FEE

Young Reporters for the Environment

Small Worlds, Big Futures

Reporting from a Pollinator-Powered 2030

YRE Pollinators Theme Guide for Educators

Help young people turn small discoveries into stories about nature, people, and positive change.

CONTENTS

GETTING STARTED

How to use this guide 3

Suggested educator checklist 6

THE YRE JOURNEY

The YRE Four-Step Methodology 7–8

The Pollinators Theme Lens 9

DEVELOPING THE INVESTIGATION

Big questions & research prompts 14–16

Delivery options 17

RESPONSIBLE INVESTIGATION

Safeguarding, equity & wellbeing 18

Working with local & Indigenous knowledge 22

REPORTING & DISSEMINATION

Reporting & purposeful dissemination 23–25

Pollinator Assembly & taking it further 27

How to use this guide

This guide supports educators in exploring the 2026–2027 YRE theme: Small Worlds, Big Futures: Reporting from a Pollinator-Powered 2030

Use it to introduce the theme, help students choose a manageable investigation, and support accurate, creative reporting. Pollinators provide a starting point for exploring the wider relationships between small living things, habitats, people, and decisions.

Students make the key choices. Your role is to help them to be curious, ask questions, work responsibly, and explain how their evidence aligns with their findings and suggested solutions.

The YRE Four-Step Methodology:

Most relevant YRE cycle steps before the event:

Students begin with something they can observe in their own surroundings and develop it into a local, evidence-based investigation. Along the way, they explore relationships, learn from different sources, consider different perspectives, investigate possible solutions, and communicatewhat they discover to a relevant audience.

Use this guide alongside

Four YRE Journey Guides: Practical guidance through Investigate, Research Solutions, Report, and Disseminate.

Student Pollinators Theme Companion: Theme-specific inspiration, pollinator facts, activities, questions, and examples they can return to as their investigation develops.

This Educator Guide is meant to help you to plan and facilitate the learning: introduce the theme, launch an investigation, select activities and prompts, support students through the four steps, and strengthen evidence, reporting, and purposeful dissemination.

Time options

The activities can be adapted to your learning setting and the time available.

30-45 Minute Launch

Introduce the theme and help students identify an initial story lead or investigation question.

A 4-Lesson Sequence

Guide students through one lesson connected to each YRE step, with investigation between sessions where appropriate.

2-6 Week Project

Develop a deeper local investigation, including field observations, research, interviews, reporting, dissemination, and reflection.

These are flexible starting points. Allow time for interview replies, suitable observation conditions, and audience responses. Students can return to earlier YRE steps as their investigation develops.

Student output

Students work towards an evidence-based YRE story or communication based on their investigation.

For competition entries, check the current international and national requirements before choosing the final submission format. Additional creative work can support learning and dissemination.

Depending on their purpose, audience, and the opportunities available to them, students might create:

Article · Photo · Photo Story · Video · Podcast · Painting · Book · Comic · Song · Other format, such as

exhibition, presentation, community conversation, meeting or campaign.

One investigation can generate different communication forms for different audiences.

Educator role

Facilitate investigation and editorial support

Educators create the conditions for students to observe, question, investigate and communicate for themselves.

Your role is to help students:

- Develop and narrow questions from what they notice;
- Connect with people who bring relevant knowledge, experience, and different perspectives;
- Help explore possible solutions;
- Strengthen the accuracy and clarity of their reporting; and
- Communicate their findings with purpose.

Students should retain ownership of the investigation question, interpretation, message, media output and creative choices.

You do not need to know every answer: model how to acknowledge uncertainty and find reliable help.

Simple investigation tools. Use what is available: notebooks · phones/cameras · observation sheets · sketchbooks · audio recorders · maps · simple counting or measuring tools. Students do not need a garden at home, their own device, or a personal social media account to participate.

Students may later add local records, historical photographs, biodiversity data, citizen-science records, interviews, and other credible sources as their investigation develops.

Suggested educator CHECKLIST ✓

Before you begin:

- [ ] **Choose your delivery model**
  30–45 minute launch, 4-lesson sequence or extended 2–6 week project.

- [ ] **Decide how students will work**
  Individually, in pairs, small groups, or as a whole group.

- [ ] **Identify accessible places for observation**
  Consider what students can safely investigate in their school, learning setting, or community.

