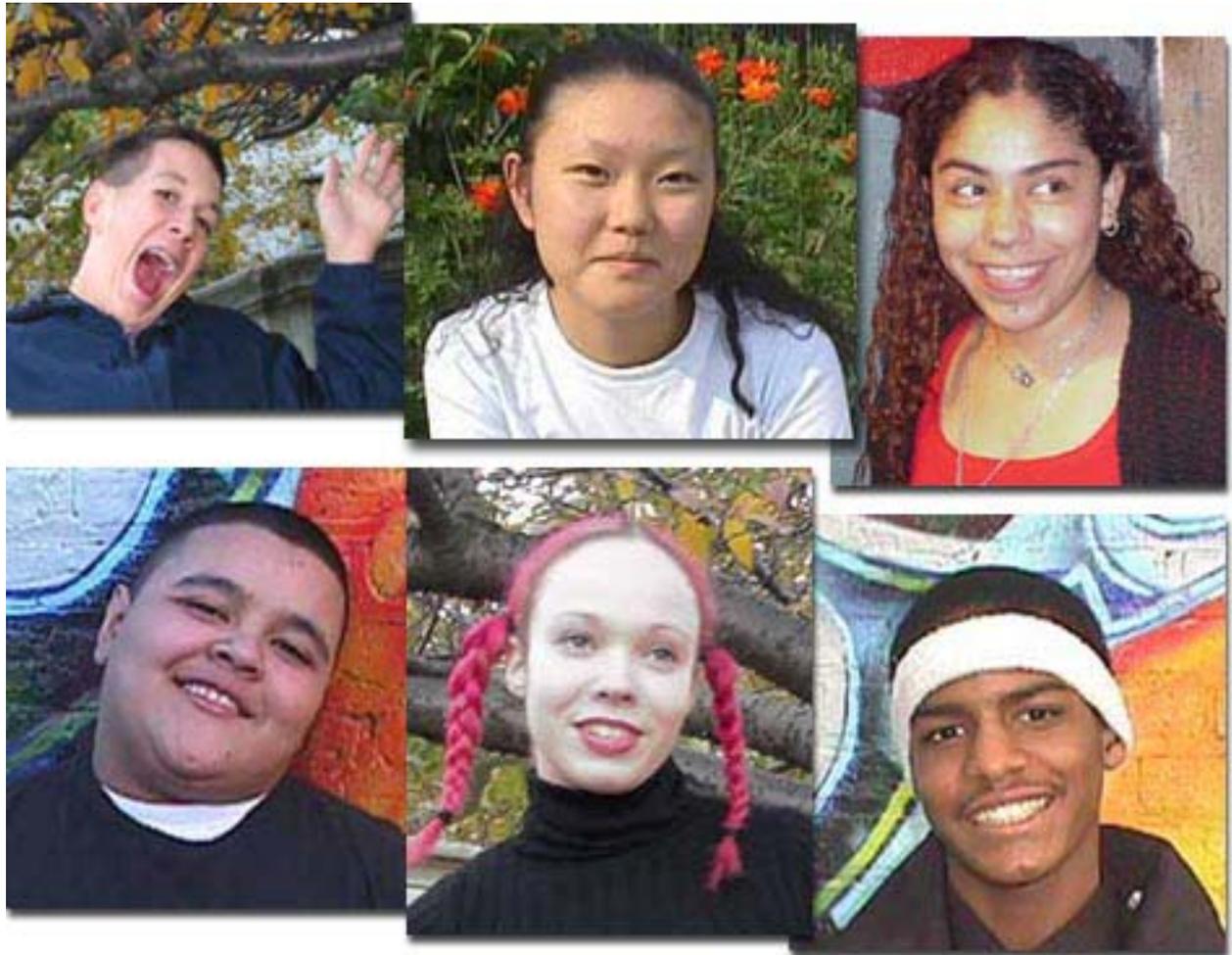


Powerful Learning with Public Purpose

WHAT
Kids
CAN DO

Feature story posted at www.whatkidscando.org | june 2003



Straight from the heart

NEW YORK, NY—As rush hour traffic clogs New York City streets, 15-year-old Anthony Brooks takes to the air at public radio station WNYC. His topic this morning is far from the usual commuter radio fare.

