Professional Project**

Three elementary schools, eight teachers and a total of more than 230 students participated in the journalism course I taught in the city of Siguatepeque, Comayagua Department, Honduras.

I worked with students at the schools named Estados Unidos de America, Luis Landa, and Norma Regina de Callejas. I taught the courses to four classes from August 22 to September 9, 2011 and then another four classes in a second set from September 12 to October 7. The classes focused on how journalists do their jobs, from research and interviews to writing and publishing.

During the final week of *En Voz Alta*, a journalist from *El Heraldo*, Alejandra Canales Chirinos, spoke to all of the students in an assembly. She told them about her career and encouraged them to submit their stories to the children's section of *El Heraldo*.

Each week I interviewed the students' regular teachers for feedback on how to improve the curriculum. I revised the curriculum as I went, using the interviews and my own observation of how well the students received the lessons. The lesson plans are available online here:

http://periodismoestudiantil.files.wordpress.com/2011/12/all-plans.doc

The lessons served as templates for instructional videos. The videos summarized the journalism curriculum so that any Spanish speaker with an interest in journalism and access to the internet could make use of the materials and instructions I developed. The videos are available on YouTube here:

https://www.youtube.com/playlist?list=PLiLKMiROk763WlmKT7WXaraYKQIMPTKTk
Research Article

The interviews with the teachers served as primary sources for an article about the En Voz Alta project. The teacher’s feedback provided useful guidance and may influence other educators to increase the use of journalism in their classrooms. This article emphasized the educational value of my project and elaborated upon how teachers can use the curriculum.

I submitted a version of this article to the Journalism Educators Association’s journal, Communication: Journalism Education Today. The magazine’s editors accepted my article for publication in the summer edition.

The editors of Communication: Journalism Education Today target their publication to high school journalism educators, hence their demographic coincides well with the educators who may benefit the most from learning about the En Voz Alta project. Other publications, such as Journalism and Mass Communication Educator, The Education Digest, and the Newspaper Research Journal, may also be considered for submission.

Career Goals

The En Voz Alta project met my career goals by increasing my international experience and building my experience in designing and leading projects. It also provided evidence of my ability to plan and innovate. Teaching journalism developed my understanding of the craft. Writing lessons, editing students’ work and teaching classes improved my fluency in Spanish. Making the videos enhanced my multimedia production skills.
*En Voz Alta* also illuminated ways of using journalism education as an aid to at-risk and under-privileged students. My hope is that the project drew a road map for other journalists interested in helping children. Either on assignment or vacation, professional journalists can repeat and improve upon the curriculum and teaching tools I developed.
2. TIMELINE

Week 1: August 14 – 20

- Arranged to teach classes in two schools (escuela primaria Luis Landa and escuela primaria Estados Unidos de America)
- Received official support from superintendent
- Developed lesson plans
- Acquired materials for class activities (newspapers, markers, poster paper, tape)

Field Notes:

My first week in country has been productive. I have the first four classes lined up for the student journalism project. One school is the same where I taught the one week course in March, Escuela Estados Unidos de America. The other is in the city center, Escuela Luis Landa.

Lesson plans for the first week are completed. They include:

- The basics of journalism (the 6 basic questions, interview techniques, inverted pyramid and other story forms, types of journalism, etc.)
- Analysis of newspapers (noting sources, quotes, ledes and other features; looking for bias)
- Communication Theory (framing)
- Journalistic ethics.

The first week will end with the elaboration of "reporter's notebooks." The next three weeks will involve the students working in groups to develop their own newspapers. The topics from the first week will be reviewed when they are relevant.
I have received a signed affirmation of support from the district superintendent of Siguatepeque. This means I have official governmental support for the project.

This Sunday I will be appearing as a guest on a regional television program to talk about the project. Hopefully this will serve as positive publicity for the project, and increase community awareness.

Please let me know if you would like to see the lesson plans. I can email them to you. Also please let me know if you would like more information about anything else in this update.

Week 2: August 21 – 27

Appeared on the television program Temas y Noticias; video available here: http://youtu.be/axnr8imwaXo

Revised lesson plans according to experience and teacher interviews

Field Notes:

Here is my executive summary of the 2nd week of the student journalism project. I attached the first two weeks of the longer entries that I will include with the final report, if you want to read more details of what is going on here.

This week was the first week of actually teaching classes. They went well, with the exception of a few outbreaks of anarchy. I have asked the teachers to stay in the room when I am teaching, since the discipline problems always occur when they leave. The students have been taught the basics of journalism, using lesson plans adapted from the curriculum I mentioned in the project proposal.
As could be expected, some students took to the project more than others. My hope is that some of the students who may not have been as interested in the news gathering and reporting may shine in page design and illustration, or perhaps sports reporting.

Teachers leaving the room were a problem twice more this past week. At Luis Landa Elementary, the teacher left for only about fifteen minutes and a Lord of the Flies-esque scene occurred. Students came to blows over control of a pencil, as opposed to a conch. Other students turned on each other in an effort to write the names on the board of students they wanted to see punished.

In a similar scene at Estados Unidos, one of the fifth grade teachers left to help an Italian exchange student she was hosting. The normally obedient and attentive students began to act up, until during a final crescendo of yelling and fighting I had to use the teacher's doomsday option, the dreaded police whistle. It took two full force blasts on the whistle to quiet the rebellion.

I'm not really in a position to order the teachers around, but I have since asked that they stay in the room.

Lesson plans for next week have been completed. They are much simpler that the first week's, since students will mostly be writing and editing using what they learned last week. Students will also edit each other’s work before I give it a final edit. I am not looking forward to reading more than 120 handwritten articles a day. Considering I am assigning each student five articles, this means I will have more than six hundred articles to read. I hope the lessons I taught on the value of brevity were taken to heart.
The project has good timing, since Children's Day, Teacher's Day, and Central American Independence day all occur in September. The students will have plenty of events to write about.

As I feared, class cancellations have been a problem, but thankfully, there is no teacher's strike in the grade schools. The high schools have been on strike for nearly three weeks. I hope strike-fever is not contagious.

Tim Wall - multinational star of cable access television, this is what I am going to put on my business cards.

Last Sunday, I appeared on Walter Suazo's cable access news show, Temas and Noticias. The interview went on much longer than I expected. I ended up talking for more than a half hour. A half hour of paranoia that I was going to make a serious error in my Spanish, or say something stupid and sink my project's battleship before it left drydock.

I didn't, and except for a call from a hopeful student who erroneously informed us that classes were canceled on Monday, the show went well. The show was broadcast live, and not taped. No one I knew had a VCR, so Dania (my girlfriend) taped the show on my Canon point and shoot, with amazingly good results. The sound was predictably bad, but the HD video was great, which will be important when I start filming the instructional videos at the end of the project.

**Week 3: August 28 – Sept. 3**

- Gave first writing assignments as homework
- Read, revised and graded the assignments
- Revised lesson plans according to experience and teacher interviews
Field Notes:

Last week, my students faced an intensive amount of writing and I faced an intensive amount of editing and grading. The second week of classes was either great or terrible depending on what grade level I consider. The three fifth grade classes are doing well, but the sixth grade class is falling further and further behind. Dilcia Ardon's class in particular is doing very well.

The root of the difference between the classes is the teachers' level of interest and support of the program. The sixth grade teacher canceled class on me three times this past week. Instead he dedicated that time to preparing his students for a folk dance presentation. I haven't even gotten a chance to assign their articles yet, something I did at the beginning of the second week in the other classes.

There have been some cancellations in other classes as well, but nothing as bad as with the 6th grade class. There is also a much greater degree of teacher interest in the other classes. The other teachers have incorporated my classes into their Spanish class curriculum and are using my evaluations of their articles to give grades. At the very least the students do the assignments because they want grades.

The students were assigned four homework assignments.
1. Conduct an interview and write a profile of someone in the community.
2. Write a news article about something important or interesting happening in your community
3. Create fun content for their newspapers, such as jokes, riddles, crossword puzzles, or cartoons
4. Write a review of some form of entertainment, such as a movie, video game or music.

During class, the students then edited each other’s articles. They have been very good at catching grammar and spelling errors, but haven’t done much in the way of constructive criticism.

Some of the interviews the students conducted have been fascinating, such as one about a woman who became a lawyer to fight for the rights of the wrongly imprisoned. I’ve encouraged the students who wrote these to do follow up interviews to flesh out the stories. Unfortunately, the majority of the interviews were not of the same caliber, and many were way shorter than the assigned length of a half page.

Important things I’ve learned about assigning the news articles are that the topics need to be brainstormed in more detail during class time. Too many students have written articles about the general topics we discussed as examples for articles. For example, we discussed writing about preparations for Día del Niño. As a result I ended up with the majority of the students writing about Dia del Niño, and many were nothing more than definitions of the day.

To avoid this in the next round of classes, I will begin assigning articles earlier on. I will also condense the lectures and activities related to journalism techniques and focus instead on brainstorming ideas for articles and work-shopping ideas the students have.

I’m also going to impress on the students the value of journalism in making people aware of the conditions others live in. Many of my students are very poor and could use their articles to share the stories of their lives and draw attention to their plight but instead they view the articles as just another homework assignment keeping them from being able to go play football.
All schools in Tegucigalpa are now in a work stoppage. Hopefully, this will not spread or build into a full blown strike.

**Week 4: September 4 – 10**

- Students created final drafts of their articles
- Created rough drafts of final paper
- Revised lesson plans according to experience and teacher interviews

Field Notes:

Last week was dedicated to finishing edits on the students’ stories and laying them out in rough drafts of the final paper.

The students have been great about catching spelling and grammar errors. It has worked best to have them trade with someone sitting near them, not necessarily their friend. When I allowed them to trade with friends they didn't catch as many errors and spent more time talking. On the other hand, when they traded with friends they were more likely to give constructive criticism.

Constructive criticism has been hard to elicit in general. Students don't make suggestions about how the others could improve the articles, perhaps because they don't want to insult the other student or don't feel confident in their suggestions.

As Bill suggested in his email from last week, assigning topics to cover is proving to be the best way to go. When I assigned the news article, we did a brainstorming session to determine article ideas. The students who participated and shared their ideas were told to use these pitches. In general their articles were more focused.
In the future, assigning a specific topic will help all the students to have a better focus on what they are assigned to do. Dania, my girlfriend and host here, had a great idea of how to do this. I will write a variety of topics on slips of paper. The slips will them be put in a bag and mixed. Students will then draw out a topic and be assigned to write about it. The two fifth grade classes at Estados Unidos are doing the best. Sixth grade at Estados Unidos is not going to be able to produce anything. They keep canceling class so their teacher can teach dance.

The fifth grade class at Luis Landa has some discipline problems, but they are also from downtown and have fewer resources. Not that the students at Estados Unidos are wealthy, but at least they have clothes and school materials. They also face less danger from gangs and crime.

I have been able to build trust with the students at Luis Landa by showing them my tattoos and being able to read graffiti. They are the children who are most at risk and who I want to help the most, but they are behind academically compared to their peers and their school has few resources. Many of them have domestic issues to deal with, so homework is often uncompleted. They respond better to in class writing assignments and being given the freedom to write about things they think are cool, like tattoos and regaton music.

Having tattoos was the only thing that got the entire class' attention. I had caught Kevin and Elian cutting their forearms with broken glass in a misguided attempt to give themselves tattoos.

“Solo van a quedar con cicatrices y infecciones haciendo eso, pero no un tatuaje” I told them. (You are only going to end up with scars and infections doing that, but not a tattoo)
You need ink for one thing, I informed them. Kevin immediately whipped out a pen.

I knew what he was thinking.

You also need a machine, if you want more than a black blob, I continued. To show them what I was talking about I unbuttoned my black dress shirt and showed them the tattoo on my right shoulder.

“¡Qué masiso!” exclaimed Kevin upon seeing the combination of the Hartigan, Breiding, Wiseman, and Calvert family crests emblazoned on my shoulder.

A box had been opened, Pandora-style.

I showed off my other tattoos, revealing them one by one, like a salesman saying, “Wait, there's more!” The longer I could drag this out the less time I would have to spend trying to control a group of kids who had seen more in their young lives than their wealthier peers saw in a lifetime.

The kids clamored and shoved each other to get a better look, but at least I wasn't breaking up fist fights. Perhaps I could even make turn this into something constructive.

Draw me your ideal tattoo, and write me an article describing why you want it...but no gang tats, I instructed them. Amazingly, even Kevin, Elian, Juan Carlos, Ricardo, and the other hard cases in the class sat down and started scribbling.

I had been going hoarse trying to control the class earlier, but only about eight had been doing anything. The rest of the class had been in anarchy. Some of them had built a fort beneath a concrete bench and were locked in a bitter battle for control of it. Others were carving prison tats into their arms. Another group was fighting over who owned a pen.
Week 5: September 11 – 17

- Students created final version of their newspapers
- Celebrated Central American Independence Day and Student's Day
- Arranged to teach at Escuela Primaria Norma Regina de Callejas
- Revised lesson plans according to experience and teacher interviews

Field Notes:
Last week I finished up at Luis Landa and Estados Unidos. The two fifth grade classes at Estados Unidos finished strong. Sixth grade was a wash out. Luis Landa finished well, considering some of the discipline problems.

I've learned from the experiences at the two schools and made some major revisions to my lesson plans. I'm using almost entirely discussion and games, with little lecture. I have at least one game/activity everyday planned. I am also spending more time getting to know all 110+ students and learn their interests.

I will be teaching at Escuela Norma Regina. The two fifth grade and two sixth grade classes were enthusiastic to participate. I decided birds in the hand were better than trying to go to two different schools and risk another wash out like the EEUU sixth graders.

Last week was dedicated largely to celebrations of Central American Independence Day (Sept. 15), so the kids were distracted, and some classes were canceled. I worked it out with one of the teachers to have a special class day, since some of her students hadn't finished.

