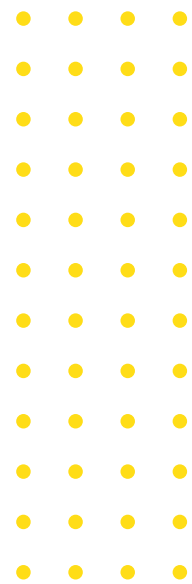GUIDELINES for

# social impact communication in youth organisations and youth social enterprises

**2022**

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# Introduction

These guidelines aim to create support instruments to help employees or volunteers in youth organisations or social enterprises to communicate their social impact* in an understandable, inexpensive way, thus supporting efforts towards quality and better work of youth organisations.

The guidelines will help to understand, how to organise internal and external communication and how to choose the communication message.

You can develop the communication strategy after you have done the analysis (situation, audience, and programme) or you can start with developing a communication strategy first, which can show you where the gaps in your knowledge are. For example, if you realise that you lack data on the problem you would like to solve, you can start by developing a problem tree and after that you can return to your communication strategy, using the new insights (that you gained from working with the tool) as your messages to explain what the problem is and why impactful solutions are needed. The strategy should be completed before creating materials or activities and implementing the programme.

The goal of social impact communication is to increase and scale the positive social and environmental impact.

SOCIAL IMPACT
is any effect of the organization's activities on individuals or groups or the surrounding environment.

# What are the benefits of communicating your social impact?

Sometimes you may wonder whether the time dedicated to communicating your impact is worthwhile or maybe you have a question, to whom you should communicate your impact.

Or why do you need to invest resources to build this communication?
**The answer is** - because the impact communication benefits an organisation in many ways.

## The reasons for communicating social impact to internal and external audiences are:

**gaining more visibility and support for the ideas that your organisation stands for**

**showing your expertise in a specific sector, encouraging discussion on important issues in your field**

**potentially attracting more financial support and donations in the future**

**obtaining more cooperation partners in the future**

**attracting new members, volunteers, and employees**

Organisations carrying out social impact assessment, are collecting the data and reporting it as part of an annual or separate reports to their cooperation partners. Therefore, communication to internal or external audiences of an organisation is merely a logical step in sharing what has been done to achieve the objectives of the organisation.

## What differentiates social impact communication from other communication topics?

● The objective is to use communication and storytelling to influence and inspire positive social change.

● It explains the organisation work outputs and outcomes or challenges your organisation faces.

● It shows impact and purpose-driven organisational strategy.

● It is a commitment to assess and measure the success of the work not only by media metrics and brand awareness but also by the social impact.

**REMEMBER!**

**Outputs** are the actions or items that lead to outcomes *(for example a good-looking website is an output, which leads to increased requests for the organisation´s services – an outcome).*

**Output example**
*the cyberbullying prevention programme has reached 15 schools in the first year or/ and 65% of students.*

**Outcomes** describe the changes you have initiated, implemented – what happened as a result.

**Outcome example**
*increased knowledge and experience on stopping cyberbullying or/ and increased awareness of how often cyberbullying happens in school.*

# How to build a communication strategy?

Before you choose appropriate communication tools, you
should answer the following questions:

- **What is your objective** and why do you want to communicate your social impact?
- **To whom will you report to** (project leader, donors, organisation employees, volunteers, authorities or general population)?
- **What content** is relevant and interesting for the intended audience?
- **How often** and on what occasions communication tools should be used?
- **What type** of communication can help you achieve your goal?
- **What knowledge** does the audience already have?

Or shorter –
**4 principles**
to structure your
impact
communication:

## WHY?
What is the goal
of your
communication?

## WHO?
Who are your target
audiences (the more
precise, the better)?

## WHAT?
What are your key
messages (1-3 main
messages and supporting
arguments)?

## HOW?
What are your
communication channels,
and what are your
partners' communication
channels?

You can create and use communication Canva:

| Objective – WHY? | Target audience – WHO? | Key message – WHAT? | Channel – HOW? |
|---|---|---|---|
| • What are you trying to achieve?<br>• What is your definition of success?<br>• What impact do you want to achieve?<br>• What do you want your audience to think, feel or do as a result of your message? | • Who is this communication aimed at?<br>• Who are they? (Include demographics)<br>• What is their knowledge about your topic?<br>• What are their existing beliefs about your area of work?<br>• How open are they to your message? | • What is the core message you would like your audience to take away from your communication?<br>• What is your impact/ outcomes, outputs, actions, or advantages?<br>• Outline primary and secondary key messages.<br>• What are the key facts and other data to support your story? | • How will you reach your target audience?<br>• When, where, and by what methods?<br>• What is the context where they will receive this?<br>• How will they learn about it?<br>• What is the most visually and verbally appealing format for your target audiences/ stakeholders? |

# *Communication goals: WHY?*

## Communication goals could be:

- To raise awareness of the organisation or project among the target audiences, explain what the organisation or project is and how it works.
- To get the team members on board and excited about the organisation or project.
- To demonstrate the positive impact of the organisation or project to their participants or target audiences.
- To inform your target audiences, stakeholders about the organisation or project.
- To change the target audience's opinion about the organisation or project.
- To build expertise in the field you are working in by providing qualitative information and relevant data for the development of the field and/or collecting, analysing and presenting impact information, that builds up additional content expertise of the team working with it.