“When things die,” he begins, “I believe their spirits live on and roam anywhere they want to. They could be in your house, a movie theater, wherever.

“It’s very hard to think about people who passed away—like Tanya Figueroa. That’s my teacher from the sixth grade at St. Patrick’s Old Cathedral. She started the band there, and my favorite thing to do was



to play the drums. I still have the drumsticks Ms. Figueroa gave me...

“Ms. Figueroa helped me a lot in school, too. She knew math was my weak point, so she would tutor me every Monday and Wednesday after school. Sometimes I felt she pushed me more than I wanted, and I would get mad.”

Anthony continues to talk about the teacher he cherished, mixing in interviews with Ms. Figueroa’s mother, her fiancé, and a classmate. He lowers his voice when he says, “Ms. Figueroa died of a brain aneurysm. She was only 23.”



Welcome to Radio Rookies, WNYC’s award-winning youth journalism program that teaches young people to tell true stories about themselves, their families, their communities, and the world. During this cold week in January, Anthony and four other New York City teens are warming the airwaves with their personal stories. Brittany discusses teasing, a subject she knows well from being teased about her size. Alena argues against age restrictions. Angely, a Dominican New Yorker, talks about living between two countries.

In perhaps the spunkiest essay, 16-year-old Shakima Ebony Swain looks at how it’s harder to wear the name-brand clothes she loves now that her family has less money. From the moment she begins, listeners can’t miss her irreverence:

“When I used to live on 91st in Brooklyn with my mother’s boyfriend Steve, I was the poster girl for Guess. Everything matched. One day I’d be decked out in a Guess shirt, Guess jumper, and, yes, Guess sneakers. Another day, I’d be Ms. Jordache. I remember this neighbor thinking I was too dressed up to just to be sitting on the porch, but my mom wanted us to STAND OUT. She stood out all the time too.”

Shakima cuts to an interview with her mother, who says of herself, “I had to be the bomb. I had to turn the niggas on (laughs), but I like to dress nice, I like to look like a princess, a Diana or a Grace Kelly.” Replies Shakima, “Our house wasn’t exactly Buckingham Palace, but we did shop at King’s Plaza, a shopping mall in Brooklyn that a lot of black people go to.”

Expressing what’s hard

“It’s not about turning young people into reporters, it’s about helping them learn to tell their stories,” explains Marianne McCune, who founded the program in 1999 as a freelancer at WNYC.

When McCune learned that the production lab at Columbia University’s School of Journalism stood idle during vacations, she convinced the school and her station manager at WNYC, Dean Cappello, to let her use the lab for teaching. That first summer, she helped a group of Harlem teens express themselves through radio, and their completed pieces stunned Capello. He put them on air, listeners showed interest, and Radio Rookies, with startup support from the Open Society Institute, won an ongoing spot on WNYC’s Morning Edition.



Three years and many awards later, McCune and producer Czerina Patel have taken Radio Rookies' twelve-week workshops to teens in all five of the City's boroughs. Pairing with local community centers like the Seamen's Society on Staten Island, the YWCA in Flushing, or Manhattan's Grand Street Settlement House, they work with about six students at a time who apply and are chosen for the program.

Because "they pick stories that are so hard to tell," Patel and McCune constantly coach, console, and cajole their young crews. When Anthony first started his story about his teacher's death, Patel recalls, he dreaded interviewing strangers, despite his knack for making people comfortable. In one of his first interviews, a woman on a park bench opened up so much to him that she started crying. "Still, it was hard on him to talk to strangers," says Patel. "Once he got upset enough that he stopped talking to me. But eventually interviewing became second nature to him. He completed so many interviews that I nicknamed him 'the king of great tape.'"



In addition to Patel and McCune, a team of other staff, volunteers, and program graduates helps new Rookies shape, record, and edit their stories. Each Rookie also works with a professional journalist, who acts as guide and friend. Still, the inventiveness and insight that come with their stories are all their own.

In "Timmy," 15-year-old Jonathan Fauske, the oldest of five children, examines his relationship with his younger brother who has Down's Syndrome. To create the story, Jonathan asked his mother and sister, Timmy's pediatrician, and a speech therapist to critique his behavior with his brother. (His eight-year-old sister faults him for teaching Timmy the "S word," which she whispers: "Stupid.") He also recorded his conversations with Timmy, translating when Timmy's language wasn't clear. He gathered and edited in ambient sounds—the television, kids playing in the street—to bring his story alive.