Because of some of the class cancellations I missed some of the weekly interviews with the teachers, but will go back to complete them.
I haven't been able to get a professional journalist to agree to come speak to the students, but am hopeful I will be able to by the end. I am thinking of organizing a Dia de Periodismo with all my students from the three schools. That way, all the students could attend the journalist's talk at once.

**Week 6: September 18 – 24**

- Revised lesson plans based on experience with first set of classes, added more games, more student activities and discussion
- Assigned interview as homework and profile as classwork
- Made students aware of work to be expected of them during the second week

Field Notes:

The student newspaper curriculum I studied to create my lesson plans lacked an important technique. Games. Students in grade school learn best when they are having fun. I knew this, but I bungled by not putting it into practice soon enough. Unfortunately, the first set of lesson plans I developed relied too heavily on trying to translate the established grade school newspaper curriculum.

Students participated in the activities and I'm sure they learned from them, but it was always a struggle to get them interested. They participated in discussions and in the analysis of newspapers. They even copied the notes I wrote. But getting them to jump out of their chairs in excitement to read one of their articles never happened.
This week though, after changing the lesson plans to include at least one game every day, the students were jumping out of their chairs to compete in a “best article” contest. What's more, they were eager to come to the front of the class and read their work. That never happened before I made a game of it.

The new and improved lesson plans include games to teach the inverted pyramid, inspire stories, and encourage reading them aloud.

There is also more discussion. Even though it takes longer to get to the point of what I am trying to teach, having the students try to put words to their ideas of what a newspaper or the press are has saved time in the long run. I don't have to spend as much time repeating and re-explaining, since the students pay more attention the first time.

Another improvement has been the use of name tags. I had the students make official name tags that include the title “Periodista” along with their names. Every class, they put them on and it helps me remember their names. Knowing someone's name give you tremendous power to grab their attention and make them feel appreciated. It also makes them feel more involved, since I told them they are officially student journalists when they have the tags on.

All writing assignments are now done in class. The students have also been started on writing sooner. By writing in class, I can avoid “dog ate my homework” excuses, as well as guide them as they write.
Week 7: September 25 – October 1

✔ Conducted daily “journalism contests.” Students read their articles, and then a winner was chosen by anonymous vote.

✔ Revised lesson plans according to experience and teacher interviews

Field Notes:

Fridays at a Honduran elementary school make MU Fridays seem productive. Today three of my four classes canceled. But I am ahead of schedule, so this is not much of a setback.

To keep all the classes on the same page, I didn't continue with my expected lesson plan in the one class that actually had classes. Instead, I experimented with letting the students be creative in designing their newspapers. I found that they were great at prioritizing their articles according to reader relevance. Page layout was another matter.

So, for Monday I am going to make a “pin the tail on the donkey” (or burro as the case may be) newspaper format game. The students will place be given cut outs of the parts of a newspaper, such at name, article, photos, and dateline. Then they will tape them into place on a blank “page” drawn on the board. I think this will make page layout stick in their heads better.

The rest of this previous week went well. Having the students write their articles in class eliminated the “dog ate my homework” excuses. The best article competitions went well, but if I were to do it again, I would read the articles myself and keep the authors anonymous until after voting. I think the voting was sometimes a popularity contest as opposed to a judgment of quality.
I tried using peer pressure to improve editing. I made the entire group responsible for the articles of their team members. If the final version had spelling and grammar errors in any article, the entire team would receive a point reduction.

If you would like to see some photos from the project here is a link:

http://www.flickr.com/photos/61950133@N04/sets/72157627621124417/

I have been working on getting the footage for use in the instructional videos as well and have been developing the storyboards.

**Week 8: October 2 – 8**

- Invited professional journalist to visit
- Organized with Norma Regina to host Journalism Day
- Completed newspapers with classes at Norma Regina
- Conducted final round of interviews with teachers and made final revisions to lesson plans

Field Notes:

The second set of student newspapers have been completed, and I am now in the process of reviewing them. They came out well, especially those of one class, whose teacher gave a greater degree of support. I am confident that the curricula I have developed works well, as long as the teacher collaborates.
The biggest problem I had was that some of the teachers left whenever I started my classes, and then ignored my requests to stay in the room. Without the students’ regular teacher maintaining discipline, the classes were unruly. For the future, if grade school teachers choose to use the lessons plans in their own classes, I believe they will have even greater success, since discipline will not be such a problem.

One of the groups that I taught in the first set of classes has started their own classroom newspaper, which they are selling for 6 Lempiras, about 33 cents.

This week I will begin putting together the instructional videos and formalizing the lesson plans I used. I hope to complete the lesson plans while in country, but my laptop is proving too slow to allow video editing and my internet connection is too slow to upload them anyway, so I won't have the vids posted until I am back in the US.

This coming week I have organized a Journalism Day with the two morning schools. A journalist/editor from El Heraldo will be visiting one of the schools to give a presentation and answer questions. She will also do a short interview with me for the instructional videos. I have organized to have students from both schools meet in one place.

**Week 9: October 9 – 15**

- Conducted Journalist Day with speaker from *El Heraldo*
- Filmed video, taped audio, took photos for use in educational videos
Field Notes:

"Journalism Day" went very well last week. I was nervous about trying to keep 200+ students under control but they all did well, especially considering that what I had thought was going to be a hour long presentation by the journalist from *El Heraldo* turned out to be closer to three hours. I've attached a photo of all the students gathered in one place. It was impressive to see them all at once and very difficult to remember their names!

Two of the students have been assigned to write articles about the day. The journalist from *El Heraldo* also said she would like to publish some of the other articles the students wrote, I just need to type them up and send them to her.

I tried to get the students to come in to film videos this weekend at the school, but only two showed up. It seems the drive to be an internet star isn't enough to beat a 5th grader's love of Saturday. I'm going to go in during class time this week to try and get the raw video I need done.

This week I plan to get those vids shot and start work on the articles about this project for publication in journalism journals.

**Week 10 and 11: October 16 – November 5**

Independent reporting and travel in Honduras
Week 12: November 6 – November 11

- Returned to the United States
- Began scanning students' work into .pdf format
- Began producing educational videos

Field Notes:

I arrived back in Missouri at about 11:40 pm on the 8th after starting my journey at 8:00 am in Siguatepeque. Sorry I didn't get any updates to you during the previous two weeks, I was mostly working on getting footage and pictures for the educational videos and translating the interviews with the teachers.

This week, I will begin work on the educational videos and scanning the students' newspapers for upload to the website. I believe I have all the footage I need to do the vids, but the video editing program I had in Honduras wasn't up to the task.

I will be burning the midnight oil this week to get as much done as possible. The rest of this week, I hope to finish translating the teacher interviews, scan the students' work and polish the lesson plans. I also hope to finish with at least two of the ten videos.
3. EVALUATION

Judging by the students' enthusiasm and teachers' responses in interviews, *En Voz Alta* was a success. The project met my own goals as well, though as in all things there was room for improvement.

Detailing the successes and failures can suggest ways to improve the project. Other graduate students, professional journalists, or teachers could carry out an improved version of the project.

Successes

**Development of curriculum for teaching journalism and creating a student newspaper in Spanish.**

Teachers can use the *En Voz Alta* curriculum in Latin America, Spain, the Philippines, and Spanish-speaking parts of the United States. The skills developed, such as media literacy, writing, critical questioning and reading, are beneficial to students everywhere.

I developed the lesson plans using teacher and student feedback; hence, the plans reflect real-world educational needs and interests. The greatest successes in the lesson plans were the games and competitions. Students put more effort into their articles if they knew they were going to be reading them aloud and competing for recognition and honor.
**Cross-cultural exchange between the students, teachers and me.**

Even if my classes had utterly failed, I would have considered the trip a success because of the opportunity to know my students. Meeting me, a United States citizen and getting to know me, may have helped dispel some myths about “gringos.” Television and movies feed stereotypes and false images of Americans as universally wealthy. For example, one student asked me if I drove a Hummer. I asked him if he lived like the people in the *telenovela* soap operas. When he said no, I told him not to believe everything he saw on television.

Meeting journalists was another type of cross-cultural experience for the teachers. Some of the teachers I interviewed felt that the press portrayed educators in a negative light. Although I cannot say if it changed any of the teachers' feelings of persecution, the project at least opened lines of communication and may have demystified journalism to the educators.

**Journalism as a teaching tool.**

Fifth grade classes normally study journalism in Honduras, but the instructional materials in their standard textbook only covered the bare minimum, such as the questions who, what, when, where and why. Judging by teachers' comments, I believe that they will now make greater use of journalism in their own classes. The teachers I interviewed agreed that improved journalism classes could improve the students' redaction abilities.

Walter Suazo, a teacher at Luis Landa Elementary School, now uses aspects of my journalism curriculum in his classes. Suazo also teaches at a local high school where he instructs his students in journalism techniques, especially the 5 W’s.
Creating educational videos and posting them for free distribution on YouTube.

The *En Voz Alta* videos make it possible for anyone to learn the basics of journalism. The videos target a younger audience but could be used by adults. In producing them, I tried to keep a serious tone, but with entertaining elements. I used brighter colors and more animations than I would have for a video geared solely towards adults. These videos fill a niche that is largely empty online. Few free student journalism educational videos are available online in Spanish.

**Quality of students’ work.**

Some of the students' work offered a fascinating glimpse inside their lives and effectively told compelling stories. If there had been more time to focus on individual students, I would have spent given more attention to students who created the best work. I would have encouraged them to expand what they had written into longer articles. Those articles would have been submitted for publication in a national newspaper’s children’s section.

**Day of the journalist.**

Bringing together hundreds of students to participate in a presentation by a professional journalist went well. Introducing students to a journalist from their own country presented the possibility of a journalism career to the students. The students met someone who could serve as their mentor.

The Day of the Journalist event allowed teachers to network with a professional journalist. The journalist exchanged contact information with the teachers and school administration. Now, when teachers have questions about journalism, they can contact a professional.
Failures

Lack of some teachers' interest and involvement.

Some of the teachers showed little interest in the course. They often just wandered off to read the paper while I taught. Some even left the school grounds. I think I could have reduced this problem by holding a workshop with the teachers beforehand and briefly running through the course material with them. I should have emphasized the official approval I had from the superintendent.

Student discipline, attention and participation.

Teacher disinterest went hand-in-hand with student disinterest. When teachers stayed in the room and participated, there would have been far fewer problems with student discipline. Games also proved to be the best way of keeping student attention. Games involving teams proved most effective. I found that having multiple students in a team in front of the class reduced jitters.

Fatigue.

Teaching four classes a day was tiring, especially if a few of the classes behaved poorly. I sometimes found myself fatigued by the fourth class. Fatigue led to difficulty keeping my enthusiasm as high for the last class as to the first. In future repetitions of this project, I would suggest teaching to a smaller number of classes. Ensuring greater teacher involvement and improved discipline would also reduce fatigue.
Poor quality of some student's work.

Not all of the students produced good articles. Many were barely legible and were little more than a few sentences strung together. Students who produced low quality work were also the same students who goofed off in class and distracted others. Sometimes, I removed these students from class, which put them even further behind.

Conclusions

Journalism has value beyond informing the public of recent events. The *En Voz Alta* project explored ways to use the practice of journalism to enrich young people's educational experiences. The project also provided an example of how journalists can use their profession as a capacity development tool.

Enhanced use of journalism in the grade school curriculum proved to be popular and effective in Honduras. By developing communication skills, students could better share their perspective on life. They also built self-confidence, improved redaction ability and improved media literacy. Teachers benefited from the project because it gave them ideas on how to improve student reading and writing skills and develop classroom newspapers as educational tools.

The *En Voz Alta* project introduced a career option as a journalist to the students and reinforced the value of effective communication. The school newspaper independently produced by some of my students provided a small revenue stream for those enterprising young people. Perhaps their success showed these students the possibility of a career as a professional journalist. For other students, no matter what their career plans, the ability to organize ideas and communicate them clearly may help them succeed.
For international charities and aid groups, children often serve as the face of suffering in the developing world. Plaintive pleas for alms talk about the children, but rarely do the young people get to tell their own stories.

Children provided a distinctive perspective on the state of a troubled nation in the pieces they wrote during the *En Voz Alta* project. By giving students an outlet for their point of view and publishing the students' work on the internet, *En Voz Alta* enriched the number and variety of available perspectives on the situation in Honduras.

For journalists, *En Voz Alta* opens a door to using their craft to enrich the lives of others. Graduate students who want to have a positive impact on the world through their projects could repeat the program or modify it to different regions. Foreign correspondents could use *En Voz Alta* to build trust and community acceptance in the regions where they work. Many people now take volunteer-vacations, in which they work on projects that help others while on vacation. For a journalist, a volunteer-vacation could mean teaching a version of the *En Voz Alta* project in a public school in Cancun, Mexico. A morning on the beach followed by an afternoon in the class room could allow a journalist to feel truly good after a vacation.
**Recommendations**

Student journalism courses could be taught by a student's normal teacher. The teacher's rapport and engagement would reduce discipline problems. The teacher could reach out to local newspapers for support, and possibly to publish students' stories. Students seeking to learn journalism from the videos should also seek out local journalists for support.

Many newspapers, such as *El Heraldo*, have children's sections where a student could publish their work. Teachers could be motivated to take advantage of this opportunity because it could draw positive media attention to the Honduran education system.

Alternatively, if a visiting journalist presents the *En Voz Alta* material, the teachers must be involved in the daily classroom activities. Prior to teaching the course, the journalist would be wise to give a workshop for teachers on the course material and insist on their involvement in the class, at the very least to maintain discipline.

For journalism students with interest in Latin America or the developing world, this project could build their experience and introduce them to many story ideas for independent reporting. The project could be repeated by self-motivated students who adapt readily to new environments.
Lesson Plans

Semana 1: Dia 1: Presentación y Los 6 Preguntas

**Materiales:**
- Cartulina 1: Las 6 preguntas; definiciones
- Cartulina 2: Ejemplo de un artículo; al reves – lo mismo artículo marcado
- Gafete del periodista
- Masking
- Marcador

**Presentación:**

Instructor: Usa las 6 preguntas para presentarle a los alumnos

Quién: Quien soy yo.