### What is your communication goal?

# *Target audiences and influencers: WHO?*

For different groups of people, different strategies and channels need to be used to deliver a message. Consider grouping your audience according to their demographics, location, interests, and attitudes.

For example, if you would like to reach out to millennial volunteers involved in your project, you should speak to them in their language (straightforward and casual) and through their preferred platform: social media.

You might already know your target audiences and stakeholders – for example from the stakeholders map you already know which are your top priority audiences that you should address, keep informed, help to participate and keep satisfied. Or from the theory of change, you know your stakeholders' needs.

## How does the communication with an internal or external audience differ?

### INTERNAL AUDIENCES
Board
Owners of a social enterprise
Employees
Members
Volunteers
Alumni

### EXTERNAL AUDIENCES
Youth
Funders
Municipalities and public administrations
Media
Potential members, volunteers and employees

# Difference between internal and external communication

| INTERNAL COMMUNICATION | occurs when the members (board, owners of the social enterprise, employees, members, volunteers, etc.) of an organisation exchange information with each other. |

| EXTERNAL COMMUNICATION | takes place when those members interact and communicate with an outside party (stakeholders, target audiences). |

## Reasons for starting with pitching ideas/ explaining results to your **INTERNAL TEAM:**

**01**
Good external communication always starts with high-quality internal communication

**02**
Before any message is passed on to an external audience, you should first find ways to inform the internal audience and get approval for wider communication

**03**
Your employees and members are ambassadors of your organisation – other audiences can turn to them to seek more information, approval or rejection of any message

## A compelling message –
## "WHAT message do I want to communicate?"

Remember to keep your tone positive even if your message addresses a serious problem. With the help of a key message, you can explain how your organisation or project works, who is involved – with proof points and clear recommendations.

It can be beneficial to illustrate the message visually, using graphic elements. Communication to target audiences about social impact should be clear and should include quantitative numbers, icons, qualitative evidence, and good storytelling.

## To explain the social impact of your organisation better, you should ask and answer the following questions:

**1. What are the three most significant changes your organisation has seen since the project's implementation?**

**2. How have these changes affected your members, employees, and volunteers?3. Why are these changes important to your organisation? How will they affect the work of your organisation?**

**4. What are the beneficiaries of project outputs and outcomes?**

**5. What are the key learnings to your organisation after implementing project activities?**

**6. How have the implemented changes affected the local community (how have you involved them in your activities, what was this cooperation like)?**

**7. How has your work changed someone's life? How has it helped increase the quality of life?**

**8. How will the implemented changes help you achieve your organisation's goals in the future?**

**9. What would the impact be if you had twice as much funding and volunteers?**

**10. What would not have happened without your work?**

# REMEMBER!

## Communication should be authentic and purposeful

● ● ● ● ● ●

Be honest, open and thoughtful when creating your messages. Communication is a tool to show your organisation's created change and positive impact.

## Create a personalised message for each audience

● ● ● ● ● ●

use specific terminology for those who are familiar with the field and simpler language for youth or those who are new to the field.

It is useful to **get familiar with storytelling basics** to create communication content, it will help tailor your message for internal and external audiences.

● ● ● ● ● ●

## Once you have written answers to those questions, give it to someone outside your organisation to read

● ● ● ● ● ●

and see if the message is clear and understandable. The feedback can be useful, especially if you aim to communicate to a wider audience.

# How to tell the story effectively?

**Choose a clear central message!**

When crafting a story, you should have a clear idea of what you want to achieve. If your story has a strong moral component, you should guide listeners or readers to that message. It's important to keep focus on the central theme or plot line which you are building your story around.

**Have a clear structure!**

There are many ways to structure a story, but the main three parts of a story are: exposition, rising action and resolution. It is also called the story arc.

**Introduce your audience to a central character!**

You can create a great story around your main character. It can help you vividly portray the problem you are working on and how it affects people, thus, showing the importance of your work. The experience of your character can help your audience better understand the problematic situation, feel for them and hopefully support your work.

**Zoom in the problem!**

Powerful stories start by immersing the reader or viewer into a new world. Describe the context and state the problem to help your audience to see your world. You can show the multiple layers of a situation by zooming in from a global or national perspective to a community and personal level. To make the context more tangible illustrate the magnitude of the problem, use facts and figures; but to make it more relatable, explain what it all means from the perspective of a central character.

**Introduce the (possible) solution!**

There is a problem and someone or something is being affected by that problem. You have a solution and it's proven to work. Or maybe you haven't used it yet, but you have evidence that it can work. The important thing is that there is a way to solve the problem. Do not use jargon or specific terms. Just ask yourself if the idea is easily understandable and if you would like to support it.

**Engage your audience!**

Great storytelling requires you to connect with your audience; the way you captivate your audience depends on the mode of storytelling you're using.

**Show (possible) impact!**

Show your (potential) stakeholders or target audiences what impact your work has generated or can generate with a little help from their side. For existing donors, it is important to see how their donations are being used and for potential donors it is important to see what their donations could turn into. Showing impact builds trust and brings hope.

**Don't forget the Call to Action (CTA)!**

Ask your stakeholders to take action. No call to action is a missed opportunity. Remember tip No. 1: a clear central message! This is where it all comes together. Get people to click, write, donate, download, sign. If they love your story, they will follow through.

**If it is possible – visualise your story!**

When you are preparing your story, try to visualise what you are describing. How can you help your audience see a clear picture too? Try using striking and vivid language, explore altering your pace and tone of delivery. You can always use infographics.