As he revised his script, Jonathan honed his writing skills. He learned to stay on task. And he confronted the complexities of life with Timmy: "Sometimes I yell at him when I think he knows he's being bad. The way I see it, if I can help make Timmy behave, then it means my parents don't have to get upset. What ends up happening is that I get in trouble for yelling at him."

Whatever the subject, Rookies don't sugarcoat it, Patel tells a reporter from *The Village Voice*. "They don't have to hide their feelings under piles of meaningless words, so their stories, as a result, hit you and impact you and go straight to your heart."

Adds Cappello, "These aren't stories you can commission out of a newsroom."

Signing off



As Shakima nears the end of her piece "Fashion Obsession," she interviews peers who rattle off designers' names as if they were the alphabet. Then she comes to Steve. "White folk ain't putting their kids in Givenchy or Jean-Paul Gaultier, they put their money in their bank accounts," he exclaims. "[Meanwhile] we got no college, no IRA's, we got nothing set up for us."

"I see where he's coming from, but to be quite honest with you, I wear name brands to not look poor," Shakima counters. "If I didn't wear them, my status would slowly SHUT

DOWN. And after awhile, I would look as broke as I really am.... Right now, clothing is what makes me smile.” Shakima signs off with the refrain, “So forget all y’all.”

Anthony also reaches the end of his story about his teacher. He has told listeners how friends and family have kept Ms. Figueroa’s spirit going, how the band she started at St. Patrick’s school still marches, how former students still talk about her. “Everyone has given me a lot of good advice about how to get over the pain of losing someone,” he says. “They tell me to always think about the good things that person did and to always keep the memories alive. I’m definitely keeping my drumsticks, and my mother still has the letter Ms. Figueroa wrote to us before she died. She wrote if I ever needed help, I could always go to her.”

He concludes: “I believe Ms. Figueroa’s spirit does live on. I do want it to visit me But if it doesn’t, I’ll still remember her and how much she helped me. So this special thanks goes out to Ms. Figueroa: ‘Ms. Figueroa, I will treasure what you did for me.’

“For WNYC, I’m Rookie Reporter Anthony Brooks.”

Contact information:

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radiorookies@wnyc.org
<http://www.radiorookies.org>

AWARDS IN 2002

- Casey Medal for Meritorious Journalism
- Golden Reel from the National Federation of Community Broadcasters for best Pre-Produced Local Public Affairs Programming
- 34th Annual Robert F. Kennedy Journalism Award
- Asian American Journalism Assoc. Award for Covering Asian American Issues to Rookies Heather Oplinger, Heidi Choe, Linda Lee and producers Czerina Patel and Marianne McCune
- David S. Barr High School Award to Rookie Jesus Gonzalez for “Guns in Bushwick”
- Hispanic Heritage Youth Award for Literature/Journalism (regional) to Janesse Nieves for “Heroin”

Interviews

Czerina Patel, producer

South African-native Czerina Patel found her love for radio as a student at Columbia University’s Graduate School of Journalism. Her Masters project was a radio documentary that profiled a homeless man with an intriguing style of panhandling. Before joining Radio Rookies, Czerina created a non-profit organization to help fight child abuse. She spoke to WKCD in winter 2003.



The goal is not at all to turn these young people into journalists but to teach them how to express themselves. A number of great things come out of helping them tell their stories. Of course, there are the extraordinary stories we get onto the radio and the way media benefits from these diverse voices, a feeder into newsrooms. But the kids also get the skills of a journalist, skills they keep no matter what they end up doing. As they’re going through school and they see things, they’ve learned to recognize a story idea.

And what they're absorbing here contributes to their lives in so many other ways. Just through producing one story, they get experience in examining their lives, having conversations they wouldn't otherwise have, maybe thinking in a new way about something. It changes their lives in important ways. They learn they're important, their voices and experiences are important, that they have an impact and should continue to speak out. And when they are heard, it has an effect on people. They see that in the way their stories live on.

Since the project takes so much work, dedication, and focus—more than a usual high school level project—the kids also realize that if you stick with something through to the end, it can pay off. Through the people around them, the other students in the workshop and us, they see the power of people hanging in there together and helping each other—all important life lessons. Then at the end, there's a tremendous sense of achievement. They see what they're capable of. They start to see new possibilities.