- [ ] **Consider timing and seasonality**
  What can students observe at this time of year? Could time of day, weather, or season affect what they find?

- [ ] **Select 2–4 possible investigation routes**
  Choose routes from this guide that fit your context and use them as starting points for student curiosity.

- [ ] **Think about possible people and knowledge holders**
  Who could help students understand the place or issue? Consider community members, gardeners, farmers, scientists, older residents, local or Indigenous knowledge holders, land managers, businesses, conservation practitioners, or decision-makers. Connect with universities or natural history museums that might have records of local biodiversity.

- [ ] **Check safeguarding, access, and permissions**
  Consider requirements for fieldwork, interviews, external contact, photography, audio/video recording, and public dissemination.

- [ ] **Prepare ways for students to gather first evidence**
  Observation notes, photographs, sketches, simple counts, maps, or other locally appropriate methods are enough to begin.

Start with what is ACCESSIBLE

A meaningful investigation can begin almost anywhere.
A moth near a light. A flower growing through a pavement crack. A fallen leaf. A familiar fruit or vegetable. An old photograph of the school grounds.

Each can prompt a question about the small living things and wider relationships that help a place function.

A plant flowering at an unexpected time - something students could compare with local records.

Few insects seen during one visit to a school garden

The next section introduces how the YRE 4-Step Methodology can turn these first observations into youth-led investigation, reporting, and action.

YRE: Turning learning into youth-led action

YRE uses a project-based learning approach. The YRE Four-Step Methodology provides the structure for this journey.

STEP 1: INVESTIGATE

Start with what students notice.

Students observe a local place, species, interaction, or change, develop questions, and gather first-hand evidence.

Pollinator lens:
What is happening here? What is connected? What seems abundant, missing, or different?

STEP 2: RESEARCH SOLUTIONS

Build the bigger picture.

Students deepen their research, find out what has changed and why, learn from different sources, consider different perspectives, and investigate existing or possible solutions.

Pollinator lens:
What was here before? What changed? Why? Who knows about this place? What is already working?

STEP 3: REPORT

Turn the investigation into a story that matters.

Students identify the most important findings from their investigation and communicate them accurately and creatively for a relevant audience.

Pollinator lens:
What have we discovered? Why does it matter? Who needs to understand this story? Why is it important for everyone in the community?

STEP 4: DISSEMINATE

Take the story to the people who matter.

Students share their reporting through relevant channels and use their communication to inform, start conversations, involve others, or contribute to change.

Pollinator lens:
What good practices need to be sustained? Where and how can we reach the people involved?

The pollinators theme lens

Throughout the four YRE steps, encourage students to keep returning to one simple way of thinking:

STOP

Pay attention to something small, familiar, or easily overlooked.

LOOK CLOSELY

Observe carefully and gather evidence.

FOLLOW THE CONNECTIONS

Explore relationships between pollinators, plants, other species, people, and places.

ASK WHAT CHANGED / WHAT WORKS

Look at the past and present. What changed, when, why, and with what consequences? If it has not changed, what works?

EXPLORE WHAT COULD CHANGE

Investigate solutions, existing good practice, and different possibilities for the future.

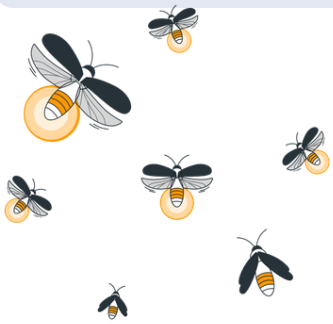
IMAGINE 2030

Ask what healthier relationships between people, pollinators, and ecosystems could look like by 2030.

THE KEY IDEA

Pollinators are the starting point. Relationships are the story.

A YRE investigation can begin with something as small as a flower, moth, food crop, or patch of soil. The four YRE steps help students follow that observation into the larger story of environmental, cultural, social, and economic connections.



The key idea for educators

The theme can lead students in many different directions. Use the routes below as starting points for curiosity, and support students in developing a local investigation based on what they can observe, question, and explore in their own context.

Help students find a story worth investigating

Pollinators after dark

Explore moths, bats, and other nocturnal pollinators, artificial light, and the ecosystems that come alive after dark.

Educator note: *Offer alternatives to evening fieldwork; do not assume every moth or bat species pollinates.*

Food on our plate

Trace the pollination story behind a locally or culturally important food/crop and the ecosystems and people connected to it.