You can use these storytelling tips in generating annual reports, direct letters by mail, blog posts, video or podcast stories, email newsletters, direct emails, etc. Use of storytelling elements can illustrate presented facts in an annual report and portray the positive changes your organisation creates. Or by presenting an experience of a character in a direct letter or email, you can convince the sponsors to support your event.

# *HOW to spread a message to your audiences?*

## How to start INTERNAL COMMUNICATION?

**Meet your team**

The best way to inform the internal audience about your social impact is to **invite them to a conversation or to organise a meeting**.

The organisation's spokesperson/ leader can present the plans or results of the social impact assessment by inviting staff, members, and volunteers to break into smaller groups and discuss what they think is important from what they have accomplished together.

If you engage the audience, listen to their views, and allow them to say what they are most proud of, the audience most likely will be ready to share their conclusions publicly afterwards.

**If your organisation is BIG:**

You can develop internal communication on social impact plans or results gradually, for example, first, inform board members and heads of departments or working groups, who further discuss the matter with their teams.

Ask the teams to brainstorm and choose the most important **impact indicators**. The participants can get involved by both expressing their thoughts, explaining their views, and voting for the most valuable things the organisation has achieved.

Involving internal audiences will make employees feel appreciated and, at the same time, engaged in organisational processes.

**Tools for sharing social impact with internal audiences**

- **Experience stories and participants' feedback**
- **Pictures**
- **Video**
- **Statistical data (infographics)**

For example, show young people what improvements the project they are involved in has achieved, and what the practical involvement of the volunteers looks like.

## How to start EXTERNAL COMMUNICATION?

After the preparatory work or the internal communication campaigns, you are ready for the next step – external communication.

**Involve stakeholders in building your content**

Ways to involve local government and public administration, corporations, and other NGOs' representatives in building your content:

- **Request feedback** from external audiences for communication purposes (for example, press releases, social media posts, etc.);

- **Invite them to a webinar;**

- **Record a podcast conversation.** Ask for their opinion about your activities and use it on your social media posts.

# *Channels and tools to reach target audiences – BY WHAT METHOD?*

There are a lot of different tools you can use for sharing your social impact plans or results with your target audiences and stakeholders. The choice of the tool depends on the audience and the channels it uses.

## INTERNAL:

**Board** – emails, individual reports, meetings, annual report;

**Founders** – emails, individual reports, meetings, annual report;

**Employees** – emails, presentations, joint meetings, Intranet, a closed group on Facebook, a WhatsApp or Telegram group, Slack;

**Members** – emails, presentations, joint meetings, Intranet, a closed group on Facebook, a WhatsApp or Telegram group, annual report;

**Volunteers** – emails, presentations, joint meetings, Intranet, a closed group on Facebook, a WhatsApp or Telegram group.

## EXTERNAL:

**Youth** – social media, joint meetings, closed groups;

**Municipalities and public administrations** – emails, newsletters, meetings, special events, letters, media, annual report;

**Funders** – regular summary, individual reports according to their requests, annual report;

**Media** – press releases, opinion articles, interviews, invitations to events;

**General public** – website, social media, press.

## You can organise this information in table:

| Target audiences/ channels | Webpage | Email | Meetings | Events | Traditional media channels | Closed groups (WhatsApp, Telegram, etc.) | Facebook | Instagram | LinkedIn |
|---|---|---|---|---|---|---|---|---|---|
| Board members | ✖ | ✖ | ✖ | ✖ | | | | | ✖ |
| Employees | | ✖ | | | | ✖ | ✖ | ✖ | |
| Volunteers | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| Municipalities | ✖ | ✖ | ✖ | ✖ | ✖ | | ✖ | ✖ | ✖ |
| Young people | | | | ✖ | | ✖ | | ✖ | |
| Media representatives | ✖ | ✖ | | ✖ | ✖ | | ✖ | ✖ | |
| ..... | | | | | | | | | |

**Remember** to choose appropriate social media channels to reach your target audience.

# Visual Content Creation

**1**

To increase your brand recognition, **stay consistent across all platforms** – use the same branding for each communication channel:

- logo;
- brand colour palette (not more than five colours, preferably three);
- brand font styles (not more than five styles, preferably three).

**2**

Make sure **to align your brand's visual elements** – whether you are creating an infographic or a personalised image for your blog, make sure to follow the basic rules for image alignment:

- Keep appropriate and equal space frame when cropping your image, do not crop too close to the borders of the visual content;
- Align your elements like text or images both horizontally and vertically (there are exceptions when elements can be unaligned).

**3**

**Use different styles of pictures for social media, websites, and blogs.** When making images for social media and digital platforms, remember that each platform has its own dimensions. Some of the platforms have multiple formats depending on the place of image (cover photo, post photos, etc.) Check how your visual elements look on different devices (phone, desktop versions) before publishing them on social media.

**Horizontal pictures for websites, blog and media articles, press**

**Pictures in square formats for Facebook and Instagram**

**Vertical pictures for Facebook and Instagram stories**

**NOTE!**
Each platform uses different image sizes, dimensions for posts.

**4**

**Use images relevant to your organisation.** Organise photoshoots to have images that represent your organisation. You can easily organise a photoshoot by phone. It is easy, you just have to create a scenario beforehand and think of the pictures you want to use in the future (different locations, different activities, compositions, etc.).

Remember to take pictures both horizontally and vertically to be able to use them for different channels.

Ask your partners if they can send photos from their activities (horizontal and vertical).