Qué: Que vamos a hacer – un periódico estudiantil

Porque: La meta del proyecto es que ustedes tienen un mejor conocimiento del proceso en que periodistas escriben las noticias. También quisiera que ustedes aprendan como escribir noticias y contar las realidades y las verdades de eventos.

Cuándo: Para un mes voy a enseñar este clase para una hora cada día.

Dónde: Aquí en Siguatepeque, pero pueden escribir de una tema de importancia nacional o global

Cómo: Escribiendo mucho, practicando y mantener su mente abierto

**DINAMICA** – Entrevista para un trabajo como un periodista: Cada alumno se presenta a mí y nos damos la mano. Ellos tienen que deletrear sus nombres.

Hacen gafete del periodista que lleva su nombre y “Periodista en Entrenamiento”
¿Qué es Periodismo?

Definición – Conjunto de actividades relacionadas con la selección, elaboración y transmisión de información por los medios

**Discusión de Qué es Periodismo:**

¿Qué es periodismo?

– discusión del definición

¿Quiénes nos interpreta y proporciona las noticias?

– periodistas

¿Dónde encontramos las noticias?

– Periódicos, tele, radio, Internet

¿Cuándo necesitamos las noticias?

– Cuando queremos ser informado sobre nuestro mundo

¿Porqué miramos o leímos las noticias?

– Porque queremos saber la verdad

¿Cómo afecta usted las noticias?

– Información usada para hacer decisiones

**¿Cómo Se Hace el Trabajo del Periodista?**

Observar; Estudiar; Preguntar ---> Redacción con analices

¿Opinión? - Discutir si periodistas deben escribir sus opiniones. ¿Que es la diferencia entre opinión y analices?

**Discusión de los 6 preguntas:**

Acabamos de usar una de los técnicas mas importante para periodistas, los 6 preguntas.

Quien, Que, Porque, Cuando, Donde, Como
Topico 1: Definiciones (Escrito en la cartulina)

Quién – Quien hace el acción, nombre complejo, ortografía

Qué – Que hacen,

Dónde – Donde lo hace. Barrio, ciudad, país, edificio, calle

Cuándo – Cuando paso el acción, la fecha y la hora

Porqué – Porque es interesante? Porque es una noticia?

Cómo – Detalles de la manera en q un evento paso; Como va a afectar el lector.

**Qué es una Noticia:**

Definicion: Divulgacion o publicacion de un hecho

?Qué es la diferencia entre una noticia y chisme?

Discusión - Periodicidad - ?Qué es la diferencia entre una noticia y una historia?

**Ejemplo de Una Noticia:**

Cartulina 2: Noticia marcado

**Actividad: Analices de un periódico**

Busca los 6 preguntas en un articulo.

Encierren con un circulo alrededor de las respuestas de Quién, Dónde, y Cuándo

Marca un rayo debajo de las respuestas de Qué, Porque, y Cómo
Tarea:
Hacer la gafeta
Traer un periódico

Semana 1: Día 2: Técnicas – El Trabajo del Periodista

Materiales: Cartulina 1: Las 6 preguntas; definiciones
Cartulina 2: Ejemplo de un artículo
Gafete del periodista
Masking
Marcador

Revisar:
Que son las 6 preguntas?
¿Cómo hace su trabajo el periodista?
– Entrevistas (Preguntas), Estudios, Observación, Redacción

Busca información/ estudiar la tema

Muchas veces el periodista tiene que escribir sobre un tema q no sabe. Tiene q estudiar el tema. También periodistas escuchan algo de un fuente de información y tienen q averiguar q es correcto. Usan libros como se puede encontrar en la biblioteca, el Internet, o un experto.

Entrevista
Definición – encuentro convenido entre dos o mas personas, acerca de varios extremos, para informar al publico de sus respuestas
En un entrevista, el periodista pregunta a alguien para saber más de algún tema, o conocer mejor la persona.

**Atribuir** – Es muy importante a escribir exactamente lo q el entrevistado dice en las atribuciones.

**Tomar Notas**

Durante una entrevista o cuando la periodista observa algo, es importante a tomar notas de las detalles de lo que vea.

**DINAMICA: Entrevistas**

**Rueda de Prensa:**

Instructor: contesta tres preguntas de los alumnos. Usa un graba voz para grabar la entrevista.

Estudiantes: Escribe las respuestas exactamente como el instructor dice.

Instructor: Pide a los estudiantes a repetir sus palabras. Usa el grabación para prueba de lo que de verdad dijo.

**Entrevista de un Compañero:**

Entrevistar un compañero de clase; la persona detrás en las columnas. Anotar dos características físicas de su compañero. Escribe las palabras exactos de un frase que ellos dicen. Va a usar este para escribir un atribución.

a. ¿Cómo se llama, donde vive?

b. ¿Qué le gusta hacer en sus tiempos libres? ¿Porque?

c. ¿Cuales temas le gusta estudiar en la escuela? ¿Porque?

d. ¿Qué le gustaría hacer cuando están grandes? ¿Porque?
Elijo varios grupos a pasar al frente del clases y hacer una dramática del entrevista.

Porque es importante?

¿Qué vale noticias que no están correctos?

DINAMICA: Muestra a ellos un foto. Ellos tienen que tomar notas de lo que han visto. El siguiente día, pregunta a ellos sobre detalles en el foto.

TAREA: Entrevistar a un pariente con 5 preguntas
   a. ¿Cómo se llama, donde vive?
   b. ¿Qué le gusta hacer en sus tiempos libres? ¿Porque?
   c. ¿Qué es su profesión?
   1.1.d. 2 mas de su invención

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Semana 1 – Día 3: Partes del artículo, Técnicas de escribir

Revisar -- Analices de un periódico

Busca los 6 preguntas en un artículo.

Encierrren con un circulo alrededor de Quien, Donde, y Cuando

Marca un rayo debajo de Que, Porque, y Como

Ponga parentesis alrededor de los atribuciones
Actividad:

Pregunto sobre el foto del día anterior y los detalles.

Partes del artículo

Uso un periódico para enseñar las partes.

Titúl – algo que llama la atención y describe el artículo en pocas palabras

Sub-Titúl – La información mas importante en un oración.

Nombre del periodista

Cuerpo – El texto del artículo

Fotos, gráficos – imágenes que ayuda el lector a entender el artículo

Actividad: Partes del artículo

Nota el título, sub-título, autor, cuerpo y fotos/gráficos en los periódicos.

Formas de artículos

A. Pirámide invertido-

Arriba – lo mas importante

Medio – detalles

Abajo – extra

DINAMICA – Construir el Pirámide

Instructor: Dibuja un triangulo invertida en la pizarra. Tenga oraciones escrito en cartulina.

Las oraciones deben formar una noticia. Ponga las oraciones al azar en la pared. Piden los alumnos a solver la rompa cabeza.

Alumnos: Tengan que elegir los datos mas importantes y ponerlas por arriba.
B. Narrativo –

En la forma de un cuento o historia; los detalles importantes están mezclados con detalles descriptivos y creativas.

Actividad: Miren los artículos del periódicos y notan donde están las respuestas de las 6 preguntas. Pregunto a los alumnos si los artículos son en forma pirámide o narrativo.

**El inicio**

2 tipos-

Duro- Los datos, Que, Quien, Donde y Cuando

Suave – Algo interesante para llamar la atención; Puede estar un cuento o algo creativa

Actividad: Leen el inicio de su periódico. Q tipo de inicio usa?

**El párrafo sumario**

En un párrafo contesta las 6 preguntas y hace un somero del artículo; puede estar el inicio si es un inicio duro.

TAREA: Usa la entrevista de su pariente.

Escribe un cuento sobre su pariente. Usa la forma de pirámide invertida. Usa 1 frase con atribución a su compañero. Usa un inicio duro.
Semana 1: Dia 4: Tipos de periodismo, Analices del periódico

Materiales: Cartulina 3: Tipos de Periodismo

Revisión:

Papa caliente para decidir quien va a leer su noticia.

Tipos de Periodismo:

Noticias – algo importante, políticas, desastres, crimen, ciencias

Presentación – algo interesante, perfiles de personas interesantes, historias

Deportes – cuentos de partidos, estadísticas, analices de los equipos

Entretenimiento – reseñas de películas, teatros, música

Diversión – comida, las modas, consejos, juegos, horóscopos, chistes, adivinanzas,

historietas

Opinión – los opiniones del director del periódico

ACTIVIDAD: Lluvia de ideas sobre noticias

Instructor: Pregunta los alumnos sobre sus gustos y de que quiere escribir.
Artículo al Azar:

Instructor: Distribuye pedacitos de papel a cada alumno

Alumnos: Escribe un idea para un artículo en su pedacito de papel

Instructor: Recolecta los pedacitos y pongalos en una bolsa. Pasa por los columnos.

Permite cada alumno a llevar un pedacito de papel.

Alumnos: Escriben una noticia sobre la idea que sale en su pedacito.

Semana 1: Día 5: Éticas, Teorías de comunicación; Cuaderno de periodistas

Materiales: Cartulina 4: Cuaderno del Periodista

Revisión:

Papa caliente para decidir quien va a leer su noticia.

Éticas del periodista

Que calidades son importante en un periodista?

– honrado, justo, sin prejudicial, imparcial

El periodista tiene q contar los hechos reales, sin corrupción, y no debe estar influido por cual quier motivo.

Que puede influir el periodista?

– dinero, poder, temor, familia, seguridad, politicas, religion/creencia

– ejemplos
Teorías de Comunicación

Hay ciencias dedicado al estudio de comunicaciones.

Elaboración y Uso de Palabras – Lo mismo evento puede estar presentado en maneras completamente diferente. Si usa diferente palabras, el lector va a pensar diferente del evento.

Actividad: Lee el titular de un artículo. Escribe de nuevo usando diferente palabras. Primero, escribe usando palabras positivas, después escriba con palabras negativas.

Por ejemplo:

El mercado de bolsas de valores cambia, y ya los precios del valores son mas barato

El mercado de bolsas de valores cae, y muchos perdieron dinero
Cuaderno del periodista – Ya saben que es periodismo, y como hacerlo. Entonces están listos a empezar con sus propios artículos. Para cada artículo debe planificar antes de escribir.

Vamos a elaborar un cuaderno de periodistas.

En hoja blanca escribe eso:

Tema del artículo _______________________

Titular del artículo _______________________

Que _______________________

Quien _______________________

Donde _______________________

Cuando _______________________

Porque _______________________

Como _______________________

El inicio _______________________

Citaciones _______________________

Detalles y otras notas _______________________

Revisar que van a escribir en cada espacio.

Usa este formulario para cada artículo.
TAREA: Para la próxima semana los alumnos tienen q entregar estas noticias:

Lunes: Noticia al azar
Martes: Deportes/La moda
Miércoles: Entretenimiento
Jueves: Diversión

Es mejor explica eso a ellos para que saber lo que va a pasar y que van a tener tarea cada noche.

Semana 2: Dia 1: Deportes/La Moda

NOTA IMPORTANTE: Explica a los alumnos que las noticias que ya escriben será partes de sus periódicos finales. Ellos deben guardar todas sus noticias. En el tercer semana van a copiarlos en hojas blancas y así hacen sus periódicos.

Editar:

Los alumnos intercambian noticias de temas al azar para editarlas. Es mas tranquilo si manda q ellos intercambian con la persona a su lado. Si no manda eso, ellos quieren intercambiar con sus amigos y discuten sobre quien va a editar.

Los alumnos deben marcar los errores gramáticos y de deletreo en las noticias de sus compañeros. Cuando vuelven las noticias a la persona a quien pertenece, ellos deben escribir de nuevo, usando los correcciones.
**Revisión de tareas:**

Papa caliente para decidir quien va a leer su noticia de tema al azar

Los alumnos votan para su noticia preferida. El ganador sea el campeón del dia. El próximo dia puede defender su reino.

**Noticias Populares:**

No todo que sale en el periódico es una noticia seria. Deportes, las modas, entretenimiento y diversión son muy populares. Esas partes pueden atraer lectores q no tienen interés en otras noticias.

Pregunta cuantos de los alumnos juegan en un equipo de futbol. Pide a uno de ellos a contar una historia sobre un partido interesante. Explica a ellos que eso puede ser su próxima noticia.

Pregunta a los alumnos sobre cuales prendas de ropa son de la moda en la escuela. Pregunta porque les gustan. Explica a ellos que eso puede ser su próxima noticia.

TAREA: Da los alumnos un rato para escribir en clase sobre deportes o las modas. Si terminan, ellos pueden intercambiar sus noticias para editar. Si no terminan durante el clase, pueden terminar para tarea.
Semana 2: Dia 2: Entretenimiento

Editar:

Los alumnos intercambian noticias de deportes o las modas para editárlas. Es más tranquilo si manda q ellos intercambian con la persona a su lado. Si no manda eso, ellos quieren intercambiar con sus amigos y discuten sobre quien va a editar.

Los alumnos deben marcar los errores gramáticos y de deletreo en las noticias de sus compañeros. Cuando vuelven las noticias a la persona a quien pertenece, ellos deben escribir de nuevo, usando los correcciones.

Revisión de tareas:

Papa caliente para decidir quien va a leer su noticia de tema al azar

Los alumnos votan para su noticia preferida. El ganador sea el campeón del día. El próximo día puede defender su reino.

Entretenimiento:

La gente también leen noticias para críticas de películas, música, libros, y teatro. Estes noticias no son advertimientos, ni solo mente la historia de la obra. Tiene q criticarlas.

Pregunta los alumnos sobre su película favorita. Pide q ellos explican porque les gusta.
Explica a ellos que eso puede ser su próxima noticia.
Pregunta los alumnos sobre su grupo de músicos favorita. Pide que ellos explícan porque les gusta. Explica a ellos que eso puede ser su próxima noticia.