Educator note: *Check the crop's actual dependence on animal pollination.*

Changing seasons

Investigate flowering times, pollinator activity, seasonal patterns, and what these might reveal about a changing climate. Use old photographs, maps, records, observations, and community memories to investigate what used to grow or live in a place and what has changed.

Educator note: *Distinguish short-term variation from long-term change.*

Knowledge across generations

Explore local and Indigenous ecological knowledge about plants, pollinators, seasons, food, and changing landscapes.

Designed landscapes

Investigate how choices about mowing, planting, lighting, pesticides, green spaces, or land management shape conditions for pollinators and other species.

Water and connected habitats

Follow connections between pollinators and rivers, wetlands, mangroves, beaches, coastlines, and other water-connected habitats.

Invisible networks

Look below and beyond the obvious to explore soil, fungi, decomposition, dead wood, and the overlooked relationships that help ecosystems function.

People as connectors

Investigate the people who protect, restore, or maintain relationships between species, habitats, and communities.

Educator tip

If time is limited, introduce two or three routes that are particularly relevant to your local context. If you have more time, let students explore several possibilities before choosing the story they want to investigate. Start with what they can explore in the school grounds or around their neighbourhoods.

Student-friendly prompts

Use these questions during observations, group discussions or individual reflection to help students find their own story and move from “I saw something” to “I have something I want to investigate.”

NOTICE

- What have you noticed?
- What caught your attention?
- What surprised you?
- What seems abundant or missing?
- What can you see, hear, smell, or record?
- How did you notice it?
- Why did it catch your attention?
- When did you notice it? What else was happening?

FOLLOW THE CONNECTIONS

- What seems connected?
- What might depend on this?
- What other species, people, or places could be part of this story?
- What happens if one part of this relationship changes?

LOOK FOR CHANGE

- What was here before?
- What has changed?
- When might that change have happened?
- What could help you find out?

FIND OUT MORE

- What do you still want to understand?
- Who might know more about this place or issue?
- What evidence could help you answer your question?
- Where could you look next?

LOOK TOWARDS 2030

- What is already working well here?
- What could change?
- What would you like this place or relationship to look like by 2030?
- What would need to happen to get there?

From curiosity to an investigation

Encourage students to capture their first ideas using a simple sequence:

I NOTICED... → ***I WONDER...*** → ***I COULD INVESTIGATE...***

For example:

I NOTICED...

There are many moths around the lights outside our school at night.

I WONDER...

How can artificial light affect nocturnal pollinator?

I COULD INVESTIGATE...

Insects around different lighting and discuss the school’s outdoor lighting with staff.

What educators should look for

As students move through the four YRE steps, use these checkpoints to support their progress while keeping the investigation **student-led.**

STEP 1: INVESTIGATE

Look for:

- a clear local focus that students can genuinely investigate;
- first-hand observations of a place, species, relationship, or change;
- initial evidence such as notes, photographs, counts, maps, or observations;
- an open and investigable question rather than a topic alone;
- early recognition of relationships between species, people, places, and environmental conditions; and
- curiosity about what is happening, what may have changed, and why it matters.

A useful check-in:

What have you noticed, and what do you now want to find out? Why is it important to investigate?

STEP 2: RESEARCH SOLUTIONS

Look for:

- information from credible and relevant sources;
- different perspectives from people connected to or knowledgeable about the issue;
- evidence that helps students understand what has changed and why;
- connections between environmental, social, cultural, and economic factors;
- investigation of existing responses, good practices, or possible solutions; and
- facts and claims that have been checked and compared across sources.

A useful check-in:

What does your evidence tell you, whose perspectives are you still missing, and what is already being done? Does the evidence suggest that action is urgently needed? Why?

STEP 3: REPORT

Look for:

- a clear purpose for the communication;
- a defined audience;
- a focused, actionable core message based on what the investigation found;
- evidence and relevant perspectives integrated accurately;
- a format that fits the story, purpose, and audience; and
- student decisions about how to make the story clear, engaging, and credible.

A useful check-in:

What do you want people to understand, why does it matter, and what is the best way to communicate it?

STEP 4: DISSEMINATE

Look for:

- a relevant audience beyond simply submitting the work;
- a purposeful plan for where and how the story will be shared to reach the targeted audience;
- dissemination that is planned and led by students;
- opportunities for audiences to respond, discuss, participate, or take action;
- evidence of reach or response where possible; and
- reflection on what students learned and what happened after they shared their work.

