



**Young Reporters
for the Environment**

Step 4: Disseminate

Share your story and discover what happens
next.

Name: _____

School/Organisation: _____



Where are you in your YRE journey?

Your report is ready. Now help it reach people who could learn from it, discuss it, or use it.

In this guide, you will choose a way to share your report, invite responses, and plan follow-up. Then you will reflect on what happened, what you learned, and what you want to do next as a Young Reporter for the Environment.

In this guide you will:



Dissemination means sharing your report so it can reach people. It also means making it easy to understand and pass on.

Start with a manageable plan

Begin with one audience, **one** way to reach them, **one** question or request, and a date to check what happened.

You can add another route if it would help. You do not need to be on every platform or run a large campaign.

Your **channel** is the route you use to reach your audience; for example, as a school display, local radio show, newspaper, community meeting, or online blog.

Ask where people are likely to notice your story and how you can invite them to respond.

SHARE:

Help your story reach people

Return to the audience you identified in [Guide Step 3: Reporting](#).

Ask yourself:

Where does this audience already go for information?

Which places, platforms, publications, organisations, groups, online spaces, or networks do they use or trust?

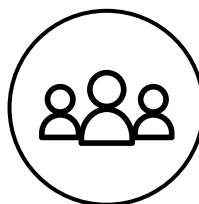
Who can help me put my story where they are likely to notice it?

Choose the route that helps your story reach the people you have in mind.



PURPOSE:

What do I want to achieve?



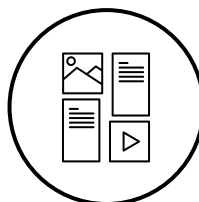
AUDIENCE:

Who do I need to reach?



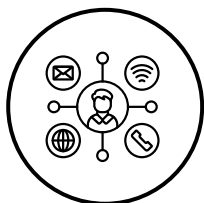
MESSAGE:

What do I want them to take away?



FORMAT:

How should I communicate it?



CHANNEL:

Where can I reach them?

For example:

PURPOSE: Ask for advice and raise awareness about your findings.

AUDIENCE: Local community experts on your chosen issue.

MESSAGE: Our observations suggest that some food is regularly left uneaten; we want to explore why.

FORMAT: Research-based article.

CHANNEL: Relevant scientific publication, conference, or professional network; podcast interview sessions linked to the article.

Choose your channel

Different audiences spend time in different places and engage with information in different ways.

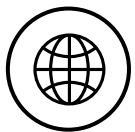
A channel could be:



A newspaper



Youth organisation



Website



Professional network



Magazine



Local event



Social media platform



Meeting



Radio station



Classroom



School newsletter



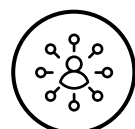
Public space



Community centre



Exhibition space



Conference

A small audience can be valuable if the story is useful to them.

Think about who you can reach meaningfully, as well as how many people might see it.

Try one way to start a response

Story and question:

- Display a short finding with “*What could help this work here?*” Collect replies on paper or through an approved online route.

Youth voices on local radio:

- Ask a presenter whether you could share one finding, one promising idea, and one question for listeners. A short written summary can help them decide.

A small listening session:

- Invite a class or community group to hear or read the story and discuss one possible response.

A useful moment:

- Offer the story ahead of a relevant school or community meeting, while people are considering the issue.

A trusted introduction:

- Ask a teacher or local group to introduce your report to someone whose work connects with it.

A short online introduction:

- Share one checked finding, an approved image or clip, and one question through a suitable account. Make the full report easy to find. Use readable text or captions, and use a headline that matches the evidence.

Plan your dissemination

My report is:

My intended audience is:

Where can I reach them?

My chosen channel(s):

Why does this channel fit my audience?

How will I share my work with them?

When will I share it?

My one question or request:

How people can respond, online or offline:

Who can help, and what support or permission do I need?

My date to check for responses:

What I will record:

Before sharing

- Use the final, checked version of your report and keep the source credits.
- Check what contributors agreed you could share, including names and images.
- If entering a competition, check any submission, publication, or announcement requirements with your teacher or national coordinator.
- Use a supported contact route; you do not need a personal public account.

One investigation can travel further

Your investigation may also contain findings that are useful to other people. You can offer them a short introduction to the same report.

For example, an investigation into food waste could lead to:

YRE REPORT

An article explaining the investigation and findings.



LOCAL MEDIA

Offer the article to a local editor, explaining why it matters locally and asking whether they would consider publishing it or discussing it.



YOUR PEERS

Adapt the key findings into a short video or school activity that could be discussed at a school or club meeting.



SCHOOL MANAGEMENT

Offer a brief summary of evidence and ask for a response to one proposed action. Agree how the response could be shared with the staff or student body.



LOCAL AUTHORITY

Share a short summary with a relevant local service or decision-maker and ask how your findings could inform their work or what support they could offer.