TAREA: Da los alumnos un rato para escribir en clase sobre obras de entretenimiento. Si terminan, ellos pueden intercambiar sus noticias para editar. Si no terminan durante el clase, pueden terminar para tarea.

Semana 2: Dia 3: Divercion

Editar:

Los alumnos intercambian noticias sobre entretenimiento para editarlas.

Los alumnos deben marcar los errores gramáticos y de deletreo en las noticias de sus compañeros. Cuando vuelven las noticias a la persona a quien pertenece, ellos deben escribir de nuevo, usando las correcciones.

Revisión de tareas:

Papa caliente para decidir quien va a leer su noticia sobre entretenimiento

Los alumnos votan para su noticia preferida. El ganador sea el campeón del día. El próximo día puede defender su reino.
Diversión:

Uno de las partes de los periódicos con lo más lectores es diversión. Hay muchos, especialmente los jóvenes, que solo leen eso.

Pide que los alumnos cuenten bromas y cuentas cómicas. También pueden decir adivinanzas.

Dibuja una sopa de letras pequeña en la pizarra. Permite un alumno a pasar por el frente y buscar una palabra. Repite con diferentes alumnos hasta que han encontrado todos.

Dibuja un crucigrama pequeño en la pizarra. Lee las pistas y permite los alumnos a adivinar y escribir las palabras en sus espacios.

TAREA: Los alumnos deben hacer uno de tres opciones. 1. Escribir 10 chistes o adivinanzas; 2. Dibujar una sopa de letras; 3. Dibujar una crucigrama

Semana 2: Dia 4: Dia Divertido

Revisión:

Los alumnos pueden compartir sus tareas de diversión en vez de revisándolas como las otras noticias. Los que hicieron crucigramas o sopas de letras deben dibujar sus obras en la pizarra mientras otros cuentan sus chistes para ahorrar tiempo.

Puede pasar todo el clase haciendo eso para dar los alumnos un día para descansar.
Semana 2: Dia 5: Taller de Noticias

Revisión:
Pide q unos de los alumnos dicen q han aprendido sobre periodismo ya después de escribiendo y editando tanto. Pregunta a ellos que piensan que pueden hacer para mejorar sus noticias usando lo que aprendieron.

Taller de Noticias:
Manda que los alumnos escriban una noticia sobre cualquier tema. Si no unos no pueden elegir un tema, usa la bolsa de temas al azar de la semana pasada para elegir algo para ellos. Pasa el resto del clase ayudando ellos con sus noticias, contestando preguntas, y compartiendo ideas.

TAREA: Cada alumno tiene que traer dos hojas de papel blanco

Semana 3: Dia 1: Organizando el Periodico

Materiales:
Cartulina 2: Ejemplo de una noticia
Cartulina 4: Huesos de la Noticia
Revisar:

Ensena a los alumnos un periódico profesional. Revisa los partes de una noticia usando la cartulina.

DINAMICA: Rompacabeza de la Noticia: Dibuja un ejemplo de una noticia en una cartulina. Corta la cartulina en pedazos según los partes. Por ejemplo, corta un pedazo con solo el título de la noticia. Mezcla los pedazos. Elige un estudiante a reconstruir la noticia en la pizarra usando masking.

Usa este dinámica para ensenar a los alumnos que hay opciones en el dineno de la paginas, pero solo hay unas ordenes lógicas para el diseño del peridico.

En Equipo:

Los periódicos salen mejor si los alumnos trabajan en equipo. En sus equipos ellos ellos pueden decidir cual sección del periódico debe ser primero. Y también deben elegir un nobre para su periódico.

Cada uno escribe el nobre del periódico por el encima de las hojas blancas.

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Semana 3: Dia 2: Organizando el Periodico

Materiales:
Cartulina 4: Huesos de la Noticia

Revisar:
Los alumnos deben sentar con sus grupos.

Machote:
Pega Cartulina 4 en la pizarra. En este cartulina debe dibujar el diseño de una noticia pero con palabras generales. Va a ser lo mismo que el ejemplo de una noticia pero sin detalles especificas. Por ejemplo, en vez de “Choque de Autos en Calle 21 de Agosto” va a escribir “Titulo”

Explica a los alumnos que ellos van a hacer sus periódicos usando este diseño. Los alumnos hacen un machote de su periódico en sus cuadernos. Ellos van a usar las noticias que escribieron durante la semana pasada.

El Periodico Final:
Ya los alumnos van a copiar sus noticias de sus tareas en las hojas blancos según el diseño que han elaborados.
Semana 3: El Resto de la Semana

Ayuda los alumnos para el resto de la semana mientras ellos elaboran sus periódicos.

Recollecta sus periódicos. Scanearlas y publicarlas en el internet.
Letter of Evaluation

Siguatepeque, Comayagua, Honduras
2 de Noviembre 2011

Estimados Profesores de la Universidad de Missouri,

Les saludo cordialmente deseándoles éxitos en sus labores diarias.

Por este medio yo, Dílcia Aracely Ardon maestra del 5° grado de la Escuela Estados Unidos de América y supervisora del proyecto de Timothy Wall hago constar que el realizó un proyecto de periodismo estudiantil en tres escuelas aquí en Siguatepeque, Comayagua, Honduras. Dentro de los temas que enseñó fueron: Los básicos de periodismo, análisis de noticias y la elaboración de periódicos estudiantiles aproximadamente a 240 estudiantes de 5° y 6° grado. Los cursos tuvieron una duración de un mes en cada escuela, comenzando el 22 de Agosto y culminando el 14 de Octubre. Las escuelas involucrados eran Luis Landa, Norma Regina de Callejas, y Estados Unidos.

Estos cursos fueron de mucho éxito. Ya que ayudaron a los alumnos a desarrollar sus habilidades de redacción, lectura (comprender mejor lo que leen) y analizar las noticias. Y para nosotros los maestros fue de gran apoyo ya que sirvió como modelo para la utilización de periodismo pedagógicamente.

Fue un placer para nosotros los Maestros y Alumnos compartir esta experiencia con Timothy se integró muy bien a nuestro equipo y realmente fue de mucho beneficio educativo.

En mi opinión y según lo expuesto, apruebo exitosamente el trabajo que realizó.

Atentamente,
Dílcia Aracely Ardon

[Signature]

Firma
Examples of Student’s Work

Los irresistibles

Dos violadores

Primo

Papá

mataron y bizararon a una niña, dijeron los vecinos que la niña gritaba por que el papa y el primo la violaba y la tenían amarrada. Trató mucho dijo él.

dijeron unos vecinos que ella salió gritando de la casa y el papa salió. Corriendo y la agarro y llamó a disparos. ¿Dijo el mensajero? Me arrepiento.
LOS IRRESISTIBLES
Siqualepeque, Honduras 4 de Octubre del 201

Bombero

Shakira

El día jueves hable con un bombero me dijo que su vida como bombero era muy difícil rescatando personas y animales arriesgando su vida de caídas de quemarse o que le caigan un a pared en cima el se llama Julio César es bombero.

A mi me gusta mucho la Cantante Shakira por que canta bien y las personas se admiran de ella por las canciones de Shakira son una de mis grupos favoritos también me gusta el grupo musical Plan B me gusta oir sus canciones pero no como Shakira.
Los Periodistas

4 de Octubre del 2017, Siguatepeque, Comayagua

Pág.

Los Mayas

Día del Niño

Marcio Daniel Serrallón.

Los chicos y niñas van a las disca

tecas para
drogarse
con amigos.

El Chocola
tete. Comer
chocolate es
de lo mejor.

La Noticia:
Fiscalia de
Con Delmi
Recorte

El Año Nacional
15 de Sep.
Se celebra
Su Independencia.

Las Medias
Nuevos Pantalones Jean
Dura Compra
y Disfrutar

Sucesos.
Choque de 2
autos en la
calle 27 de
Agosto

Diversión
Con Chistes
y Más
Curnigrama

Por los niños porque les regalan confites, rebientan piñatas, comen pastel, juegan etc.
4 de octubre del 2011

Choque de 2 autos en la calle 21 de agosto a las 2 de la tarde salieron con su familia al Supermercado 19 Colonia. Su familia está herida pero no se save del conductor y de otro auto les tendremos más información, muy pronto.

¡Pum!

Dibujo hecho por Nina y Agustín

Nina Yasselin
El Animal Nacional

Este es el quetzal ove nacional, es el ave nacional de Honduras

Tiene unas colores muy hermosos

No lo podemos cambiar con otro

Jefri Alexander

Animal Nacional

Un largo cola blanca es en un bello manifestación nacional de Honduras lo llamamos un largo cola blanca así que tienen la cola blanca.

Jefri Alexander Rivero
Deportes

Olimpia: Es uno de los mejores equipos de Honduras. Tiene 23 copas ganadas y ha ganado muchos partidos. Es el equipo más grande de Honduras. Por eso cuando anuncian que va a jugar los aficionados del Olimpia empiezan a llenar los estadios hasta que ya no caben más. Pronto hiba a casarse e inmediatamente

Honduras: Honduras es un equipo muy bueno por que juega Costly es un jugador muy bueno. El dijo que muy

¡Olimpia es el campeón!
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En esta tabla observamos que el equipo Marathon va en primer lugar después sigue Olimpia y de Olimpia sigue Dep. Savió etc.

Escrito por: Jimmy Josué Betancourt Martínez

Barcelona vs. Real Madrid
El domingo a las 7:00
La Música

Polache

Fany Lu

Polache alcanzó la nueva música, amor y fríjoles, dijo que era la canción que le hizo hecho con mucho amor porque estaba enamorado de una mujer muy bonita y dijo esta mujer era el amor de él y que muy pronto y la aver vocía, eso fue el que dijo el Siquiatepeque, Honduras.

Fany Lu hace poco tiempo hizo una canción llamada "Tu no eres para mí" a la gente le gusto mucho y ella pensó venir a Honduras a hacer un concierto el 16 de octubre quizás la famosa Fany Lu este en San Pedro Sula.
¿Por qué las gallinas duermen tanto a sus pollitos, porque les cuesta mucho tenerlos?

¿Cual es el animal mas inteligente?

La vaca

Porque

Porque esta en negro y blanco

"Películas"

Yo escribi de Películas, las películas son divertidas, chistosas y muy entretenidas. La película que mas me gusto porque se trato que los Pitufos van a la ciudad y de una hermosa Luna azul
La Prensa de Chicas y Chicos

La prensa de chicas y chicos

Siguatepeque, Honduras
04/10/2011

Semana Santa

Que hizo en semana santa.
Ecrita por: Martha Sarahi Hernández López

Fuimos a la Iglesia luego comimos sopa de pescado. Fuimos a San Pedro después fuimos a bañar al río. Luego salimos al Siguatepeque y estuvimos con toda la familia.

Los niños en Riesgo Social

Ecrita por: Martha Sarahi Hernández López

Los niños en Riesgo Social. Los niños están viviendo en un barrio peligroso desnutridos y sin nada que comer y hay muchos hombres malos que les pueden hacer daño.
MUCHOS HONDUREÑOS ESTÁN SIN TRABAJO

En nuestro país están hondureños que no tienen nada que comer, ellos están sinropa, zapatos.
Porque no tienen trabajo y hasta ya empiezan a ser guegues pidiéndoles a los empresarios que les den trabajo y también pidiéndole al alcalde o presidente que les ayude a conseguir trabajo.

quieremos trabajo

SUÉCOS

CHOQUE DE CARROS

Dos carros chocan en la cuesta de la Virgen. Hubieron 2 muertos y 6 heridos. Fueron internos en el Hospital Mario Catalino Rivas.

era una rastra y un camión
Estación del año

Preferida

Sigrastepeque, Honduras

4/ octubre 2011

Invierno

Verano

Otoño

Primavera

la estación de el año son muy importantes para nuestro país cada estación va con su tiempo de el mes son: Invierno, Verano, Otoño y Primavera. La Estación preferida soy verano porque me como y me gusta pasar a algún balneario y mucho ceo. Me alegra mucho dibujar.

Mi pasatiempo preferido

Escríto por: Tonia Zavala de Noticia No. 2

Pag. 2

LA PRENSA

Chicas y Chicos
Hoy 31 de agosto entreviste a una abogada y le pregunté "Por qué quisiste ser abogada?" La señorita muy educada me respondió con gran respeto "Mi madre fue abogada cuando vi a mi madre luchar con este trabajo me inspiró en hacer abogada. Esa señorita le encanta sus mascotas. Su trabajo se trata de defender a los inocentes que pueden ir a la cárcel. Ella le encanta su trabajo la señorita no es casada ella dice que primero es el trabajo y después lo demás. Cuando era niña esa señorita me dijo que le encantaba ser maestra pero con la experiencia de su madre ella como dije antes ella se inspiró y a ella le encanta su trabajo. Ella es una señora muy educada y me dijo que cuando su madre murió ella dejó su gran trabajo por su madre y eso es de responsabilidad haberla entrevistado fue maravilloso y magnifico y me encanto el resumen de ser abogada."
La moda:

Es hermoso este vestido de verano y es muy colorido y me encanta ese rosado.

El naranja y el rosado es muy buena combinación perfecta para un vestido de Naranja.

La blusa color ROSADO.

En las chicas la mayoría de su ropa les fascina el ROSADO.

Supuestamente el ROSADO se hizo femenino para las chicas porque es algo que un niño no le guste el ROSADO!!!
Periodico

En la Mira

Escrito por: Angelita Nicol Colanbies 8-9/2011

las mejores esas

1) Había una vez un pollito que respiraba por el culito y se sumió en un charco y se cago.

2) Había una vez un perro que se llamaba bombón y se lo comieron las hormigas.

3) Había una vez un pollito que se llamaba caroz y se comió el solo.

4) Había una vez un hombre tan flaco que el trabajaba.

5) Había una vez un hombre tan flaco que el trabajaba limpiando mugosos por dentro.

6) Había una vez un niño tan tonto que cuando la maestra bissaba la pizarras el bissaba en el cuaderno.

7) Cuando reconocí a un gallo en un funeral? es el único que llevaba regalos.