**NOTE!**
Remember to clean your camera before you take pictures. Try not to use zoom-in function, if possible, move closer to or further from the object.

**5**

**You can always use stock photos.** Please be accurate and find out the copyright information of the pictures you publish (you can find this information on stock photo web pages):

**Unsplash**
https://unsplash.com/

**Freepik**
https://freepik.com/

**Pixabay**
https://pixabay.com/

**6**

**Create your images and visuals using online software:**

**Inshot**
https://inshot.com/

**Create Vista**
https://create.vista.com/

**Canva**
https://canva.com/

**7**

**Use proportional amount of text in pictures:** When an image contains too much text, some of the readers might miss important information.

# Video content

**1. Create a plan**, idea for a video.
**2.** Make sure the **background and lighting are suitable for the video**, adjust it accordingly.
**3. Check the audio** recording quality.
**4.** Use appropriate video editing **software**:

- InShOt
- Canva
- Movie Maker
- Headliner
- Lumen5
- Powtoon

**5. Add subtitles**.
**6.** Use horizontal videos for presentations, webpages/blog articles, and YouTube, but vertical videos for Instagram, Facebook stories, and TikTok.

# Audio content

**1. Create a plan**, prepare questions for the podcast.
**2.** Use audio recording equipment that can **ensure good quality**.
**3. Find the best place** for audio recording (a place without noise).
**4. Choose the right audio recording tool**:

- Anchor.fm
- Audacity
- Garage band
- Squadcast
- Zoom

**5. Think about music** that can accompany audio content/resources. Make sure to use royalty-free music.
**6. Choose platforms** where podcasts can be published and promoted:

- Spotify
- Apple
- Google podcasts
- Your organisation's webpage
- Your organisation's YouTube channel

! Before publishing any material, coordinate it with other involved parties: seek their approval for the content, the visuals, and/or the description of the created communication.

> **!** **Remember data protection and legal requirements.**
>
> To ensure safe and legally correct communication for your organisation, there are a number of data protection conditions that have to be met.

# Data protection and privacy

Since May 25, 2018, the General Data Protection Regulation (GDPR) has been enforced throughout Europe. It applies to all countries of the European Union, including Lithuania, Latvia, and Estonia.

When creating impact stories about projects and stakeholders, you should always take into account personal data protection.

Personal data is any information related to an identified or identifiable individual. Personal data is an identifier such as name and surname, personal ID number, location, nationality, etc.

Personal data is any information related to an identified or identifiable individual. Any identifying information – name and surname, personal ID number, location, nationality – can be considered personal data. The GDPR protects personal data across several categories, including a person's race, ethnicity, political beliefs, religious beliefs, philosophical beliefs, union memberships, health data, data relating to the person's private life, genetic and biometric data. The processing of personal data from these categories is prohibited, however there are certain exceptions.

When you organise a public event where photo or video recording is carried out, all participants have to give their confirmation to be photographed or filmed and for the material to be used publicly.

For such events, remember to already include this information in the application questionnaire. For example, you can use statements similar to:

## EXAMPLES:

* By indicating your email, you (the participant) agree to provide the data at the disposal of the society/organisation X, which will be used for communication regarding further project activities.

* By completing this questionnaire, the participant declares the agreement to be filmed and photographed during the event and understands and agrees that the obtained materials will be used to disseminate the results of the event/project.

* The participant understands and agrees that all audio or video recordings from the event may be published, and may be used to promote the society/organisation X or project X.

**The data subject** – the person whose data is collected, has the right to request the following information from the data holder:

- purposes of data processing;
- personal data categories (for example, personal identification data, contact information, data about education and professional qualifications, etc.);
- the recipients of personal data with whom the data is shared;
- the period for which the data will be stored (if possible);
- a request for correction or deletion of data or an objection to the processing of this data ;
- the right to submit a complaint to the national data protection authority;
- all available data source information (if data is not collected from the data subject);
- the existence of automated decision-making (including profiling).

Anyone has the right to ask the organisation to remove their photo or other information from the digital environment (home page, social networks, etc.).

# Parental permissions

> ! There are specific requirements when working with sensitive groups such as children, young people under the age of 18, people with special needs, and seniors.

**Special provisions relating to the General Data Protection Regulation apply to children:**

In Latvia, children under the age of 13 cannot give their consent about processing of their data, which means that this data cannot be published without the consent of their parents. In Lithuania, parental consent has to be provided for all children under 18 years of age alongside consent from the children themselves. The latter can be done in verbal form. In Estonia parents have to provide their consent for children under 16.

Photographing children and publishing the pictures can happen only after acquisition of written consent from the parents. It means that if media representatives are covering one of your events for children, parents must be warned beforehand.

**Before publishing photos of children, think about the following questions:**

**?**

What is the reason for the publication of the photos? What is the message you want to deliver with this photo?

**?**

Will the photo and this publicity be a good representation of its time/ organisation's activities in 5 or 10 years?

**?**

Does the photo give a positive impression and portray the person in it in an appreciative manner?

# Example of parental consent:

To Organisation X

PARENTAL CONSENT FOR PARTICIPATION IN AN EVENT

I, _____ (name and surname of a parent), personal ID number _____ , phone _____ , am informed and allow my child _____ (name and surname of a child), personal ID number _____ to participate in _____ (name of the event), taking place on _____ (date of the event).