Shakima Ebony Swain, Lower East Side Rookie

Shakima is 16 years old, Carib-American, and lives in Jamaica, Queens. She'd been a regular at the Grand Street Settlement House on the Lower East Side when she heard about Radio Rookies and decided to apply. She spoke with WKCD a month after her story, "Fashion Obsession," had aired on WNYC.



How did you come up with the idea for your story?

For me, coming up with my story idea was the hardest part. I'd heard other Rookie stories on George Bush, guns, heroin, but I wanted to think about whether there was anything crazy or different about my own life that would make my story personal. I asked my mother, my brothers and sisters for ideas.

I thought about my next door neighbor, who's a transsexual tailor—in the morning he's a man, and later in the day he's a girl. I also know this boy, he was in a gang, for religious reasons. He says God put him on earth to punish other people for wearing certain colors. He was open to my telling his story, but then I thought, no, I didn't want my name into all that, and also I didn't want to get him into trouble. So I thought maybe I would interview my grandmother, because I hadn't been speaking to her for five years, and I could investigate why. Then we started speaking to each other again, even without the story. Still, I figured I could do a story on why it took us so long to get back together.

But the more I got into it, the more personal and complicated it became. [Meanwhile] everyone else [in my group] had already made their tapes. We started in May and this was September, so I told Czerina to take her equipment back, that I was dropping out. We had a really long talk—she wouldn't take the equipment back. She said, "Let's brainstorm." I said, "I already did that!" She said, "All your stories are about other people, what about you? I notice that every time you come here you're dressing up." I had a Louis Vuitton bookbag, hat, and scarf set. She said, "What would you do if someone said that was a bootleg?" I said, "I don't wear bootlegs." Then I thought, "Why not do a story about that?"

So I started out with bootleg. But it was too broad and it was moving away from my life. So I figured let's talk about Finance, Family, and Fashion—the 3 Fs. This way I could include my family, too, in a way I didn't mind.

I'm still confused about the part fashion fits in my life. I want to work in fashion, or maybe journalism, but I also think about being a plastic surgeon. Changing people over into a whole other way really fascinates me.

How did your friends and teachers react when they heard your story on air?

It was so early in the morning that my friends didn't hear it, but my teachers heard it and saw me in the newspaper. Now I'm a big deal at school--it's like, "That's the NPR lady!" One of the people I work with at the Grand Street Settlement overheard this man on the subway talking about my story and how he hadn't realized all that's behind kids wearing name brands. I really had that effect! Fashion advice coming from a teenager, it means even more, because they're still young and honest. Not even just fashion advice—anything, like what's happening in the communities, gun violence, lack of textbooks in schools, teasing.

How has the experience changed you?

Now I have an internship [at WNYC] and I am more mature. Before I wasn't committed to anything. I went from one program to another. Finishing this project and actually listening to it on the air, I felt like I accomplished a major thing.

Another way I matured was that I got to work with other people. You couldn't slack or be disrespectful. Also, I was the eldest in the Rookies group and I had to be an example.

It helped my communications skills, too. I was always good at essays and stuff in school, but I've got even better through this, which is good because my English Regents is coming up.

And it boosted my self-esteem, because I talked to so many different people and no one ever turned away from me. Because I had the WNYC name behind me, people actually stopped what they were doing to talk to me.

I always felt that young people should be heard, and Radio Rookies made me think more about speaking up, more about my rights. I went to Albany with the Grand Street Settlement to talk to a couple of legislators who were taking \$20 million out of the city budget for summer jobs for youth. We talked to them about why it is that when they make cuts, it's always from kids. It's going to have a negative impact on kids, we said, they're going to be standing out on the corner doing negative things.

So for me, Radio Rookie has opened many doors. I never knew I would be in the newspaper for anything positive.