8) ¿Cuál es el colmo de un policía? tener 2 esposas.

9) ¿Cuál es el colmo de un bombero? que tenga una esposa ardiente.

10) Había una vez unos niños que se llamaban Nacho, ninguno y tanto. Una vez tanto le dijo un policía que nadie se agaba y ninguno lo esta ayudando el policia. Respondía usted es tanto verdad? Sí mucho gusto.
El mundo

Escrito por: Alexis Mauricio Hernández
Fecha: 18 de septiembre

Los pitufos

Todo comienza en una aldea donde viven los pitufos. Eran bastante pitufos eran las 99 pitufos y una pitufa. Todos eran hermanos. En esa aldea vivían los pitufos y se encontraba con un chico que se llamaba gargamel. El adoraba a los pitufos pero no se les quería dar de comer y el pitufo poco a poco solo comía a su aldea y gargamel lo siguió y quiso agarrarlo a todos los pitufos para comérselos. Pero el papá pitufo estaba asiendo mala para destruir a gargamel. Lo destruyó y todos los pitufos vivieron Felices para siempre.

El día del niño se celebró el 16 de Septiembre todos los niños se sintieron bien en su día. Todos los padres se lo celebraron con regalos, besos y abrazos para que se sintieran bien todos los niños. Para ellos todos los días es el día del niño por veces en su escuela la celebran y también en lugares bonitos pero ellos lo disfrutan bastante.
DIVERSIÓN

chistes
1. porque los changos no van a las fiestas porque son pachangos
2. si quie es el camino de un anarquista tener un nudo en la garganta
3. si quie es el camino de un fotógrafo que se le revelean los hijos
4. si quie es el camino de un asesino matar el tiempo
5. si porque los elefantes no entran en el Internet porque le tienen miedo a el mause.
6. si porque esta mas cerca la luna que escuadras ¿dónde estas tu escuadra?
7. si porque esta mas cerca la luna que escuadras ¿dónde esta tu escuadra?
8. si porque esta mas cerca la luna que escuadras ¿dónde esta tu escuadra?
9. si porque esta mas cerca la luna que escuadras ¿dónde esta tu escuadra?
10. si porque esta mas cerca la luna que escuadras ¿dónde esta tu escuadra?

HUBSA IVARA

Alexis
Alvaro
Harlen
Yordy
Saul.
5. PROFESSIONAL ANALYSIS

Scholarly Article

“Honduran Students Build Their Voice with Journalism”

Tattoos needlesd my students into writing.

While teaching journalism to fifth graders at a downtown public school in Siguatepeque, Honduras, I noticed a group sporting mischievous grins and turning repeatedly to look at Kevin. He was using a piece of glass to cut a design into his arm. He told me he was giving himself a tattoo.

“A scar and an infection are all you'll get doing that, not a tattoo,” I told him in Spanish.

“You need ink for one thing,” I informed him.

Kevin immediately whipped out a pen. I knew what he was thinking.

“You also need a machine, if you want more than a black blob...This is what a tattoo should look like,” I continued. I unbuttoned my black dress shirt and revealed the tattoo on my right shoulder.

“¡Qué masiso!” exclaimed Kevin upon seeing the combination family crest on my right arm. The Hartigan family's yellow lion holding two daggers stood above the spearhead and six-pointed estoile star of the Wiseman family and white flower of the Breidings.
As the students clambered over each other for a better look, I promised to show them the rest of my tattoos if they paid attention and completed their assignments. Body art bribery worked. Showing off my ink encouraged the students to put their own ink onto paper. That was the main goal of my project in Honduras, which I called *En Voz Alta*. “*En voz alta*” means “in a loud voice.” I designed the *En Voz Alta* project to increase the volume of my students’ journalistic voices.

I completed the *En Voz Alta* project as part of my requirements for a M.A. in journalism from the University of Missouri. I taught one-hour-long journalism classes to approximately 230 fifth and sixth-grade students and led them through the process of creating their own newspapers. My goal was to use journalism education to give students the confidence and ability to tell stories that mattered most to them. The lessons could benefit educators interested in using journalism to improve students' media literacy, reading comprehension, and writing.

Every day for seven weeks, I worked with students at three schools named Estados Unidos de America, Luis Landa, and Norma Regina de Callejas. I taught the courses to four classes from August 22 to September 9, and then another four in a second set from September 12 to October 7.

During the final week of the project, a journalist from *El Heraldo*, Alejandra Canales Chirinos, spoke to all of the students in an assembly. She spoke to the students about her career and encouraged them to submit their stories to the children's section of *El Heraldo*.

Each week I interviewed the students' regular teachers for feedback on how to improve the curriculum. The teachers seemed happy to have me.
“Thank God that you are here in a public school,” said Eda Savala, one of the sixth grade teachers at the school Norma Regina de Callejas. “We've never had a professional journalist come here before. It's more like the journalists just criticize us [the teachers].”

Journalists criticized teachers about frequent strikes by public school teachers. Educators would strike because campaigning politicians promised teachers raises but rarely fulfilled those promises. What's worse, the teachers were often not paid for months. When teachers strike to demand their pay, the news media tend to take the side of the government, claimed Savala.

While I was there, a work stoppage by high school teachers shut down the high schools (www.elheraldo.com). In support of the teachers, students took over a high school in Tegucigalpa, the country's capital, resulting in violent confrontations with police, reported El Heraldo.

Angry teachers are the least of a journalist's worries in Honduras. The International Press Institute (www.freemedia.at) and the Committee to Protect Journalists (www.spj.org) both noted that Honduras is especially deadly for journalists. Seven journalists were killed in Honduras in 2011, making it the second deadliest in the Western Hemisphere for journalists after Mexico.

One concern I had going into the project was that I would be exposing the students to danger. The truth is danger already engulfs the children of Honduras.

The student who was cutting a mark into himself told me about gang members in his neighborhood, and was surprised when I could read the graffiti on his notebook and knew what that the devil's horn hand sign he flashed meant. I'd seen the signs of the Mara Salvatrucha, or MS-13, before.
I lived in Honduras from 2005 to 2007 as a Peace Corps volunteer. I had seen plenty of gang signs thrown up on bent fingers or sprayed on walls. Crime was intense then, but the situation had gotten worse.

The murder rate of 82.1 per 100,000 inhabitants, according to the UN's Global Study on Homicide (www.unodc.org), is the highest of any nation. Siguatepeque is one of the safer cities, though several murders and numerous robberies occurred while I was there.

The violence of the gangs contrasted with the gentility and hospitality of the average Honduran. The lucrative trade in drugs, guns and humans that build the gangs' and cartels' wealth also contrasted with the low-income and economic hardships of the average Honduran.

Honduras' GDP of $15.4 billion in 2010, according to the World Bank, makes it one of poorest in the Western Hemisphere (web.worldbank.org). Compared with toil and scant rewards for an honest day of work, the fast money and glory of being a gangster will be sinister temptation for my students.

My student journalism project did not change that. However, it did teach valuable skills that may someday help my students succeed against the brutal realities of their world.

The Uses and Gratifications of Student Journalism

Journalism created a strong voice advocating for the world's poor in projects by organizations such as Panos Caribbean (www.panoscaribbean.org) and the UK Guardian's Katine project in Uganda (www.guardian.co.uk). Both of these organizations used journalism to shed light on the conditions of the poor and suffering. My project sought to develop ways that journalism itself can improve the lives of children in impoverished nations.
Uses and gratifications theory provided a conceptual framework to understand how journalism can help students in the developing world. Uses and gratifications theory posits that users know the value to themselves of the specific forms of media available (McQuail, 1987). The theory has also been used to understand the benefits derived from creating media (Shao, 2009). According to this theory, students in my classes knew the value of the news media and understood the value of telling their stories.

Students’ choices of news items to present aligned with the four common reasons for media use developed by McQuail. They chose stories to:

- Present information as a service to the community
- Develop personal identity by writing stories expressing their values
- Increase student integration and connection with the community, or
- Provide entertainment (McQuail, 1987, p.73).

Since the students used the news they wrote to serve themselves and their immediate community, they defined the way the media were used and the gratifications derived from it (Henke, 1985).

Even if none of my En Voz Alta students pursues a career in journalism, being able to express themselves is beneficial in many fields. Teachers can use journalism to improve students' communication ability and alleviate anxiety about writing (Padgett, 2006). Encouraging students to pay attention to the news can also show them a world outside their neighborhoods and inspire them to become active participants (Clarke and Montserrate, 2011).
Research correlated student journalism activity to improved test performance (Dvorak & Choi, 2009). According to teacher evaluations of my project, student performance in other subjects may have benefited from the journalism classes. They were also better prepared for high school.

“What I liked best is that the students are learning much about how to redact,” said Walter Suazo, fifth grade teacher at Luis Landa. “And that is important because it does not just help with Spanish, but for whatever assignment. I believe that when these students go on to high school, this ability, the ability to redact will serve them well.”

“With this class they are awakening the abilities to write in the difficult form of a news article,” said Angel Servillon, a sixth grade teacher at Norma Regina. “And so it will facilitate what they will write and interpret in other assignments.”

“It is going to help them organize their ideas,” said Dilcia Ardon, fifth grade teacher at Estados Unidos. “Also, they will develop flow in their words and improve their vocabulary.”

**Project Design & Ideas for Educators**

To teach these valuable communications skills, the *En Voz Alta* project flowed from a basic definition of journalism to practicing skills like interviewing and lede writing. After I established the basics, students completed writing projects and created their own newspapers.

Originally, I scheduled four weeks for each set of daily classes, but found that students received the material better if I compressed it to three weeks. During the first set of classes, I spent an entire week on journalism basics and practice exercises. This was more time than was necessary, so I revised the lesson plans to begin with writing assignments on Thursday of the first week. This also allowed more time later in the course to work on articles.
Although the second version of the lesson plans only called for three weeks of class time, I found scheduling for four weeks allowed room for canceled classes and holidays.

**Overview of Week-by-Week Activities**

**Week 1**

The first week of class focused on teaching the basics of journalism. In developing my lesson plans, I used two curriculums available on the Newspaper Association of America's website. I translated the plans into Spanish and added to them ([www.naafoundation.org](http://www.naafoundation.org)).

The most effective addition I made was increasing the use of games and activities.

Commenting on the use of games in the classroom, sixth grade teacher at Norma Regina, Rafael Ramos said, “This is a very strategic and fundamental form of education... It's a form of motivation. Logically, when they are motivated, they learn better.”

The games included:

- Find the Six Questions: I distributed newspapers to the students and they each chose a news article. They then marked the answers to the six questions: Who, What, When, Where, Why, and How. We then discussed their results. The instructions confused the first set of students.

  To improve this activity, Dilcia Ardon, fifth grade teacher at the school Estados Unidos de America suggested, “You could use a poster [with the 6 questions on it] and stick it to the wall in the classroom and leave it there. The students could refer to it as they work.”
Karla Guevara, also a fifth grade teacher at Estados Unidos said, “Have them work on the same article. Read the same article to them and work on it. Everyone together works on the same, so that everyone will see what you mean. If some students don't understand, they will when they hear their companions.”

Suazo suggested, “Put examples up on the board and help them do them. An example would show them what to do.”

Putting these suggestions to use during the second set of classes, I made a poster with the six questions and another with an example of an article, both before and after marking the answers to the six questions. The activity went much smoother.

Find the Parts: This activity was similar to the six questions activity. Students marked parts of a newspaper, such as headlines, bylines, ledes, and publication date.

Inverted Pyramid Scramble: This activity followed lessons on lede writing and nutgrafs. Four sentences were written on strips of thick paper. Together they made up a story, but the students had to decide what sentences contained the most pertinent information. The students taped the sentences into an inverted triangle drawn on the board in the order they thought best made a story.

When students came to the front of class in teams to work on the puzzle, the class maintained more interest than when individuals worked on the scramble. Teams also tended to order the sentences correctly more frequently and quickly than individuals.

Remember the Photo: I flashed a photo clipped from a newspaper to the students. They had to write down as many details as they could remember. The students then developed questions about the photo. This proved to be a favorite among the students, so I expanded the activity to include writing a short story based on what they had seen.
Week 2

I gave four specific writing assignments. Teachers recommended having students work in class as opposed to doing the articles for homework.

“It's better that they work in groups here in school because when they bring the work home, they receive help from older people and it is not their work,” said Savala.

The first assignment was to interview someone the student found fascinating outside of class, then to write a profile of the interviewee. A fifth grader at Estados Unidos wrote a particularly intriguing profile. She interviewed a lawyer who helped poor people wrongly accused by the police. The profile explored what inspired the lawyer to take on this noble vocation.

The second assignment was to write about something happening that was important to the students’ lives. In the first set of classes, I did not assign anything particular, but this led to most writing about the same thing, namely Children’s Day and Independence Day which were both occurring at the time. So for the second group, I created a game to assign stories:

- Pick an Article: Forty different topics were written on slips of paper and placed in a bag. Each student picked a topic at random. The topics included: the environment, adolescent hygiene, Honduran history, and school events. In one class, I allowed students to trade topics, but found that this caused too much bickering. In the rest of the classes students had to write about the topic they pulled.

The third assignment was about entertainment. Students could choose to do a review of a movie, music, or TV show, or they could write about a sporting event, which invariably meant soccer. Fashion, technology and popular culture were also fair game.
The fourth article was the student's favorite. They created “funny” pages with riddles, jokes, crossword puzzles, cartoons and other fun stuff. Though there was no news value to this, it gave some of the class clowns a chance to shine. One student in the sixth grade class at Norma Regina drew hilarious, colorful cartoons. One featured a statue getting down off his horse to take shelter for the night since crime was rampant in the central park.

At first, I tried editing each student's first draft, but editing 100 articles a night proved too much for me. I switched to having the students be editors for their classmates.

“After they read their companion's they think more about their own,” said Ardon.

I read and graded the students’ revised drafts and made additional edits. Sometimes students would not make the advised corrections in their final drafts. This dismayed me. I sought teachers' advice on how to make sure they used my corrections.