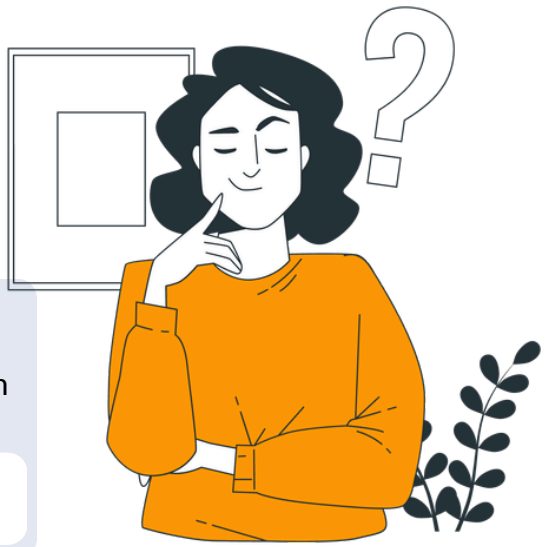
A useful check-in:

Who needs to encounter this story, how can you reach them, and what happened when you shared it?

Remember: Keep the process flexible

The four YRE steps provide direction, but investigations do not always develop in a straight line. New evidence may lead to new questions; an interview may reveal another perspective; or students may discover that their original story is not the most important one.

Big questions and research prompts



Once students have found a story lead, these **six lenses** can help them look deeper, follow connections, and develop their investigation.

These are prompts, not six activities or required stages. Students can choose the questions that are most relevant to their story, adapt them to their local context, and return to different lenses as their investigation develops.

Note: *Use the questions to open up the investigation. Students do not need to answer them all.*

1 Relationships

Big question: What is connected here?

Pollinators are part of wider living systems. Encourage students to look beyond a single species and investigate the relationships that help a place function.

Research prompts:

- What plants, pollinators, other species, habitats, or people are connected here?
- What depends on what and in what way?
- What conditions help these relationships thrive?
- What might happen if one part of the relationship changes or disappears?

For example: *A student observing bees on a fruit tree could investigate the connections between the tree, its pollinators, local food production, and the way the surrounding land is managed.*

2 Change

Big question: What was here before, and what has changed?

Looking at a place over time can reveal changes that are difficult to see from one observation alone.

Research prompts:

- What was this place, habitat, or relationship like in the past?
- What has changed, when, and why?
- What environmental or human factors may have contributed to the change?
- What evidence could help students compare the past with the present?

For example: *Students could combine current observations with old photographs, maps, biodiversity records, or community memories to investigate how a local green space has changed.*

3 People and decisions

Big question: How are people's choices shaping this place?

Many conditions affecting pollinators are influenced by everyday decisions about how places are designed, managed, and used.

Research prompts:

- Who makes decisions about this place or issue?
- What choices about planting, mowing, lighting, pesticides, water, or land use affect it?
- Why are these decisions made?
- What environmental, social, cultural, or economic needs influence them?

For example: *Students investigating a frequently mown roadside could explore who manages it, why is it maintained that way, and how different management choices might affect flowering plants and pollinators.*

4 Perspectives

Big question: Who knows or experiences this place differently?

Different people may hold different knowledge, experiences, and priorities. Bringing these perspectives together can help students understand a story more fully.

Research prompts:

- Who has knowledge or experience that could help us understand this issue?
- How do different people experience or understand the place?
- Where do their perspectives agree or differ? Why?
- Whose perspective or knowledge might be missing from our investigation? Why are some people left out?

For example: *Students could compare their observations with the knowledge of a farmer, gardener, scientist, land manager, older resident, or local knowledge holder, or Indigenous knowledge holder.*

5 Solutions

Big question: What is already working, and what could change?

Researching solutions helps students move from understanding a problem to investigating realistic possibilities for change.

Research prompts:

- What is already being done to protect or restore this relationship?
- What evidence suggests that a solution is working?
- Could an approach used somewhere else work in this local context?
- Who would need to be involved for change to happen?
- How can Indigenous knowledge help?

For example: *Students investigating artificial light could compare different lighting practices, find examples of pollinator-friendly approaches, and explore what could realistically change in their school or community.*

6 2030

Big question: What should be normal here by 2030?