One investigation can travel in several ways without having to create a new full report each time.

*Choose an additional audience **ONLY** if it helps your purpose. Reuse a checked extract, photograph, caption, or short introduction with a link to your full report or information about where to find a printed copy.*

OPTIONAL: Could my investigation reach another audience?

Another audience that could benefit from what I discovered:

What would I want them to know or do?

How could I communicate it in a way that works for them?

Where could I reach them?

Sometimes you need to adapt

The same communication will not always work equally well for every audience or channel.

You may need to:

- Shorten the introductory message.
- Highlight a different finding.
- Change the language or level of detail.
- Choose suitable visuals, captions, or audio.
- Offer a printed, audio, or digital version where helpful.
- Make any recommendation or proposed next step clear.
- Keep facts, quotations, source credits, and important limitations consistent across versions.

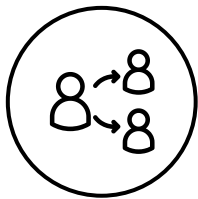
Want to go further?

See the [extended YRE Guide for dissemination](#) for practical support on adapting your message and choosing communication approaches for different audiences and channels.

Who can help you reach your audience?

Sometimes the best way to reach an audience is through someone who already has a relationship with them.

Think about people or organisations that could help by:



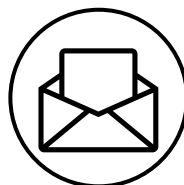
SHARING



PUBLISHING



CONNECTING



INVITING



AMPLIFYING

For example, a local environmental organisation might share your video with its network, a newspaper might publish your article, or a teacher might help arrange a meeting with school management.

Who could help my story travel?

Someone who could help me reach my audience:

How could they help?

My first action will be:

Make a clear request:

Adapt this for a message, letter or conversation:



“Hello ..., I am [first name or team name], a young reporter working with [school or group]. We investigated [local issue] and found [one checked finding]. We explored [a promising response or idea]. This may interest [your audience] because [local connection]. Would you consider [one request: sharing the report, discussing it at a meeting, or responding to a question]? The report is [attached, linked, or available as a printed copy]. You can reply through [agreed contact route]. Thank you.”

Want to go further?

The extended YRE Guide for dissemination explores how to identify communication partners, approach organisations and decision-makers, and ask others to amplify your work.

Invite a response

Communication does not have to end when your audience receives your message.

Where appropriate, think about how people could respond, discuss, participate, or act.

You might invite feedback, ask a question, request a meeting, or encourage action. You could ask: “Which idea seems useful here?,” “What have you already tried?,” or “Could this proposal be considered?” Leave room for people to suggest something you have not thought of.

Ask:

What do I hope happens next?

How could my audience respond or engage?

After you share

At your planned check-in, look for replies and record what you can actually observe. Thank people who respond. Ask permission before using their words in an update.

- **No reply?** After some time, such as a week or two, unless you agreed on another date, try one polite follow-up: *“Have you had a chance to look at our report? We would value your response to [one question].”* If there is still no reply, consider a different route or record the gap and move on.
- **A useful response?** Ask what happens next and whether there is a suitable date to check back. Distinguish between a suggestion, a promise, and a completed action in your notes.
- **A question or correction?** Check your sources. If you made an error, correct it clearly and tell people who received the earlier version where possible.
- **Disagreement?** Listen for useful questions and respond with evidence. You do not need to continue an upsetting exchange; ask your teacher or trusted adult for support.

Share what happened next

If there is something useful to add, create a short update:

“We reported [finding]. Since then, [verified response or development]. We are still exploring [question].”

Link or refer back to the original report. Show what people are learning or trying, and be clear when no change has been confirmed.

Optional AI support

You do not need to use AI for your YRE project. If your teacher and project rules allow it, AI may help you draft a shorter introduction or explore a translation. Choose the wording yourself and check that it preserves the facts, uncertainty, and your voice. Do not generate audience replies or invent impact. Keep private messages and personal information out of the tool, and record any AI help you use.

Want to go further?

The [extended YRE Guide for dissemination](#) provides ideas for creating opportunities for participation, dialogue, and follow-up.

Keep track of what happens

Keep a simple record on paper or digitally. A short note, reply, or permitted quote can help you remember what happened.

I SHARED MY WORK WITH...	HOW DID I SHARE IT AND WHAT DID I ASK?	WHAT RESPONSES DID I RECEIVE?	WHAT IS MY NEXT STEP AND BY WHEN?

Before you move on

- ☐ I know where my intended audience can be reached.
- ☐ I chose a channel that fits my audience and purpose.
- ☐ I have shared or have a clear plan to share my story through that channel.
- ☐ I considered whether another audience could benefit from my investigation.
- ☐ I considered whether my communication needs adapting for another audience or channel.
- ☐ I identified someone who could help my communication reach the right people.
- ☐ I have offered a way to respond where appropriate and chosen a date to check back.
- ☐ I am recording what happened and when a follow-up is needed.