“Perhaps you cannot do anything, but the teachers can help you. Because if the teacher tells them, 'here is the error, you have to do it over,' they will obey me because he knows it is an order...It is for his benefit. It is a benefit for the future,” said Savala.

When the students had a final draft, they voluntarily competed with other students for the daily honor of “Best Article.”

Best Article Contest: Three students at a time volunteered to read their stories to the class. After hearing the stories, the other students put their heads down to make the voting as anonymous as possible. Then they voted for the article they liked best. The winner of each round faced the other winners in an elimination vote until a daily champion emerged.

Students did not receive prizes, but Ardon recommended, “You could also give candies as prizes, something small.”
To further reduce the popularity contest aspect of the voting, I would suggest that the instructor read the three students works and not reveal to whom they belonged until after voting.

**Week 3**

The next step was to format a page and put their articles all together. I made a puzzle to help with this.

Poster Puzzle: On a piece of poster paper, I drew an example of a student newspaper. I then cut this into pieces, according to the sections and headlines. For example, one piece had the headline, another had the name of the paper, and another the article. The students then took turns putting the article together piece by piece.

While students were putting their own articles into the newspaper format, I taped a poster with a blank format up on the board. Instead of an actual headline, it simply said, “Headline.”

Since few students had access to cameras; we used drawings to illustrate their stories. Students who were more creatively oriented were also free to decorate their pages as they saw fit. In group projects, artistic students helped their less Picasso-esque peers.

Students in the first set of classes worked individually. The second set working in teams, in response to feedback from the students’ teachers.

“I think there are advantages when students work in groups. One helps another that is the advantage of working in a group,” said Suazo.

I advised the student to start with either the interviewee profiles or the random topic article, but gave them the freedom to design the papers in a way that was most compelling to them. Some chose to put sports first while others made fashion magazine inserts.
Often within the same group, some students would excel while others barely put pen to paper. The result was a paper that contained a mixed bag of beautiful triumphs and barely legible scribbles.

“Ah, always there are students who do things very well, and others not,” said fifth grade teacher at Norma Regina, Zoyla Barrahona when asked what I could do to improve participation.

**Discipline Challenges**

Keeping discipline in the classroom often drained a quarter or more of my class time. If the teachers stayed in the classroom, the students would behave. However, some of the teachers disappeared as soon as I walked in the door. The students knew I had no means of punishing them, so the classes turned into chaos. One class at Estados Unidos behaved so poorly that the class had to be dropped from the program.

“It's that the students are easily distracted. You need the help of us, the teachers, in order to control and discipline them. For them, you are a stranger, but eventually you captured their attention. They come with the question where are you going to take them, what are they going to receive,” said Savala.

Not all the teachers shared Savala's view of the teacher's role.

“Well, in the case of managing the groups, the students, you have to be a bit stricter with them. We have learned that you have to be strict with them to keep their attention,” said Ramos, fifth grade teacher at Norma Regina.
Unfortunately, Ramos rarely stayed near the classroom while I was teaching to observe if I was strict. In fact, he often left the school grounds even when no one was watching his students. Several times I found Ramos’ class playing in the yard while all the rest of the classes were in session. He often left to run errands, especially on Thursday, since the nearby farmer’s market was open then.

Many of the teachers dedicated their lives to making their students into responsible and educated members of society. Other educators sacrificed their students' futures to run errands.

The classes were most successful if the teachers incorporated *En Voz Alta* lessons into their regular curriculum. Involved teachers resulted in more high quality student newspapers than in classes with teachers who took a break during *En Voz Alta* sessions.

Fifth grade Spanish curriculum in Honduras includes writing a classroom newspaper. Expanding the regular curriculum to use the games and lesson plans from my project could augment the normal lessons.

“You may have noticed I was taking notes. And I'm going to test them on what you said. Then they will know I was serious and they have to pay attention to you,” said Suazo.

“It's the first time we've had the assistance of a North American at this school in this type of work. And thus we learn from you, and you learn from us,” said Savala. “Much of this depends on the support of the teacher. If they do not finish the work you give, I say to them, 'OK, you will not go to recess until it is done.' They know if they do not do the work in the time you give them there is a type of little punishment for them.”

Teaching these journalism classes allowed me to contribute to the betterment of the student's education. Many of the students seemed to enjoy learning to be junior journalists.
“I've been watching well how the students interact with you. I've noted that the students are very enthused because they wait for you anxiously,” said Savala.

“You know, I think some of them have the wood [ability] to become journalists. Like this Javier, he said to me, 'Oh teacher, how beautiful.' Others too, they like it and have the capacity,” said Barrahona.

Many of the articles showed off the talent Barrahona noticed. For example, Anelka, a student at Estados Unidos, wrote about a criminal lawyer she interviewed.

“The well-educated young woman responded to me with great respect, 'My mother was a lawyer. When I saw my mother fight in this work, I was inspired to become a lawyer,'” wrote Anelka in her article.

“Her work tries to defend the innocent who could go to jail,” Anelka continued.

“When her mother died, she was left this great work and responsibility.”

All of the students' work can be viewed here: http://tinyurl.com/HonduStudentPapers

Conclusions

Honduran children grow up into a world they didn't shape but which molds their futures. By making use of the news media both to observe and draw attention to what is foremost in their lives, students' efforts are gratified by improved communication ability and media literacy.

Journalism even became a revenue stream for Dilcia Ardon's students. A group of her students produced several editions of a school newspaper, which they sold for the equivalent of 25 U.S. cents.
For teachers, journalism can improve students' analysis and redaction abilities. For professional journalists, teaching journalism to youths may improve the students' interest in and respect for the media. A journalist teaching the course has the opportunity to see the world from a different point of view. For foreign journalists and aid workers, teaching in public schools also helps them gain community acceptance.

Journalism has considerable potential as a means of improving young people's lives. Repetitions of my project could be carried out in thousands of different areas and continue to reap benefits for both students and teachers.

Future studies of the long-term effects of the *En Voz Alta* classes could illuminate how journalism education benefits children in the developing world. The academic and career achievements of students who received journalism classes would have to be compared to those of students who did not participate.

Many of the effects of the *En Voz Alta* project were subtle and difficult to quantify. However, some of those ephemeral effects could be life-changing for the students.

“*The beginning [of a career in journalism] is when a person starts to feel disquiet about all the things around them. At that moment they view their environment as something more interesting,*” said Chirinos in an interview.

Perhaps some of my students now feel that disquiet and have a new interest in telling stories about the world around them.
References


Published Article

Communication: Journalism Education Today, the magazine of the Journalism Educators Association (JEA) published the following article. The JEA is an organization of more than 2,500 educators, journalists and others focused on elementary and high school journalism education.
Honduran students build their voices with journalism

INTRODUCTION BY HOWARD SPANDOL

For journalism advisers, every moment is a learning experience. University of Missouri graduate student TIM WALL takes JEA advisers to Honduras and gives them the opportunity to translate his visit into pedagogical upgrades.

His techniques should encourage imaginative approaches — whether for your school or for other situations. Consider ideas about making choices, finding answers to questions, visualizing story parts, competing for the best story and developing visual reporting skills.

Try "translating" one of the techniques to a classroom in the United States. For example, Hall's use of the photo flash technique might suggest a technique that would work well for all ages or levels of journalism students. Could you use this method to help your students become better observers? Or better visual reporters?

Faux ways to emphasize paying attention to details such as:
- Reserve an intro class time for photo-flash experiments — maybe on Mondays or Fridays or possibly for a designated five to 15 minutes daily during the first week of each month.
- Use from one to three photos.
- Select photos that are more complex as the activity progresses.
- Expand from still life to short videos and then to multiple videos.
- Introduce more complex videos and multiple videos for one showing.
- Require students to read lists or stories for accuracy checks.
- Build enthusiasm for accurate visual reporting.

BY TIM WALL

Tattoos needed my students into writing.

While teaching journalism to fifth graders at a downtown public school in Siguatepeque, Honduras, I noticed a group sporting mischievous grins and turning repeatedly to look at Kevin. He was using a piece of glass to cut a design into his arm. He told me he was giving himself a tattoo.

"A scar and an infection is all you'll get doing that, not a tattoo," I told him in Spanish. "You need a machine if you want more than a black blob. ... This is what a tattoo should look like."

I unbuttoned my black dress shirt and revealed the tattoo on my right shoulder.

As the students clambered over one another for a better look, I promised to show them the rest of my tattoos if they paid attention and completed their assignments. Body art bribery worked. Showing off my ink encouraged the students to put their own ink on paper, and that was the main goal of

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Student art and editorial cartoons visualize communication.
project En Voz Alta, which means "in a loud voice." What I hoped to do was give my students a louder journalistic voice.

Completing the En Voz Alta project was part of my requirements for a Master of Arts degree in journalism from the University of Missouri. I taught two-hour-long journalism classes to about 230 fifth- and sixth-grade students in three schools in Honduras. My goal was to develop a means of using journalism to give students the confidence to tell stories that mattered to them and to improve their ability to tell those stories. The lessons, according to the students' regular teachers, also helped improve students' writing, media literacy and reading comprehension.

Each week I interviewed the students' classroom teachers for feedback about how to improve the curriculum. They responded candidly and encouraged me. "Thank God that you are here in a public school," said Eda Savala, a sixth-grade teacher at the school Norma Regina de Calleras. "We've never had a professional journalist come here before. It's more like the journalists just criticize us [the teachers]."

PROJECT DESIGN

To teach important communications skills, the En Voz Alta project progressed from a basic definition of journalism to practicing skills such as interviewing and lede writing. Next students were assigned writing projects and created their own newspapers.

Week 1: Journalism Basics

The first week of class focused on teaching the basics of journalism. To develop lesson plans, I used two curricula available on the American Press Institute / Newspapers in Education website. I translated the plans into Spanish and added to them. The most effective addition was to increase use of games and activities. Commenting on the use of games in the classroom, sixth-grade teacher Rafael Ramos said, "This is a very strategic and fundamental form of education. ... It's a form of motivation. Logically, when they are motivated, they learn better."

The games included diverse activities, such as the following:

- **Find the Answers:** I distributed newspapers to the students, and each chose a news article. Then they marked the answers to the six questions: Who? What? When? Where? Why? How? The students discussed their results. I made a poster with the six questions and another with an example of an article, both before and after marking the answers to the six questions.

- **Find the Parts:** This activity was similar to the six-questions activity. Students marked parts of a newspaper, such as headlines, bylines, ledes and publication date.

- **Unscramble the Inverted Pyramid:** Four sentences were written on strips of thick paper. Together they made up a story; but the students had to determine which sentences contained the most important information. Students taped the sentences into an inverted triangle drawn on the board in the order they thought made the most readable story.

- **Remember the Photo:** I flashed a photo clipped from a newspaper to the students. They had to write down as many details as they could and then think up two questions about the photo. The activity proved to be a favorite among the students so I expanded the plan to include writing a short article based on what they had seen.

Week 2: Journalism Practice

Progressing to the next step, I introduced four specific in-class writing assignments. Teachers suggested it was better to have the students work in class, as opposed to doing the articles for homework.

"It's better that students work in groups here in the school because when they take the work home, they receive help from older people so the result may not be their work," Savala said.

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What I liked best is that the students are learning much about how to write. It is important because it does not simply help with Spanish but with any writing assignment. I believe that when these students go on to high school, this ability to edit will serve them well.

WALTER SUAZO,
FIFTH-GRADE TEACHER

Week 3: Journalism Teams

The next step was to format a page and put their articles all together. I made a puzzle to make the job easier.

- Poster Puzzle: On a piece of poster paper, I drew an example of a newspaper. I then cut this into pieces, according to the sections and headlines. For example, one piece had the headline, another had the name of the paper and another the article. The students then took turns putting the newspaper together piece by piece.
To help students create their own newspapers, I taped a poster with a blank format on the board. Instead of an actual headline, the poster simply said, "Headline." Students used this poster as a template while they were putting their own articles into the newspaper format.

Because few students had access to cameras, we used drawings to illustrate their stories. Students who were creatively oriented were free to decorate their pages as they saw fit. In the group projects, those students were allowed to help their less artistic peers.

In the first set of classes, students worked individually, but the second set worked in teams after I received feedback from the students' regular teachers.

"There are advantages when students work in groups. One helps another — that is the advantage of working in a group," Suazo said.

Classroom Challenges
Keeping discipline in the classroom often consumed a quarter or more of my class time. If the teachers stayed in the classroom, students would behave. But some of the teachers disappeared as soon as I walked in the door. Students knew I had no means of punishing them so the classes turned into chaos. One class behaved so poorly the class had to be dropped from the program.

"Students are easily distracted so you need the help of us, the teachers, to control and to discipline them," Savala said. "For them you are a stranger, but eventually you captured their attention. They come with questions. Where are you going to take them? What are they going to receive?"

"It's the first time we've had the assistance of a North American at this school in this type of work. Thus, we learn from you and you learn from us," Savala said. "Much of this depends on the support of the teacher. If they don't finish the work you give, I say to them, 'OK, you won't go to recess until it is done.' They know if they don't do the work in the time you give them, there is a type of little punishment for them."

PROJECT INSIGHTS
Honduran children grow up in a world they did not shape, but it is a world that molds their futures. By making use of the news media both to observe and to draw attention to what is important in their lives, students improved in media literacy and communication ability. Teaching the journalism classes allowed me to contribute to their education, and many of them enjoyed the classes.

"I've been watching how well the students interact with you. I've noted that the students are very enthused because they wait for you anxiously," Savala said.

"You know, I think some of them have the wood [ability] to become journalists. Like Javier, he said to me, 'Oh, teacher, how beautiful.' Others too, they like it and have the capacity," fifth-grade teacher Zoila Barrahona said.

Journalism even became a revenue stream for Ardon's students. A group of students produced several editions of a student newspaper and sold it for the equivalent of 25 U.S. cents.

It was enlightening to realize that journalism has the potential to improve young people's lives. The project could be carried out in thousands of areas and reap benefits for students and teachers.