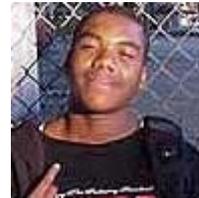
WNYC Radio Rookies — Lower East Side Story Descriptions

From WNYC/Radio Rookie press release, December 16, 2002

Teacher by Anthony Brooks

[Listen](http://www.wnyc.org/radiorookies/LowerEastSide/Anthony.html) <http://www.wnyc.org/radiorookies/LowerEastSide/Anthony.html>

Anthony is fifteen years old and lives in Navy Yard housing in the Fort Greene neighborhood in Brooklyn. He currently attends high school at Park West in midtown Manhattan. Previously, Anthony attended St. Patrick's school on the Lower East Side. Anthony's sixth grade teacher at St. Patrick's, Ms. Figueroa, made an extraordinary impact on his life, pushing him in class and showing that she truly cared. In the summer after his sixth grade year, she died suddenly from a brain aneurysm. Anthony still grieves her loss. His story remembers Ms. Figueroa, but also tells of Anthony and his family's experience with grief and death. For his story, Anthony interviews his teacher's mother, fiancé and friends, and also his own mother, aunt and grandfather.



Teasing by Brittany Hill

[Listen](http://www.wnyc.org/radiorookies/LowerEastSide/Brittany.html) <http://www.wnyc.org/radiorookies/LowerEastSide/Brittany.html>

Being teased about her size caused fourteen year-old Brittany emotional distress. Even though she knows how bad it makes her feel, Brittany thinks that everyone is a teaser, even herself. But, she says, some people tease in a fun way and others tease to be just plain mean. Brittany's story looks at why young people tease, how it affects their lives, and what they can do about it. In her story, Brittany's classmates talk about teasing in their school. Brittany interviews many experts about teasing, but she is happiest about getting to interview someone else who has had to struggle with her weight — one of her favorite TV stars: Ricki Lake.



Teen Rights by Alena Kuczynski

[Listen](http://www.wnyc.org/radiorookies/LowerEastSide/Alena.html) <http://www.wnyc.org/radiorookies/LowerEastSide/Alena.html>

Fourteen year-old Alena has a very independent spirit, and in many ways knows what she wants to do with her future. Alena's parents let her make a lot of her own decisions, but when Alena leaves her apartment she feels discriminated against because of her age. Alena feels that she is more mature than many adults, yet the law says she can't vote, drink or drive. Alena's story explores the concept of age restrictions. She interviews her parents and also a youth activist who's trying to get some of the age laws changed.



Fashion Obsession by Shakima Ebony Swain

[Listen](http://www.wnyc.org/radiorookies/LowerEastSide/Shakima.html) <http://www.wnyc.org/radiorookies/LowerEastSide/Shakima.html>

Shakima is sixteen-years-old, Carib-American, and resides in Jamaica, Queens. Since she was little, Shakima has been dressing in style. She is proud of her fashion sense, but finds that as her family's finances have changed, it's been harder to keep up with the name brands she loves. This has caused Shakima to



wonder why name brands are so important and to look at how her family can balance fashion with finances. She also looks at why so many young people are compelled to wear names like Rockwear or Enyce, and the lengths they go to maintain a certain image.

Dominican Republic by Angely Tavares

[Listen](http://www.wnyc.org/radiorookies/LowerEastSide/Angely.html) <http://www.wnyc.org/radiorookies/LowerEastSide/Angely.html>

Fourteen year-old Angely is a Dominican New Yorker. Angely still has family in the Dominican Republic, and she goes there every year for vacation. She adores the DR and often wishes that she were born there. Angely's father plans to move back to the DR when Angely finishes college, but Angely doesn't know if she'll want to leave the life she's become used to in the United States. For her story, Angely interviews her family, other Dominicans, including the Dominican Consular General to New York, and also her favorite Dominican band, Aventura.



Youth Media Comes of Age

"The media (including television, radio, the Internet, magazines, and newspapers) often depict youth of color as violent, drug-abusing, gang-banging miscreants. That is a falsification that must be repudiated if we want to stem media criminalization of young people."

— Youth-conducted study of The New York Times

"Taking a video camera into the community as a regular method for teaching and learning gives kids a critical lens through which they can explore the world around them. It helps them to de-familiarize the familiar taken-for-granted conditions of life... Learning about the world is directly linked to the possibility of changing it."

— Steven Goodman, Educational Video Center

The field of youth media has exploded in recent years, pushed in part by advances in and access to technology. Its growth takes many forms— youth radio and tv programming, teen

newspapers and magazines, websites and video, digital storytelling. And young people are tackling media projects, both inside school and out, for nearly as many different purposes.