Reflect

What happened and what did you learn?

Throughout your investigation, you have made choices about what to ask, whose views to explore, which solutions to consider, and how to tell your story.

Now take time to look back at your notes, your report, and any responses. You can reflect through conversations, short notes, a drawing, or an audio recording.

Reflection is part of the YRE journey.

Reflection helps you notice progress, understand what is still uncertain, and decide what you would do next. If you have not shared yet, reflect on your learning now and return to the response questions afterwards.

What happened after you shared?

I hoped my communication would:

I shared it with:

What have I observed so far?

Look for signs of impact

- What did you notice after sharing, and what suggests your story contributed to this?
- What other people and events may also have played a part?

Reach

What evidence shows that my intended audience encountered the story?

RESPONSE

How did people respond? What did they say, ask, or share?

LEARNING

Is there evidence that someone learned or understood something differently?

CONVERSATION

Did my work start a discussion or bring people together?

ACTION

What did someone actually do? Was an idea suggested, a commitment made, or an action completed?

CHANGE

What changed, if anything? What evidence suggests my report helped?

Note: Not all impact is immediate or easy to see. No response is not proof that your work had no value. Record what you know, what you do not know, and when, if useful, you could check again.

A view or “like” is a sign of attention, not proof of learning or change. Use platform numbers only if available, say what they measure, and keep them separate from replies, conversations, or actions. The same person may see your work in several places, so do not add overlapping audiences as if they were all different people.

What changed for you?

Through your YRE journey, you are part of the learning too.

BEFORE THIS PROJECT...

I thought:

NOW:

I think:

The biggest thing I learned about the issue was:

Something that challenged my thinking was:

A perspective I understand better now is:

A solution or example that helped me see what is possible:

Something I now understand about making change happen locally:

Look at the choices YOU made

- Leadership does not mean having all the answers or being the person who speaks the loudest.
- Throughout your YRE journey, you have been making decisions.
- You chose what to investigate.
- You decided which questions to ask.
- You chose whose perspectives you needed.
- You evaluated evidence and solutions.
- You decided what you wanted to communicate.
- You chose who needed to hear it and how to reach them.
- You responded when something did not go as expected.
- These choices show agency: your ability to make decisions and shape your work, with support where needed. Taking responsibility for your choices is part of leadership.

My YRE learning

Something I did during this project that I am proud of:

A decision I made myself or helped my team make:

Something I found difficult:

How I responded:

A new skill I developed:

How can I now use this new skill?

Something I would do differently next time:

What is next for me?

Choose one option that fits your interest, time, and support:

- **Follow up:** return to a useful question or agreed commitment on a date you choose.
- **Investigate again:** explore a new question raised by your findings or the responses.
- **Pass it on:** share what you learned with another young reporter or learning group.
- **Build on a connection:** ask a teacher or YRE coordinator about a relevant opportunity, if one is available.
- **Pause and celebrate:** keep your report and learning notes, acknowledge the people who helped and finish this project here.

My next step, or the point where I will finish:

When I will do it:

Who or what could help:

A sign that I have completed it:

Taking part in the YRE Competition

Your YRE journey may also lead to an entry for the YRE Competition. A competition submission can celebrate your reporting and help new people discover it. Keep a record of where you shared your story and what happened, and check the current entry requirements with your teacher or national coordinator.

Your story can have a life before and after a competition, whether or not it wins.

If your story is recognised, use that moment to help people discover the finding and the possible solution behind the award. Ask what new conversation or introduction it could open.

Keep these habits for your next YRE journey



BE CURIOUS

Don't be afraid to ask questions, even simple ones.



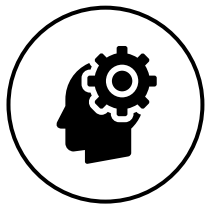
LOOK FOR EVIDENCE

Separate what you know from what you assume.



LISTEN

Seek different experiences and perspectives.



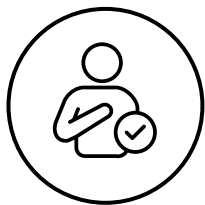
THINK CRITICALLY

Question information, solutions, and your own ideas.



STAY OPEN

Allow evidence and other people to change your understanding.



MAKE YOUR OWN DECISIONS

Take ownership of your investigation and communication.



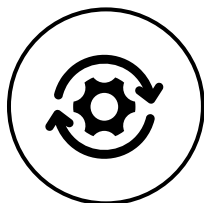
COMMUNICATE WITH PURPOSE

Think about why, who, and what before deciding how.



ACT RESPONSIBLY

Treat people, information, and the environment with care.



REFLECT & ADAPT

Notice what helps, what needs rethinking, and what you could do next.