Many effects of the En Voz Alta project were subtle and difficult to quantitatively study. But some of those subtle effects could be life changing for the students.

"The beginning [of a career in journalism] is when a person starts to feel disquiet about all the things around them. At that moment they view their environment as something more interesting," Alejandra Canales Chirinos, a journalist for the Honduran newspaper El Heraldo, told me.

Perhaps some of my students now feel that disquiet and have a new interest in telling stories about the world around them.
Dangers in Honduras

BY TIM WALL

Journalists criticize frequent work stoppages and strikes by public school teachers. Educators in Honduras strike because politicians, over the years, have promised teachers raises, but the promises were rarely fulfilled. Even worse, the teachers often were not paid for months. When teachers strike to demand their pay, the news media tend to take the side of the government, contended Eda Savala, a sixth-grade teacher at the Norma Regina de Callejas school.

During my stay, a work stoppage by high school teachers shut down the high schools. In support of the teachers, students took over a high school in Tegucigalpa, the country’s capital. The action resulted in violent confrontations with police, reported El Heraldo, a Honduran newspaper.

Angry teachers, however, are the least of a journalist’s worries in Honduras. Seven journalists were killed in Honduras in 2011, according to the International Press Institute. Going into the project, I was concerned that I would be exposing the students to danger. But the truth is they are already exposed to danger. The Honduran murder rate of 96.1 per 100,000 inhabitants was the highest of any nation for 2011, according to the United Nation’s Global Study on Homicide.

The violence of the gangs contrasted with the gentility and the hospitality of the Honduran populace. The lucrative trade in guns, drugs and humans builds the gangs’ and cartels’ wealth, which contrasts with the low-income and economic hardships of Honduran citizens.

The En Voz Alta project did not change students’ circumstances, but it did teach valuable skills that may someday help students succeed despite the brutal realities of their world. The project sought to develop ways to use journalism teaching to improve the lives of children in struggling nations.
APPENDIX

1. Project Proposal

En Voz Alta:

Giving a Stronger Voice to Honduran Youths Through Student Journalism

Master's Project Proposal

Tim Wall

July 15, 2011
My interest in journalism awoke amidst the stifling poverty, hurricanes, and heat of Honduras in 2005. I lucked into becoming an editor for the Honduras Peace Corps volunteer magazine, Alli No Mas. For a year and a half I helped volunteers tell stories, vent, rant, and share the experience of living in the land of the Catrachos, the self-applied nickname for Hondurans.

A few years later, in 2009, after then-president of Honduras, Manuel Zelaya, was arrested for allegedly violating the constitutional prohibition against an elected official advocating a change in term limitations, I saw the power of the international news media to influence world events. The arrest of Zelaya was done under the legal auspices of a congressional warrant. But he was exiled illegally to Costa Rica. In Costa Rica, Zelaya played on decades old assumptions about Latin American politics to present himself a man of the people, deposed in a CIA backed coup. Even respected news media framed it as a classic banana republic coup of the bad old days. But as Marco Cáceres di Iorio, editor of the online newspaper Honduras Weekly, said in his book, The Good Coup, and during his appearance on the Global Journalist, this was a historically different political crisis, more of a pseudo-coup.
Many of my Honduran friends were frustrated by the lack of nuance in the international press coverage. Though my friends were on both sides of debate, they all suffered when many foreign governments and international aid groups cut funding for social projects because of fears that money was going to an illegal government. The international opinion that the Honduran government was in the hands of military-backed, coup-conspirators was fostered by people who had, in many cases, never read the Honduran constitution, visited the country or even spoke Spanish. I can't help but think things would have been better for the people of Honduras if more of them had been in the international debate, telling their own stories.

Introduction to the Project

The tools of journalism can empower the next generation of Hondurans as well as teachers and students in the whole of the Spanish-speaking world. For my graduate professional project, I would like to conduct journalism classes in elementary schools in Siguatepeque, Honduras. Groups of fifth and sixth grade students will receive the classes and produce their own journalistic works. These articles will be published in print in Honduras and on the Periodismo Estudiantil website: 

http://periodismoestudiantil.wordpress.com/. This program could inspire young Hondurans to become journalists, or at least to develop a love of writing and empower them to tell their own stories. Journalism education can also make them more informed consumers of news and other media.
To prepare the boot camp curriculum, I reviewed the literature available related to elementary school journalism classes in Spanish and English. The initial curriculum will be developed from this and previous experiences teaching in Honduras and the United States. After each week of the four week sessions, I will interview the classes' regular teachers for feedback on the curriculum. This will allow constant improvement of the lesson plans as the project continues.

I will also develop instructional materials to facilitate reproduction of the boot camp. The goal will be to develop a publicly available Spanish-language grade school journalism curriculum with audio-visual teaching aids. Teaching materials, in the form of videos published on YouTube and lessons plan posted on the Periodismo Estudiantil website, will make the curriculum available for teachers, students and development workers.

**Background and Experience:**

I first stepped down off an old school bus, which had been transformed into a dingy yellow mass transit vehicle, onto the streets of Siguatepeque, a town of about 75,000 in central Honduras, in May of 2005. I lived there for two months during my Peace Corps training. Honduras was my *patria segunda*, or second homeland, for a total of two years and three months while I was serving in the Peace Corps.

Success in my project will be aided by my experience with the language and customs of Honduras. I taught weekly environmental education classes in several Honduran grade schools. The techniques I developed for engaging students will be useful in this project. My teaching style relied heavily on games and experiential learning with strong positive verbal rewards. I also have teaching experience at the University of Missouri in Columbia and at the International Institute in St. Louis, Missouri.
While in the Peace Corps, I taught environmental science, implemented a trash collection system, translated for medical brigades, taught organic farming methods and completed other projects. My graduate school journalism training and experience working for the Global Journalist have prepared me to develop the journalistic elements of the project.

I taught journalism in my current job working for Jon Stemmle, project director of the Howard Hughes Medical Institute's science journalism program. This involved some lecturing, but more so one-on-one tutoring of undergraduate science students on how to better communicate to the general public.

The journalism boot camp idea is the extension of an early pilot program. While visiting Honduras in March during a spring break vacation, I conducted a one-week boot camp on journalism with a group of 35 fifth grade students at a school in Siguatepeque.

The students had only one week to learn everything, from gathering stories and writing them, to page layout and visual presentation. Their work can be viewed here:

http://periodismoestudiantil.wordpress.com/

Relation to Professional Goals:

My professional goal is to make a career of informing people and helping them understand the complexities of the world.

The project will continue my professional development as both an international journalist and communicator and facilitator of intercultural dialogue. There will be opportunities to write my own articles in both English and Spanish. Some of these articles will be submitted for publication in Missouri Abroad, MU's travel journalism website. This will increase the amount of content the website contains pertaining to travel in the developing world and add value to an already existent Missouri School of Journalism project.
Producing the newspapers will also increase my experience in editing, page layout and publishing. My photography and video production skills will also be developed as I document the project.

Another important aspect of career development will be the relationship building I will do between international independent news outlets, local reporters, and student journalists. In developing these relationships, I will also be building a database of Honduran journalists. Teachers who wish to repeat the student journalism curriculum will be able to use this database to find professional journalists willing to work with them to encourage the next generation of Central American journalists.

Professional Skills Component

Encouraging students to write about their lives and tell the stories that are important to them will involve a specialized form of development journalism, or the use of journalism as an empowerment tool and means to give a voice to all people. The project will help fill the students' needs to feel themselves as important assets to their communities and show them a possible career path. In an age of budget cuts at major news agencies, training more reporters on the ground in Latin America will increase the number journalists reporting from that region.

The creation of educational materials will call upon explanatory journalism skills I have developed writing for Discovery News. The instructional videos will be essentially reports on how to report. Filming and editing them will call upon convergence journalism skills.
**Time Line:**

The week before going to Honduras, I will coordinate with Dilcia Ardon, the teacher I worked with in March, to create a set of initial lesson plans. I will also contact professional journalists in country to arrange guest speakers. I will also coordinate with them to create instructional videos, like those found in the Reporter's Center channel on YouTube, which will be discussed later in the proposal.

I plan to work on the project in Honduras for two months and one week, beginning in early August and ending in early October. Every week will involve at least 10 hours of class time, 20 hours of planning, homework evaluation and materials development, two hours of teacher interviews, four hours of interview translation and evaluation, four hours of video and multimedia production and editing, a variable amount of one on one tutoring, and one hour for project analysis and recording. An additional week will be dedicated to filming the instructional videos at the end. I plan to create at least one video for each week's worth of lesson plans, and probably more. I will also create as many videos of tips from professional journalists as possible. These will focus on the basics of journalism and how they started their careers.

In the United States I will then compile the pedagogic materials and videos and post them to YouTube and the Periodismo Estuduantil website. I will do this in the United States because I have access to video editing software and faster internet connections. I estimate it will take another 30-40 hours to complete this work.

Though the project will run less than the usual 14 weeks, each week will have at least 40 hours of work. Considering the difficulty and that some of the tasks may take longer than anticipated, the equivalent of the required 420 hours of work will be put into this project.
Description of Curriculum:

The curriculum will be designed to be executable within a one month time frame with one hour of class time per day. Each day the students will also be given homework assignments.

This will allow students time to develop their writing skills and seek out more in-depth stories and learn interviewing skills. With more time students will also be able to develop beats that interest them or develop specialties in editing, production or visual presentation.

Detailed lesson plans will be developed using established curriculum discussed later in this proposal. I will briefly summarize the week by week course work.

Week one will involve instruction on the basics of journalism, such as story structure, interviewing, note taking, beats and sourcing. By the end of the week the students will have evaluated a professional newspaper, written mock stories, and chosen a topic for their first article. They will have also completed an interview with an adult family member or school faculty. Students will be divided into groups. Within those groups students will be asked to choose a particular beat to cover for their group's paper.

Week two's classes and coursework will focus on writing techniques, including lede writing, article structure, use of quotations and AP style. By the middle of the week students will have written their first draft of an article and chosen a topic for their second article. The first draft of the second article will be due at the end of the week. Homework assignments will include writing the same story with different ledes, and re-writing professional pieces of journalism in their own words.
In the third week, students will be asked to edit each others stories. Students will also be asked to write a third story in a different style and on a different topic than they have already done. Students will also work on reducing useless words and writing concise text.

The use of photography and other visual elements will also be introduced. Homework assignments will include a competition to find the most errors in an intentionally poorly written article. Use of computer labs will be requested to allow students to begin typing their stories.

The fourth week will be dedicated to the production process. Page layout and the use of word processing, page making, and image editing software will be covered. If computers are unavailable, the newspapers will be written by hand, then photocopied for distribution. Final drafts of all stories will be due Monday of this week. By Wednesday, a rough draft of the paper will be due. Final revisions will be made on Thursday. On Friday, a final copy of the paper will be given to each student during a closing ceremony.

Recipients:

The project will include students in four schools in Siguatepeque and nearby rural areas. All students will be required to bring in a permission slip signed by their parents.

The original public elementary school where the pilot program was carried out, Escuela Estados Unidos de America. (5th and 6th grade)

A private bi-lingual elementary school (5th and 6th grade)

Another public elementary school in Siguatepeque (5th and 6th grade)

An elementary school in a rural area near Siguatepeque (5th and 6th grade)

The variety of schools will allow testing of the curriculum in a variety of situations representative of the schools found throughout Central America.
Sustainability and Reproducibility:

To facilitate long term sustainability of the project, I will collaborate with Melvin Martinez a local high school teacher and and broadcast journalist. With his help, my goal is to connect the grade school students with a student newspaper in a local high school to encourage students to continue writing as they go on with their education. Grade school students will be paired with high school newspaper reporters and local professional journalists. They will form the nucleus of a “club de periodismo” as will be discussed in the literature review.

Journalism Produced and Distribution:

The students' work will be published locally in self-produced and published student newspapers, as well as digitally on the website. The student will be given access to computers to type stories, so that they are more legible and more easily transmitted. Open source software, like OpenOffice, will be used in the production and page design process.

I will translate at least one of the best student articles for submission to news outlets such as the Global Journalist, Missouri Abroad, The Common Language Project and Round Earth Media. In addition to the student's work I will write at least one article about my experience in this project and submit it for publication.

The project will also be documented through video and photo and used to create promotional materials and a curriculum that can be transferred to schools in other Spanish-speaking areas. YouTube and the Periodismo Estudiantil website will be used to distribute the materials.

The abundant physical evidence of work will be the body of student journalism produced and the instructional materials created.
On-site supervision will be carried out by Dilcia Ardon. She is a dedicated teacher, and has regular internet access, which will allow communication with my committee.

**Professional Analysis Component**

The question of how best to develop a pedagogy for teaching student journalism in Spanish will be addressed in my professional analysis. Educators and students in Spanish speaking areas around the world will be the target audience for the analysis. Journalism as a profession will benefit from this, since it will encourage young people to respect and understand journalism and consider it as a career path.

To start students off on the right path, the curriculum must be well developed to meet their needs. To create a strong curriculum, previous work will be combined with constant evaluation and improvement of the course materials in use. A review of other student journalism curriculum will allow me to learn from others who have completed similar projects. A combination of the best elements of the curriculum will then be used to conduct the first classes. After each week, an interview will be conducted with each teacher, using journalistic skills I have developed at the Missouri School of Journalism.

Journalistic techniques will be used to analyze the course as it progresses. As each week is completed, the regular teachers of the classes will be intervieweed about what they liked and didn't like about the lessons. From their feedback, I will subsequently improve the program as it progresses. The interviews will be transcribed and translated into English. At the end of the project I will have sixteen interviews.
These interviews will be used as part of a professional analysis for possible publication in trade journals, such as the *Global Journalist, Journalism and Mass Communications Educator, The Education Digest* or the *Newspaper Research Journal*. The materials and analysis of the project could also be added to websites like the Journalism Educator Association, La Universidad de Navarra's *Recursos Académicos Sobre Periodismo*, the Inter-American Press Agency, or the National Elementary Schools Press Association, the Newspaper Association of America Foundation's Student Journalism Section, and the International Society of Student Journalists.