The 2030 lens invites students to use what they have discovered to imagine a realistic and positive future for their place.

Research prompts:

- What would a healthier relationship between people, pollinators, and this place look like by 2030?
- What would need to change between now and then?
- What should continue? What should grow or become common practice?
- What role could young people and their communities play in making this happen?

For example: *Students investigating their school grounds could use their evidence to imagine what a pollinator-positive school should look like by 2030 and identify the changes needed to get there.*

From a big quesiton to a researchable question.

The six lenses help students think broadly, but their YRE investigation should become specific enough to explore through real evidence.

BROAD
How does climate change affect pollinators?

→

LOCAL
How is climate change affecting pollinators in our community?

→

INVESTIGABLE
Have the flowering times of a local plant changed, and what could this mean for the pollinators that depend on it?

Encourage students to check:

Is our question...

- ☐ **Connected to a real local place, relationship, or issue?**
- ☐ **Open enough for us to discover something?**
- ☐ **Something we can explore using evidence and different perspectives?**
- ☐ **Connected to something we genuinely want to understand?**

Delivery options

The Pollinators theme can be adapted to the time, learning setting, and level of investigation available.

Option 1
30–45 Minute theme launch

Use the **Find Your Story** activity as a short introduction to **Small Worlds, Big Futures.**

Students finish the session with:

A STORY LEAD → ***AN INITIAL INVESTIGATION QUESTION*** → ***FIRST EVIDENCE*** → ***A NEXT STEP***

This can stand alone as an introduction to the theme or become the starting point for a longer YRE investigation.

Option 2
YRE Lesson Sequence

Use one lesson to focus on each step of the YRE methodology. Use the **4-Lesson Pollinator Sequence Guide** to help you plan the lessons.

INVESTIGATE → ***RESEARCH SOLUTIONS*** → ***REPORT*** → ***DISSEMINATE***

Option 3
Extended project of 2-6 weeks

For a deeper YRE experience, extend the four-step sequence into a 2–6 week student-led investigation.

The Pollinators Extended Project Guide supports you with project model ideas that you can adapt to your local context.

2-6 weeks

Responsible investigation

Strong YRE reporting is built on credible evidence, responsible research and respect for people and nature.

As students investigate, support them in asking not only “What can we find out?” but also:

How can we investigate this accurately, fairly, safely, and respectfully?

The guidance below can be adapted to students’ age, learning setting and local safeguarding requirements.

Safeguarding, equity, and wellbeing

Plan investigations so that all students can participate meaningfully and safely.

Consider:

ACCESS

Choose investigation sites and activities that are accessible to the students involved. Offer alternatives such as maps, photographs, online records, interviews, or observations close to the learning setting where field access is limited.

PARTICIPATION

Create different roles within group investigations so students can contribute through observation, research, interviewing, photography, data collection, writing, editing, or communication.

WELLBEING

Environmental investigations can uncover biodiversity loss, habitat destruction or other concerning changes. Balance these findings with opportunities to investigate **solutions, restoration, community action, and positive possibilities for 2030.**

FIELDWORK

Follow your organisation’s procedures for supervision, risk assessment, accessibility, travel, and working in public or natural spaces.

Build the story from evidence

Encourage students to combine first-hand evidence with reliable information from other sources.

Primary evidence

Evidence that students collect themselves:

Observations:

What can students see, hear, or notice?

Counts & measurements:

How many? How often? Where? When? What changes over time?

Photographs & video:

What can students document visually?

Sound recordings:

What sounds can students record that may otherwise be overlooked?

Maps & sketches:

Where are species, habitats, resources, or pressures located?

Interviews:

What can people with relevant knowledge or experience add to the investigation?

Secondary evidence

Information that already exists and can help students understand the bigger picture:

- Scientific research and publications;
- Government, UN, and other official sources;
- Reputable environmental organisations;
- Biodiversity and species records;
- Citizen-science datasets;
- Historical photographs and maps;
- Local archives and records;
- Land-use or environmental data; and
- Management plans, strategies, and policy documents.

A strong investigation combines different sources of evidence.