I certify that my child's state of health allows him/her to participate in the above-mentioned event. I give permission to Organisation X or its representatives to photograph and film my child during the event. The obtained materials, in accordance with the regulations, may be published and may be publicly available. With this signature, I confirm that I give consent to participation, and I have read and I agree to the regulations of the event.

Parent signature_____ / / Date _____

# Annex 1:
# Communication tool templates

## Annual report

### Content:

The structure of the report:

**Title page:** Include names of the authors; the date, and the publisher; acknowledgements; table of contents; acronyms and abbreviations.

**Executive summary:** Briefly describe the main facts, such as your activities and beneficiaries, summarise the report section.

**If research has been conducted:** the main objectives of the study; methods used to conduct the study; problems encountered during the study; list of the main findings; list of the main conclusions and recommendations; list of lessons learned; a concluding paragraph.

**Main report:** Introduction (purpose and context); statistics about the organisation and its activities, number of members and/or beneficiaries, results and outputs of the activities done, change stories about beneficiaries and/or volunteers. It can include graphs, images, and other visuals.
If research has been conducted for the report: the methodology; findings; main conclusions and recommendations (cross-referenced to the annexes, where appropriate); lessons learned.

**Annexes:** Relevant background material, team and timetable.
If research has been conducted for the report: characteristics of groups of people interviewed, list of documents/organisations consulted; detailed results cross-referenced to the conclusions and recommendations in the main report.

**How to reach your audience?**

| | | |
|---|---|---|
| Send a brochure in an email | Include a summary in the newsletter | Organise a face-to-face meeting, present report, initiate a discussion |
| Send press release to media representatives | Place information on your website | Prepare an audio/ video presentation, disseminate it on social media channels |

## REMEMBER!

° Social impact reporting is a long-term process, but you can start small and grow your data collection, indicator assessment and impact communication.

° Be honest and give balanced information about your organisation's work, sometimes it means also talking about the issues that have emerged during your work.

° Re-check your data – credible reports will build your organisation's reputation.

° Tell a good story about your organisation's work and its impact.

° Visualise your data, use graphs, bar, pie charts, etc. however, do not overwhelm your reader with confusing use of graphic elements. Make the report visually attractive, use your brand colours.

° Align your social impact reporting to the Sustainable Development Goals.

**EXAMPLES:**     Reach for Change report 2020 HERE
Youth Business International 2020 HERE
Youth Futures Foundation 2020 HERE

## Content:

**The press release should answer the main questions:**
what, why, where, and when. Usually, the press release is one A4 page long.

**The structure of the press release:**
  • Headline;
  • Summary: contains the most important information that can answer questions – what, why, where and when;
  • Body: describes your message in more detail;
  • Comment / Quote: from your spokesperson, expert or target group member;
  • Additional information;
  • Contact details: any necessary background information of the organisation, and contact details, how to reach out if further questions arise;

## REMEMBER!

To inform about your social impact, please add not only a quote from your organisation's spokesperson, but the quote from stakeholders as well. To show the impact of your project/ activity, it is important to use different facts and figures, for example:

• Hours you spent to help others;
• Hours you spent in training;
• Percentage of activities;
• What % of the target audience you reached;
• How many participants did you reach in the first year/ total;
• What increased knowledge, experience, awareness, etc. participants received;
• What changes happened with your target audience.

You can always ask your partners, stakeholders to give 5 words or phrases to describe your cooperation. You can always use comments, feedback from the project participants.

To describe project impact (short or long-term), you can use **impact indicators** you created for your project/organisation.

## Ideas for questions to ask for the press release quotes:

**What has this project/activity given you?**

**What kind of skills did you gain from participation in these activities?**

**Do you see the difference between young people before and after being involved in your project?**

**What is the difference?**

**What are the key takeaways from this project?**

# When the content is prepared, look at it once more and answer the following questions:

1) Is the content interesting only to you or to anyone outside your organisation?

2) Does the content represent the visual identity of your organisation?

3) Does the content correspond to the values and principles of your organisation?

4) Have the involved parties, whose visual materials will be used for publicity, given their consent?

5) Is it grammatically correct?

In evaluating these questions, it is very important to use the so-called **principle of four eyes**, which means giving your material for review/reading to another colleague. Explain the principles mentioned above beforehand to give an impression of your expected result.

## EXAMPLE, see Annex 2:

CYBER

Press release
28.03.2022

**A new game to fight cyberbullying in schools has been developed**

← Catchy headline,

**Organisation "CYBER" has developed a visually appealing and adventurous game for students called "Step Up!" to educate about cyberbullying, its impacts and frequency. The developers of the game are offering game sessions for pupils to decrease cyberbullying in schools. The game will provide an opportunity to combat cyberbullying, which is increasingly affecting students in both urban and rural areas.**

← Summary contains the most important information that can answer questions – What, Why, Where and When.

According to a study conducted by the authors of the game, cyberbullying is a challenge that has already affected more than 41% of schoolchildren across Latvia. Moreover, cyberbullying activities start to become considered normal among students, many of whom want to gain a higher status among their peers. However, the increase in cyberbullying in children and adolescents leads to mental health problems, less positive emotions at school and overall lower grades and school attendance.

← Describe your message in more detail.

The game "Step Up!" will especially help to develop the skills of bystanders – those pupils who usually are not involved in the bullying themselves. By playing the game, participants will learn how to prevent and stop bullying and empathise with victims. The game has proven to be an effective way to combat cyberbullying in schools.