To be sure, media literacy courses that help teens discern the ways mass media influence almost every aspect of our lives remain a staple in many schools. However, the liveliest and most powerful work today gives young people the tools not only to be critical media consumers but also to create their own messages and stories. In their young hands, media can become a vibrant platform for self-expression or empowerment, a call for community action and social justice, and an avenue for building technical, job, leadership, and literacy skills.

The collection below offers useful publications and resources in the burgeoning field of youth media:

Teaching Youth Media **A Critical Guide to Literacy, Video Production, and Social Change**

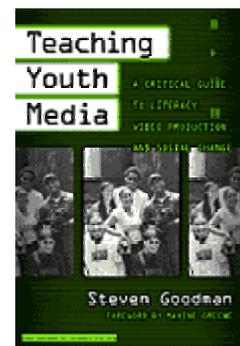
by **Steven Goodman**

Released in January 2003, *Teaching Youth Media* explores the power of using media education to help urban teenagers develop their critical thinking and literacy skills. Drawing on his twenty years of experience working with inner-city youth at the Educational Video Center (EVC) in New York City, Goodman looks closely at both the problems and possibilities of this model of media education.

Responding to our national concern about adolescents, literacy, media, and violence, *Teaching Youth Media*:

- Describes the changes schools and after-school programs need to make in order to create a media education that empowers students to change their world.
- Explores the intersection of literacy and culture as youth learn to analyze information from a variety of sources, including television, newspapers, books, films, school, church, and lives outside of school.
- Features case studies of students and teachers engaged in making video documentaries at EVC and in an alternative high school.
- Illuminates the practical day-to-day challenges faced by professional developers and teachers working to change the way education is practiced in their classes and schools.
- Looks at the profound “disconnect” that results when teachers and curriculum fail to recognize the social and cultural contexts in which urban students live.
- Explores the critical thinking and technical video arts skills students develop as they learn to collaboratively conduct interviews, research, shoot, log, and edit their documentaries.

Steven Goodman is founding director of the **Educational Video Center**, a nonprofit media arts center that teaches documentary video production and media analysis to youth, educators, and community organizers. EVC uses video and multi-media to develop the literacy, research, public speaking, and work preparation skills of at-risk youth.



[Click here](#) for excerpts from Teaching Youth Media in PDF format.

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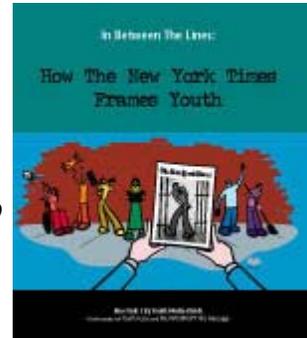
Between the Lines

Youth Conducted Study of The New York Times

"When newspapers like The New York Times focus only on the crimes young people are accused of committing, we are viewed as robbers, cheaters, and killers, which leads adults to treat us as though we all fit this profile. Our lives are sensationalized in the newspaper when we do something wrong. When we take positive action, there's rarely a story to applaud our actions."

— Between the Lines report

In 2000, the nonprofit We INTERRUPT This Message partnered with YouthForce in the south Bronx to conduct a study of The New York Times' portrayal of young people. The report's nine authors, aged 16 to 18 and all from the South Bronx, examined 93 stories about youth crime published by The Times over a three-month period. Again and again, they turned up biased reporting with young people of color "being stereotyped and criminalized."



Specifically, the team found that The Times coverage:

- over-represented youth as perpetrators of crime and under-represented them as victims—a picture opposite the current statistics
- over-represented incidents of school violence, contributing to the misperception that school shootings and other violence are on the rise
- rarely discussed underlying causes or contributing societal factors such as poverty or gun availability
- cited incarceration as the only solution to youth crime, failing to mention other possible alternatives
- mostly frequently used police as sources, rarely quoting youth or their advocates
- where race is identifiable, portrayed youth of color more negatively in use of photographs and sources quoted than white youth.

We INTERRUPT This Message, a national nonprofit, provides media training and technical assistance to marginalized communities and their advocates, helping them "change" unfavorable media coverage and "get" the coverage they need for community well being

While the authors did meet with senior editors and reporters from The Times to discuss their report, their suggestions and recommendations were not favorably received.

[Click here](#) to read the full report—including poems and personal statements by the authors—in PDF format.