Making facts trustworthy

Before students use a fact, statistic, image, claim, or dataset in their reporting, encourage them to check:

1 ***Who?*** created the information?	Is the author, organisation, or source clear? What expertise or experience do they have?
2 ***Why?*** was it created?	Is the purpose to inform, research, advocate, advertise, or persuade?
3 ***How?*** was the information gathered?	Can students identify where the data, claim, or conclusion comes from?
4 ***WHEN and WHERE?*** Is it recent and relevant to this investigation?	Evidence from another country, ecosystem, species, or time period may provide useful context, but students should consider how directly it applies to their local story.
5 ***CAN WE CHECK IT?*** Can the information be compared with another credible source?	Important claims are stronger when students can cross-check them rather than relying on a single source.

Represent people and perspectives fairly

Interviews can bring knowledge, lived experience, and different perspectives into an investigation.

Support students to:

- **Explain** who they are and the purpose of their YRE investigation;
- **Ask** open and respectful questions;
- **Listen** carefully and represent what people say accurately;
- **Distinguish** between fact, expert knowledge, lived experience, and opinion;
- **Check** names, roles, and quotations before publication where appropriate;
- **Include** different relevant perspectives when an issue is contested or experienced differently; and
- **Provide** appropriate attribution for ideas, knowledge, photographs, and other contributions.

Safeguarding, permissions, and responsible fieldwork

Before students collect or publish material involving other people, follow your organisation's safeguarding and consent procedures.

Check requirements for:

- Photographing or filming identifiable people;
- Recording interviews, audio, or video;
- Publishing names, quotations, or personal information;
- Contacting people or organisations outside the learning setting;
- Using organisation-approved communication channels;
- Interviewing children or other potentially vulnerable participants; and
- Sharing student work publicly or on social media.

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Observe wildlife responsibly

Encourage young reporters to:

DO

- Observe from a respectful distance;
- Use notes, photos, sketches, and counts before touching or moving anything;
- Follow local rules and stay out of restricted or sensitive areas;
- Minimise noise, light, and disturbance;
- Ask for expert guidance before handling organisms or using sampling methods.

DO NOT

- Catch, chase, or move wildlife for a better observation or photo;
- Disturb nests, eggs, larvae, roosts, or breeding sites;
- Pick plants or remove habitat materials unnecessarily;
- Damage vegetation or habitat;
- Repeatedly shine lights at nocturnal wildlife;
- Publish exact locations of sensitive or protected species.

Working with local and Indigenous knowledge

Local and Indigenous knowledge can provide important understandings of species, seasons, landscapes, food systems, and environmental change over time.
When students are invited to learn from knowledge holders, approach the process as a relationship based on respect, rather than simply another source of information.

Support students to:

ASK PERMISSION

Explain the investigation and ask what the person is comfortable discussing, recording, and sharing.

LISTEN IN CONTEXT

Understand knowledge in relation to the people, place, culture, and experience from which it comes.

REPRESENT KNOWLEDGE ACCURATELY

Keep the meaning and context of what was shared and, where appropriate, give knowledge holders an opportunity to check how their contribution is represented.

CHECK WHAT CAN BE SHARED

Some knowledge may be private, sensitive, culturally restricted, or appropriate to share only in certain contexts. Agree clearly on what can appear in the final YRE communication.

AGREE ON ATTRIBUTION

Ask how the person or community would like their contribution to be acknowledged.

Note: *Consent to take part in a conversation is not automatically consent to record, publish, or share everything that is discussed.*

Reporting & purposeful dissemination

1 Who needs to hear this?

Before choosing a format, return to the purpose of the investigation.

Ask:
Why are we communicating this, and who needs to hear it?

Students might consider:

Who experiences the researched issue/topic/solution?

Who can amplify the solution/message/findings?

Who can influence it?

An audience might be other students, families, local residents, farmers, businesses, school leadership, land managers, local authorities, scientists, community organisations, journalists, or decision-makers.

EDUCATOR PROMPT

Encourage students to move from a broad audience to a specific one.

Broad: *We want everyone to know about pollinator decline.*

More purposeful: *We want our school leadership to understand how current mowing practices affect flowering plants and pollinators in our school grounds.*

2 What do they need to understand?

Once students know who they want to reach, help them identify the core message emerging from their investigation.

Ask:

- **What is the most important thing our investigation shows?**
- **What evidence makes this important?**
- **What surprised us?**
- **Why is this relevant to this particular audience?**
- **What do we want them to understand, question, discuss, or do after encountering our story?**

Encourage students to express their message in one clear sentence before creating their final communication.