The information and materials developed will be helpful to journalism teachers in Latin America, as well as Spanish-speaking areas of the United States. Aspiring journalists will also be able to benefit from the teachers' recommendations through the improved freely distributed educational materials that result.

**Theory**

By examining the interviews with the teachers through the lens of a mass media communications theory, the data acquired can be understood in the larger context of communications research. Uses and gratifications theory will be used for this purpose.

Uses and gratifications theory has been used extensively in mass media research. It posits that users know the value to themselves of the specific forms of media available. Media users then actively seek out the media that can best meet a specific need or desire (McQuail, 1987).
Uses and gratifications theory is relevant since it deals with the functional benefits derived from the media (Palmgreen, 1984). Students’ and teachers’ media use and creation serve their need to find and distribute information, define themselves, build community, and be entertained, which coincide with the four groupings of reasons for media use established by McQuail, which are Information, Integration and Social Interaction, Personal Identity and Entertainment (1987). Since the students will be using the news to serve themselves and their immediate community, they will be defining the way the media is used and the gratification derived from it (Henke, 1985). They will be actively selecting the news events they choose to cover and how they write about it. This conscious selection of personally relevant news items is another aspect of uses and gratifications theory (Diddi & LaRose, 2010).

Student’s choices of new item to present can be viewed according to the four common reasons for media use developed by McQuail. They may choose stories in order to present information as a service to the community, to develop personal identity by writing stories expressing their values, to increase student integration and connection with the community, or to provide entertainment (McQuail, 1987, p.73).

The study of uses and gratifications theory mentioned just now focused on media consumers, but recent studies have also called upon uses and gratifications theory to understand the benefits derived from creation of media.
The use of websites like YouTube, MySpace, and Wikipedia are examined by Shao through the lens of uses and gratifications theory. Shao wrote that user generated content can be understood through uses and gratification theory, since the media produced meets needs for social interaction and self-expression (Shao, 2009, p.7). He also states that user generated media serves a need to self-actualize, or define and manifest oneself within the world.

An examination of the development of international online communities found that participation in online communities can be understood through uses and gratifications theory (Grace-Farfaglia, Dekkers, Sundararajan, Peters, & Park, 2006). The ways people in the United States, South Korea and the Netherlands used and created media varied. The uses and gratifications derived by individuals varied by demographics, cultural values and internet connection type (p. 94).
Literature Review

Educators can use journalism curriculum materials to meet the academic needs of students and gratify their own need for information about teaching methodologies. Research studying the effects of student journalism reveals that journalism courses in elementary and high school may benefit students and society in general.

Research suggests that journalism experience in pre-college education correlates to higher academic achievement and development of higher levels of self-efficacy. High school students who worked on school publications, such as newspapers or yearbooks, had significantly higher test scores than other students, according to a study of over 30,000 students' ACT scores by Dvorak and Choi.

In the study (Dvorak & Choi, 2009, p. 84) students with publications experience had an average composite ACT score of 21.58, or the 64th percentile, compared with non-journalism student scores of 21.4, or the 56th percentile.

Journalism students' higher level of achievement carried over into college, where students with high school journalism experience had higher grade point averages (p. 83). Students with high school publications experience had GPAs that were on average .07 higher than non-publications students. All in all, students with high school publications experience showed higher achievement in all 17 areas of academic comparison examined in the study (p. 87).
The authors noted that students with higher aptitudes for writing and other academic abilities may have been drawn to these journalism extra-curricular activities (p. 87). The authors suggested that further studies on the effects of journalism curriculum delivered to all students, as opposed to a select few could illuminate the academic value of journalism. Another study conducted by Dvorak looked at correlations between a journalism courses and the academic achievement of disadvantaged students.

A program in Alaska sought to put the academic benefits of journalism experience to work in schools with primarily indigenous students (Morgan & Dvorak, 1994). The authors noted that urban Alaskan schools have much better journalism programs than rural schools and that indigenous peoples are under-represented in the news media (p. 15). To address these concerns, a program was developed to facilitate journalism courses in rural areas with predominantly indigenous populations and to observe standardized test performance afterward.

To implement the program, a distance education course for teachers was created that covered how to instruct students about news writing, editing, photography, desktop publishing, media law, management, public relations, and communications theory. Each teacher also received a teaching guide for a one-semester course on journalism theory and practice.
The results of this program agreed with those of the later Dvorak and Choi study. Students who participated in the study scored higher on the “Tests of Basic Skill” that were administered to primary and high school students statewide. When compared to schools with similar demographics, the students who had taken the journalism courses outperformed their peers (p. 17). The journalism students also showed individual improvements in pre and post-tests.

The study in Alaska also noted several difficulties. Absenteeism was a significant problem. The study found that residents of the villages received the papers well since they previously had received little local news coverage. The authors report that this served as a self-esteem booster for the youths (p.18). This is noteworthy since Siguatepeque has only one news television program dedicated to local issues, and no local paper besides the high school newspaper. It suggests local acceptance of the students' work may be positive. Another significant note is that three of the Alaskan students went on to become college journalism majors.

Students of all ages can benefit from journalism education and activities, according to an article by Raven Padgett in the Education Digest (2006). Padgett interviewed Mark Levin of the National Elementary Schools Press Association about his work with primary school newspapers. Levin stated that encouraging students to start writing while younger can alleviate later anxieties about writing. Student journalism also makes writing more relevant since they know they have an audience looking to them for information. He noted that school newspapers can instill the same sense of local pride that regional newspapers do and attract audiences in the same way, by providing news not found anywhere else.
Studies looked at the societal benefits of journalism courses and extracurricular activities. Journalism courses benefit society as a whole by making students more aware of the world and of their obligation to be informed and active members of their democracies.

Clark and Montserrat (2011) interviewed 45 high school journalism students in 19 high schools. The authors suggest that the collective decision making found in newsrooms and editorial meetings helped the students develop skills necessary for civic engagement (p. 424). Other students reported a sense of public service in providing information for their communities, such as a student who reported on auto fatalities of teenagers (p. 424).

Another student learned about censorship and the role of authorities in suppressing journalists after her school's principal forced her to write a retraction about a truthful story she wrote about a gay-straight alliance group. It turned out the principal was trying to quash the group's formation, and would not allow truthful reporting of equal rights issues because he believed the story made it look like the school accepted homosexuality and would create “bad press” (p. 426).
Becoming reporters for school newspapers can also make grade school students more aware of their communities and the role that ethnic and economic divisions play in their lives while improving literacy skills, according to a journalism program evaluation in Television and News Media (Seiter, 2004). However, it also warned of a decline in story quality immediately after every student in class gained internet access. Topics shifted from local issues to mass pop-culture entertainment phenomenon once students had access to the internet (p. 93). While pop culture continued to be a dominant force afterward, Seiter talks about using the phenomenon of professional wrestling to address issues of violence and the false images presented by the entertainment media (p. 94-97). The use of journalism pedagogy in Seiter’s classroom also encouraged students to speak out on a controversial policy started by the school's superintendent (p.98). Seiter showed in the article that student journalism was engaging to elementary school students both as a means of social engagement and a means of pop-culture analysis.

Different cultures processed the news subject they see differently. A cross-cultural study of 720 students taking beginning media studies classes in both Spain and the United States found that the students processed news stories in significantly different ways depending on how the media presented the stories (Facorro & DeFleur, 1993). The researchers presented three stories to each group. The stories selected were all of similar length, topic, organization, and detail, but presented in either Spanish or English. The stories were presented via different media, including newspaper, computer, television, and radio.
The researchers found that although both Spanish and American students recalled the same amount of information on average, there were marked differences in the media they learned from best. Both cultures showed the highest degree of recall from newspapers, but Americans learned second best from computers, whereas Spanish students recalled the least from them. Television also showed higher levels of processing for Americans than the Spanish. The researchers noted that there is not a significant body of literature on cross cultural media use, and were therefore unable to make conclusions about the causes for the results of the experiment (p. 598). They speculated that government control of Spanish television may have caused students in Spain to distrust the medium.

Considering that cultural differences can have an effect on news media processing, the cross-cultural aspects of education were examined as well. Cross-cultural sensitivity was found to be necessary to create effective cross cultural lesson plans and learning materials. A lack of understanding of other cultures on the part of the teacher can limit the effectiveness of the education (Banks, 1994). Researchers observed that is important for teachers to note their own level of understanding of other cultures.

McAllister and Irvine examined a variety of studies looking at cross cultural competency of teachers (2000). They found that across multiple studies, the process of learning about other cultures had a larger effect on teacher education than the content presented (p. 19). One of their conclusions was that teachers must develop a mindset that takes them out of their own ethnocentric beliefs. Another finding of the study was that teachers developed positive attitudes towards other cultures when they are encouraged to take moderate-levels of risk, but too much risk taking can have a negative effect (p.20).
Research has examined techniques educators can use when in teaching a group of students from another culture. In Spanish speaking areas of the United States, computers and the internet have been found effective in bringing aspects of Latin American culture into the classroom (Lear, 2003).

Teaching computer literacy in journalism and media education has been noted as an important means of increasing media literacy in the global South (Naji, 2009). Naji examined the role of what he called “emancipation journalism,” in creating a more egalitarian global society. He also elaborated upon the importance of increasing the use of technology education in journalism courses in the global South. Naji also discussed the importance of encouraging citizen journalism as a means of telling stories that might have otherwise been neglected (p.42). He suggested journalism education for non-journalists as a means of achieving this objective.

Naji offers four conclusions based on his observations of the role of journalism education in creating global equality, and the role of technology in spreading the benefits of journalism and media literacy. First, journalism education should emphasize the role of the media in promoting the public interest. Second, journalism should serve as a guard dog of the people. Third, that journalism education should encourage journalists to facilitate debate and interaction between the government and the citizens of a nation. Finally, Naji asserts that journalists should be educated as to the importance of their work in providing objective information, independent of influence from interested parties (p. 49).
Review of Curriculum and Educational Materials

To develop an effective Spanish language elementary school journalism curriculum, a review of the existing curriculum in both English and Spanish allowed me to stand on the shoulders of giants, as Bernard of Chartres said. Journalism resources were also available freely online. To avoid repetition and creating a confusing cacophony of competing resource bases, I reviewed the journalist's toolboxes and instructional videos already available.

The Newspaper Association of America's website offered two school newspaper curriculums that provide a wealth of lesson plan and activity ideas. One of them, Press Ahead: A Teacher's Guide to Creating Student Newspapers, was designed to allow teachers of different grade levels to adapt the course to their needs. It also provided evaluation materials to assist in monitoring student progress.

The Press Ahead guide also included extensive explanations of different types of news writing. This was the strongest feature of the curriculum. Planning sheets and guides for studying professional journalist's work were provided for each topic. Writing types covered include news, feature, editorial, sports, entertainment, and business. Sections also covered photojournalism, human interest stories, comics and advertising, but these sections are not nearly as detailed as the news writing sections. Production and circulation were also covered.

Planning sheets, a work flow chart and a checklist of pre-production items could be translated and incorporated into the curriculum I will develop. These materials could be useful as students begin to specialize into particular areas of interest. Some students may find themselves more interested in sports writing for example, and having the proper work
sheet will help guide their work, since the classes will be general and only touch on the
details of each beat.

Also included in Press Ahead are tools for evaluating newspapers. Different types of
journals and magazine were briefly discussed. Press Ahead had a strong focus on traditional
print news writing, but because of its focus on only the print media, was lacking in
multimedia instruction.

The second Newspaper Association of America curriculum, “Creating a Classroom
Newspaper,” covered fewer topics than Press Ahead, but provided more detailed planning
materials. Creating a Classroom Newspaper's first section was devoted entirely to planning
the newspaper and the division of labor. The blank forms provided a format to help each
student group develop an organizational structure for its paper. It was a practical tool for
producing a paper.

The forms designed to help with news and feature story writing allowed extensive
planning and organization of a story. Creating advertisements and writing opinion pieces
were also examined. Sets of forms were provided for these topics as well. The form system
was well thought out, and provided a good way for novice writers to organize their thoughts.
It would be dependent on printing and copying abilities.

In “La Prensa Y La Radio Estudiantiles: Estrategias para el Desarrollo de
Competencias Comunicativas,” or in English, “The Student Press and Radio: Strategies for
the Development of Communication Competency,” the authors discussed the creation of a
student journalist's club in Bogata, Colombia (Gomez & Cantor 2005). The creation of the
club grew out of a student newspaper started in 1994 and a student radio station. The student
newspaper focused mainly on soft news (p. 25). At the end of the paper, Gomez and Cantor
also included lesson plans used in the teaching of journalism to students involved in the newspaper and radio station.

**Review of Journalism Resources**

The Reporter's Center YouTube channel offers interviews and instruction from numerous professional journalists. The tips they offer are applicable and useful to journalists at any level in their careers.

Another very similar YouTube channel is the International Journalists' Network Spanish language channel. It provides many tips for improving journalists' work, but there is no section dedicated to student journalism, or explaining the basics of journalism. The International Journalist's Network does have a website, with journalism news and more resources, but nothing for pre-college students or teachers.

The Society of Professional Journalists offers a toolbox of useful resources useful for a professional journalist on its website.

Another website, [www.clasesdeperiodismo.com](http://www.clasesdeperiodismo.com), offers advice and tips on using social media. It also offers some e-books for download. One is a guide to covering drug trafficking in Latin America. Books on using social media and technology were available from this site as well.
Opportunities

My project will help solve the problem of the lack of freely available Spanish language instructional and advice videos for student journalists and elementary school teachers. It will also increase and improve the student journalism curriculum and improve educators' ability to locate pedagogic materials. The materials developed could be posted to one of the existing websites, or used to create an independent website or YouTube channel. By using inexpensive means of distributing the materials they could be used by millions of people in the Spanish speaking world.
REFERENCES