Reframing Youth Issues for Public Consideration and Support

by Susan Nall Bales

“The question of whether Americans think differently about young children than they do about teenagers has long plagued children’s advocates in such mundane ways as choosing between images of children for promotional materials or policy campaigns. While images of little kids might invite sympathy and protectiveness, it was reasoned, pictures of teens may incite fear and harsh judgments. The simple answer of using categorical monikers—children, kids, etc.—obscures the different needs of adolescents, making it hard to introduce programs that relate to sexuality and work, for example, without their sounding like a non sequitur.”

— Susan Nall Bales

The **FrameWorks Institute**, conducts, commissions, and publishes communications research to help nonprofits expand their constituency base, build public will, and further public understanding. Current projects focus on gender equity and school reform, leadership development, global warming, neighborhood transformation, global interdependence, positive youth development, and children’s oral health and other issues.

In 1999, Susan Nall Bales, founder and director of the FrameWorks Institute, launched a study of what Americans think about youth, why they think what they do, what consequences this has for youth advocates, and how to best engage Americans in a discussion about positive youth development.

Her findings, still timely, suggest a huge disconnect between the way American adults view teenagers and what teens actually think and do—views that are largely negative and resistant to countervailing evidence. Bales argues that adults cannot see teens as they are, because the frames that control who we *think* they are get in the way. When the facts don’t fit the frames, the facts are rejected, not the frames.

[Click here](#) to read the full report in PDF format.

National Alliance for Media Arts and Culture

A Closer Look: Media Arts 2001



NAMAC publishes an annual anthology of case studies that chronicles developments in the youth media field over time. *A Closer Look 2001* offers seven in-depth studies by nationally recognized authors covering a range of programs and topics:

- a creative and enterprising digital arts department at Rensselaer Polytechnic Institute in New York
- how “shared management” works at Street-Level Youth Media in Chicago
- the ways MIX Film Festival reinvents itself
- “open media” models at Lowell Telecommunications in Massachusetts

NAMAC is a nonprofit association composed of diverse member organizations dedicated to encouraging film, video, audio and online/multimedia arts, and to promoting the cultural contributions of individual media artists. It offers a range of resources, workshops, and publications for community-based media producers, including a comprehensive online directory of U.S. media arts agencies and a quarterly journal called Media Arts Information Network.

- how a Global Action Project works with refugee youth in New York City
- what happens when a New Orleans media arts center is faced with crisis

a unique capital campaign project in San Francisco. In *A Closer Look 2000*, eight case studies illustrate challenges and successes of Downtown Community Television, International Center for 8mm Film, Educational Video Center, International Film Seminars, Los Angeles Open Studios, Media Working Group, and Vietnamese Youth Development Center.

[Click here](#) to read excerpts and for order information. NAMAC also is currently accepting proposals for organizations to profile in the next anthology, *A Closer Look 2003*. See www.namac.org for details.

Open Society Institute's electronic newsletter: Youth Media Reporter



The Youth Media Reporter—sponsored by the Open Society Institute's Youth Initiatives program—presents information and original content to people working in youth media and others interested in learning more. Every month it provides the latest news and events, workshops, best practices, resources, and funding opportunities. Sign up for the monthly newsletter at www.soros.org/youth/ymreporter.htm.

Links to Youth Media Organizations

Center for Media Literacy

www.medialit.org/

A pioneer in its field, the Center for Media Literacy (CML) is a nonprofit educational organization that provides leadership, public education, professional development, and educational resources nationally. Dedicated to promoting and supporting media literacy education as a framework for accessing, analyzing, evaluating, and creating media content, CML works to help citizens, especially the young, develop critical thinking and media production skills needed to live fully in the 21st century media culture.

Educational Video Center

www.evc.org

Educational Video Center is a nonprofit media arts center in New York City that teaches documentary video production and media analysis to youth, educators, and community organizers. EVC uses video and multi-media to develop the literacy, research, public speaking, and work preparation skills of at-risk youth. The website features downloadable classroom curriculum and viewer guides, online purchase of videos and production handbooks, and clips from EVC's "Top Ten" student documentaries chosen from 75 entries.