School psychologist A. Johnson commented on the process of the game in her school: "I was pleased to see that the game made pupils reflect on the content and engage in discussions. Students were enthusiastic, engaged and reflected on the consequences of cyberbullying. I have noticed discussions in the corridors even a few weeks after the game has been played. I can confirm that the pupils feel more confident to actively act, step up and justify their point of view!"

← Quote from an expert.

The game "Step Up!" includes several sessions of an educational computer game (so-called "serious game") at schools. The full programme consists of three sessions of at least 45 minutes with the facilitated instructions and discussion with pupils after the game.

← Add some other necessary information.

Already thirty schools have piloted the programme in selected classrooms and feedback shows that students' attitudes have changed, the experience gives a better understanding of the consequences of cyberbullying and provides concrete tools to help them not stand by and support victims instead.

**About organisation "CYBER"**
"CYBER" is a non-governmental organisation using non-formal education methods to develop social and emotional intelligence skills for school children.

← Add any necessary background information of the organisation, and contact details, where to address if questions arise.

**More information:**
Christine Hill, communication manager
Email: cyber@gmail.com
Phone: 123456789
Webpage:www.cyber.com
Facebook: http://www.facebook.com/cyber

# Opinion article

**Opinion articles present an expert opinion (***see annex 2)***, which is usually a subjective reflection on a matter that is essential to an organisation, encouraging readers to think about the subject.

An opinion article is usually offered to one or two media outlets and is published in the section of opinion articles.

An opinion article is a good way of encouraging reflection on the social impacts that the organisation has achieved and on how to involve other target audiences. Opinion articles are useful to inform the parties (funders, decision-makers, politicians, etc.) about the impact of your organisation.

Opinion articles can also be published in printed versions of newspapers and magazines.

An opinion article is sent to the media by email, adding an attachment in the form of a Word document. You should also add a photo of the author of the opinion article; remember that the picture should be in a horizontal format.

The organisation can also use its communication platforms to publish and promote an opinion article, for example, by publishing it on the organisation's website and further disseminating it through social media.

# Infographics

## Content:

**Outputs, outcomes, and social impact results.**

**How to reach your audiences?**

| | |
|---|---|
| Organise a meeting, presentation report, initiate a discussion | Publish information on website |
| Send to media representatives | Share shorter infographic fragments on social media |
| Send a PDF file or a video in an email | Prepare a video presentation to share on social media channels |

Include a memo in a newsletter

## REMEMBER!

1. Determine who your infographic's target audience is and tailor your infographic for them. Your goal is to create an infographic for your audience, not necessarily for the whole world. Keep it specific, relevant, and targeted.

2. Keep the infographic simple and to the point.

3. Try to balance visual and written information (do not add too much text), use figures and symbols, different colours.

4. Make it easy to comprehend the information – make sure that the smallest font on your infographic can be seen without too much effort.

5. Check your facts and figures twice.

6. Save your infographic in several formats – pdf, jpg/png, or video format.

# To get inspiration to create your first infographic, check examples and tutorials on the internet.

**You can use some of the online software available to create infographics:**

• Canva (A non-profit status gives you access to Canva Pro's premium features for free for up to 10 people (including you) in your organisation)

•  Piktochart

• Venngage

• Infogram

## EXAMPLE:



It is simple and to the point, to show the outcomes of the programme

The target audience is schools, it is specific and targeted for schools to notice the impact

**30**

The game designed to decrease cyberbullying in schools has been used in 30 schools all around Latvia

**84%**

teachers found the game particularly engaging

**78%**

teachers noticed that the game made pupils reflect about cyberbullying and its impacts

CYBER

Around **1500** pupils have already played the game and it helped them understand the negative effects of cyberbullying and teach them how to act to stop it.

**65%**

of pupils were actively brainstorming about different ways to prevent and stop bullying

It made me think of how the victims feel and it taught us to get involved or search for help.

*-Laura*

CYBER

I have noticed pupils discuss the game a week after it has been played. Moreover, some of the students noticed cyberbullying cases and stepped in to protect the victims.

*- Teacher Molly*

**45%**

of teachers have reported similar cases

CYBER

There is a balance between visual and written information, the text is easy to read

The game was entertaining! It was fun to make up different scenarios.

*- Paul*

It was great teamwork. We worked together to see how we can help when someone is bullied.

*- Anna*

**Your school can be** the next one!

**Contact us!**

#YouthSocialSkills
#Cyberbullying

CYBER

The main aim is to promote the game to schools, don't forget to include Call to Action

Different visual elements are used to highlight the main message

# Direct letters

## Content:

· Cooperation possibility;
· Success story or project;
· Impact statement, spotlight.

## How to reach your audiences?

Send it by email

Send it by post

## REMEMBER!

It is important to use good storytelling and be authentic when communicating your impact – needs, issues, and sharing results when writing a letter.

## EXAMPLE:

CYBER

From: NGO "CYBER"
Green street 14, Riga

To: Municipality of Riga
Avenue of Freedom 36, Riga
Councillor of Youth relations

March 14, 2022

Dear Mr Hudson,

We are writing to express our interest to cooperate with you in the school improvement programme regarding prevention and intervention of cyberbullying.

"CYBER" is a non-governmental organisation using non-formal education methods to develop social and emotional intelligence skills for school children. Our organisation is launching a project that offers a new way of fighting cyberbullying among pupils. The game explaining cyberbullying, its impacts and frequency has been designed and is ready to launch in schools. It is a visually attractive and adventurous game that teaches players to prevent and stop bullying as well as to empathise with the victims. The process of the game is engaging and reflective, moreover, it helps youngsters work in groups and argument their opinions and ideas.