Our evidence shows… and this matters to [audience] because…

3 How can we help them understand it?

The best format is the one that helps students communicate their evidence and message effectively to their chosen audience.

Ask:
What is the most powerful way to tell this particular story to these particular people?

Students might choose:

ARTICLE:

Useful for explaining complexity, presenting evidence, and bringing several perspectives together.

PHOTOGRAPH OR PHOTO STORY:

Powerful when the story can be made visible through a place, relationship, contrast, or change.

VIDEO:

Useful for combining places, people, evidence, movement, and voices.

PODCAST OR AUDIO:

Strong for interviews, conversations, soundscapes, and stories built around voices.

The investigation can also be communicated through:

presentation • exhibition • poster • community conversation • meeting • workshop • social media content • letter • briefing

Students can combine formats when this helps them reach different audiences.

4 Where and how should we share it?

Creating the communication is only part of the process. Purposeful dissemination asks:

Where will our chosen audience actually encounter this story?

Students should choose channels because they connect to the purpose and audience, rather than simply sharing everywhere.

For example:

If students want to reach…	They might consider…
Other students	Assembly, school media, exhibition, student event
Families/local communities	Community event, local exhibition, newsletter, social media
Local residents	Local media, community centre, public event
Land managers or businesses	Direct presentation, meeting, briefing, email
Local decision-makers	Meeting, youth council, presentation, letter
Wider public	Local or national media, online communication, global stakeholders

Encourage students to ask:

- Where does this audience already get information?
- Who could help us reach them?
- Could we communicate with them directly?
- Does our message or format need to change for this audience or channel?

5 What happened next?

Dissemination also gives students an opportunity to see what their communication does once it reaches an audience.

Students can look for:

REACH
Who encountered the communication?

RESPONSE
Did anyone comment, reply, ask questions, or share it?

CONVERSATION
Did it start a discussion or bring different people together?

LEARNING
Did students or their audience understand something differently?

ACTION
Did someone agree take action, investigate, or change something?

CHANGE
Did the communication contribute to a longer-term change in a practice, decision, or place?

One investigation can travel

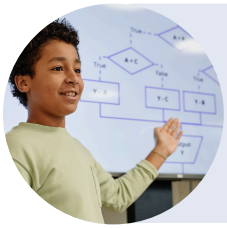
A YRE competition entry can be one expression of a much wider communication process.

ONE INVESTIGATION | ***ONE CORE FINDING*** | ***DIFFERENT AUDIENCES*** | ***DIFFERENT COMMUNICATIONS***

For example, students investigating artificial light and nocturnal pollinators might:

Share photographs and findings

with the wider school community



Present recommendations

to school leadership, for example, in the form of an exhibition.

Discuss possible lighting changes

with the person responsible for the grounds, for example, by writting a letter where you share your findings and invite for an answer

The evidence remains the same, while the message, format, and level of detail can be adapted to the audience and purpose.

Purposeful dissemination asks not only "Where can we share this?" but "Who needs to hear this, why does it matter to them, and how can we reach them effectively?"

Suggestion: Connect with another school in a different country and explore migratory species, pollinators, or small worlds.

TAKE IT FURTHER: connect with

Global Action Days

Explore the five Global Action Days Pollinator activities.
Get started with activity 1, a pollinator assembly. Students can turn their investigation into a short, student-led Pollinator Assembly: a conversation with someone who can help connect their findings with their school, organisation, or wider community.

Invite a relevant person or group, for example, a school or community leader, land manager, farmer, scientist, business, local authority, community elder, or youth representative, and use the students' evidence to discuss:

1. What living connection is our community overlooking?
2. What have we treated as normal that may need to change?
3. What pollinator-positive action could we commit to?
4. What should young people be learning and leading by 2030 to protect the living connections around us?

The Pollinator Assembly can become part of students' dissemination and provide a practical way to move from reporting findings to dialogue, participation, and follow-up.

Small discoveries can reveal bigger stories

A YRE investigation may begin with something as small as a flower, moth, food crop, patch of soil, or changing season. By looking closely, following the connections, and communicating what they discover, young reporters can make overlooked relationships visible to others.

Remember, you do not need to be an expert.
Help the young reporters connect with experts or other people who can help offer relevant knowledge and perspectives.

Supporting resources:
YUNGA Badge Challenge on Pollinators
Global Action Days Activity Guide