Listen Up!

www.pbs.org/merrow/trt/indextext.html

A project of Learning Matters, Inc., Listen Up! is a network of more than 2,000 youth from diverse backgrounds who research, write, produce, edit, and distribute their own media messages. Listen Up! also assists its producers in submitting work to national and international film festivals and offers opportunities for youth producers to exchange and critique each other's

work. The Listen Up! website features hundreds of youth-produced video and audio messages in its online gallery and a map of over 30 local Listen Up! sites across the country.

MediaRights.org

www.mediarights.org

MediaRights.org is a nonprofit organization that helps media makers, educators, librarians, nonprofits, and activists use documentaries to encourage action and inspire dialogue on contemporary social issues. Its website--through news, workshops, resources, and current television listings--helps users identify and locate appropriate films, organize events around a specific documentary, or make more meaningful films about community issues.

MNN Youth Channel

www.mnn.org

Manhattan Neighborhood Network administers the Public Access cable television services in Manhattan, seeking to involve the diverse racial, ethnic, and geographic communities in the electronic communication of their varied interests, needs, concerns and identities. With funding from the Open Society MNN is developing a Youth Channel for the New York City area that will not just feature children and youth programming. The channel will be run by youth, with the majority of employees under 25 years old, who will develop programming and control the resources they need to succeed.

Pacific News Service

www.pacificnews.org

Pacific News Service is a web-based multimedia firm promoting the voices of California's youth and ethnic populations. In addition to essays, artwork, poetry, and photography, PNS' online publications include its flagship youth publication YO! (Youth Outlook) and The Beat Within, a magazine of writing and artwork by young people in Northern California detention facilities. PNS produces YO! Radio, a weekly five-minute radio segment and a weekly television talk program in collaboration with New California Media, a coalition of 75 ethnic news organizations and outlets.

Street-Level Youth Media

<http://streetlevel.iit.edu/>

Street-Level Youth Media educates Chicago's inner-city youth in media arts and emerging technologies for use in self-expression, communication, and social change. Street-Level programs build self-esteem and critical thinking skills for urban youth typically neglected by policy makers and mass media. Using video production, computer art, and the Internet, young people address community issues, access advanced technology, and gain inclusion in our information-based society.

Video Machete

www.videomachete.org/home1.html

Video Machete is a Chicago-based collective of cultural workers--community activists, educators, media artists, and youth--dedicated to increasing democratic communication and economic and cultural equity in American society through media education, production, and distribution. Since 1994, Video Machete has conducted more than 100 workshops for over 1,000 participants in multimedia production resulting in hundreds of digital media works on issues such as criminal justice, education reform, gentrification, and immigration. Its Youth Media Online program is a first step at creating a more comprehensive and joint strategy for the

integration of youth media into broader movements for social change, educational reform, community organizing, and participatory democracy.

Wiretap

www.alternet.org/wiretapmag/

A project of the Independent Media Institute and of AlterNet.org, WireTap is an independent information source by and for socially conscious youth. It aims to challenge stereotypes, inspire creativity, foster dialogue, and give young people a voice in the media while providing a space for a new generation of writers, artists, and activists to network, organize, and mobilize. The online magazine features weekly news articles, personal essays, and commentaries by and about young people (and welcomes submissions from site visitors).

Youth Communication

www.youthcomm.org

Youth Communication trains teenagers in journalism and publishes two award-winning magazines written by and for young people: NYC (New Youth Connections), a general interest magazine by and for youth in New York City, and Foster Care Youth United, written by and for young people in foster care, homeless shelters, and other youth facilities. The website posts current and back issues, as well as curriculum guides and training opportunities for teachers, social workers, and other professionals who work with youth.

Youth Media Council

www.youthmediacouncil.org/

Founded by We INTERRUPT This Message and currently housed at the Movement Strategy Center in Oakland, CA, the Youth Media Council is a youth organizing, leadership development, media literacy, and watchdog project. With representatives from eleven of the Bay Area's most vibrant youth organizations, the Youth Media Council aims to strengthen Northern California's growing youth movement by providing the resources, strategies, and skills needed for strong and effective media spokespeople and advocates for social justice.

Youth Radio

www.youthradio.org

A Bay Area-based non-profit, Youth Radio offers training in broadcasting and journalism for young people aged 14 to 17. Special programs serve incarcerated youth, take media education to the streets (via a mobile unit), and offer assistance and guidance for college-bound teens. The National Network, a series of partnerships with local stations and youth agencies, expands the program to half a dozen cities nationwide.