The game is presented in several sessions (so-called "serious game"). The full programme consists of three sessions of at least 45 minutes with the facilitated instructions and discussion with pupils after the game. Thirty schools in the country have already tested the programme on some of the classes and the feedback shows that students' attitudes have changed, this experience allows a better understanding of the consequences of cyberbullying and provides concrete tools to help them not stand by and support victims instead. Teachers who participated in the sessions found the game particularly engaging, they noticed that the game made pupils reflect and actively brainstorm about different ways to prevent and stop bullying, it also improved the teamwork and atmosphere in the class.

We are sure this programme can be beneficial for schools in your municipality as well. We look forward to cooperation with your municipality!

Sincerely,
Robert Black
Director
NGO "CYBER"

*Your and receivers contact details*

*Date*

*Find out the person to whom you are addressing the letter*

*The reason of your letter*

*Introduce with your organisation and show the impact you already had with your work*

*Ending, state your interest.*

## Content:

With the help of social media communication, you can reach different audiences – from young people to other stakeholders. If you want to communicate the impact of your organisation, be creative and vary the format of your content:

**01**

### Share a testimonial

Share how someone's life has been impacted by what your organisation is doing.

**02**

### Quote your leaders

People love to hear from leaders who inspire them to do more.

**03**

### Quote your funders

Other potential funders will think about how they can support your organisation.

**04**

### Quote your volunteers

Share how their life has changed while working on your organisation or project.

**05**

### Get behind the scenes

Show your impact in action, remember to consider your organisational culture.

**06**

### Post some facts and statistics

Pull facts and statistics from your annual report, recent research, or static content on your site and make a shareable image with a fact. Adding visual elements like graphs will help convey the message.

**07**

### Use hashtags

Research the trending hashtags appropriate to your organisation or your target audiences, for example, #GreatStory, #MotivationMonday, or #FridayReads. Using hashtags will give your posts more visibility. Create a custom series (e.g. #GreatImpact) and consistently publish content that users expect to see.

**08**

### Tap into the meme stream

Not just visual memes! Internet culture has its lexicon of frame jokes. And you know – young people love memes!

**09**

### Share your website content

Social media platforms prioritise content that keeps users on their site versus getting them on to your website, so consider ways to condense articles as slideshows or small videos for Instagram and Facebook, curate posts with takeaways and facts, or come up with an infographic for Facebook or Instagram. When you share website content on social media, please write some sentences and/ or use some quotes from this content to explain why you are sharing this.

**11**

### Tag your partners and their pages in your posts

It will help you reach a wider audience; these posts might appear on partners' pages and stories as well
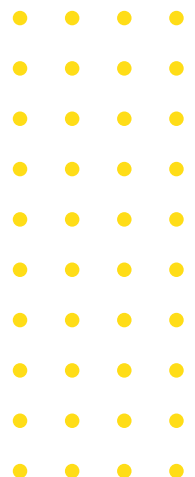
**10**

### Share photo reports after your events

Add feedback in text form about the event and the main benefits from this activity. You can thank your audience for participating.

# REMEMBER!

**Involve young people in creating content for your audience or** allow adults to mentor your young people, who create content.

In the development of external communication content, involve members of the organisation or volunteers who can publicly share their views as a message or using video, or audio format.

**Use the same brand name** for all your organisation's social media channels, it will help your audience easily find information about your organisation.

If you ask your internal audience to share your news publicly as an external communication, you should provide at least two to three examples on how to do it:

1) When you repost a message from the Facebook page, include one or two sentences explaining the reasons why you are sharing it. It will help your followers easily understand what you wanted to state.
2) When you repost a message from an Instagram profile, tag the brand name or mention the organisation's home page.
3) When you repost a message from the website or blog, include one or two sentences stating the reason for this message.

**3**

To make it easier for your colleagues to share your organisation's content, you can email an example of the message they can add when sharing it and encourage them to use specific tags.

Use up to 5 hashtags on Facebook, up to 30 hashtags on Instagram,1 hashtag on Twitter, up to 3 hashtags on LinkedIn, and any number of hashtags on YouTube. Check keywords or metadata* on your websites and blogs.
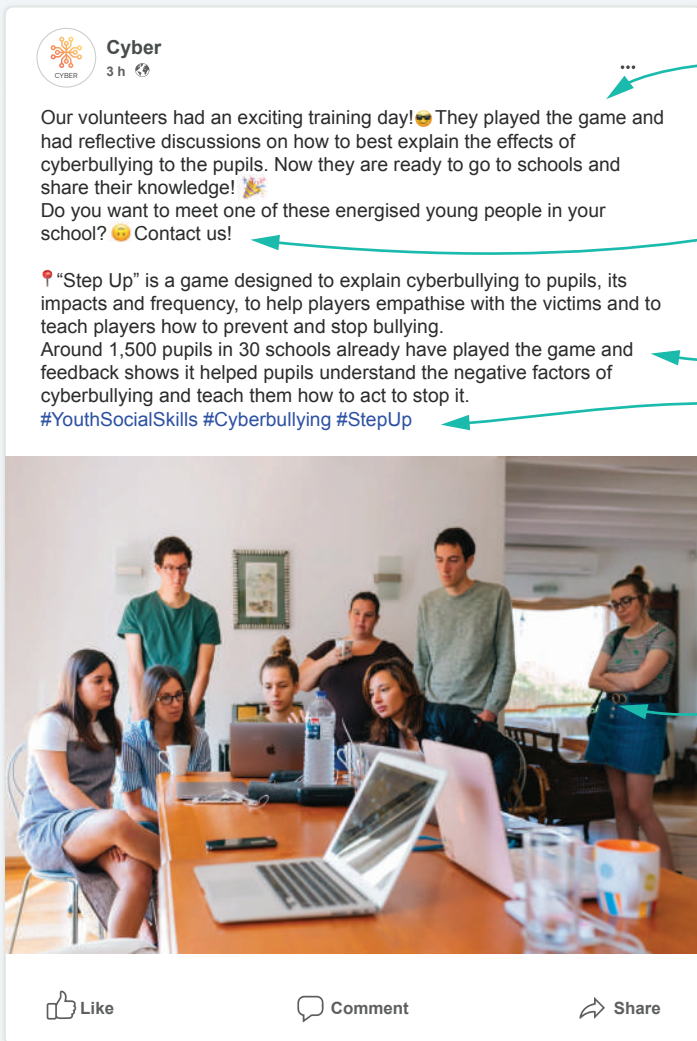
Use uppercase and lowercase letters to make it more understandable, such as #SocialEntrepreneurship, #SocialSkills, #WorkForYouth, etc.

**aA**

**#**

* Valid at the moment of developing these guidelines. You must follow the information on digital channels.

22

# EXAMPLE: facebook post



**Cyber**
3 h 🌐

Our volunteers had an exciting training day!😎 They played the game and had reflective discussions on how to best explain the effects of cyberbullying to the pupils. Now they are ready to go to schools and share their knowledge! 🎉
Do you want to meet one of these energised young people in your school? 😊 Contact us!

📍 "Step Up" is a game designed to explain cyberbullying to pupils, its impacts and frequency, to help players empathise with the victims and to teach players how to prevent and stop bullying.
Around 1,500 pupils in 30 schools already have played the game and feedback shows it helped pupils understand the negative factors of cyberbullying and teach them how to act to stop it.
#YouthSocialSkills #Cyberbullying #StepUp

👍 Like          💬 Comment          ➡ Share

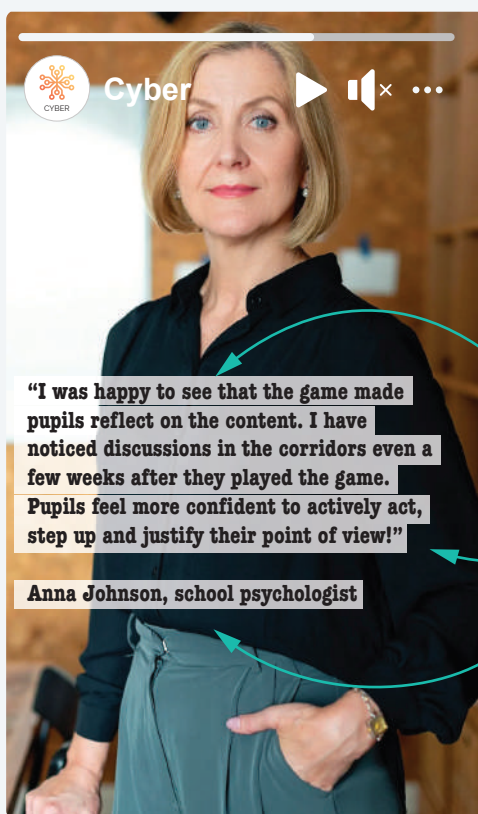Include personal story, your experience

Include clear Call to Action

Put some relevant facts that proves social impact of your activities

Include few tags that are the most appropriate to your activities and organisation

Get behind the scenes. Show your impact in action!

# EXAMPLE: facebook stories



Cyber

"I was happy to see that the game made pupils reflect on the content. I have noticed discussions in the corridors even a few weeks after they played the game. Pupils feel more confident to actively act, step up and justify their point of view!"

Anna Johnson, school psychologist

Cyber

"We played the game in school; it was fun to work in groups and brainstorm about different ways to protect the victims from cyberbullying. The game was entertaining and the video graphics were great!"

David Oliver, pupil

Share testimonials, show what your target audiences think about your organisation's work.

Make it personal.

Tag the people who gave quotes (if approved by them) to reach a wider audience.

23

**Press release**

CYBER

Press release
28.03.2022

**A new game to fight cyberbullying in schools has been developed**

**Organisation "CYBER" has developed a visually appealing and adventurous game for students called "Step Up!" to educate about cyberbullying, its impacts and frequency. The developers of the game are offering game sessions for pupils to decrease cyberbullying in schools. The game will provide an opportunity to combat cyberbullying, which is increasingly affecting students in both urban and rural areas.**

According to a study conducted by the authors of the game, cyberbullying is a challenge that has already affected more than 41% of schoolchildren across Latvia. Moreover, cyberbullying activities start to become considered normal among students, many of whom want to gain a higher status among their peers. However, the increase in cyberbullying in children and adolescents leads to mental health problems, less positive emotions at school and overall lower grades and school attendance.

The game "Step Up!" will especially help to develop the skills of bystanders – those pupils who usually are not involved in the bullying themselves. By playing the game, participants will learn how to prevent and stop bullying and empathise with victims. The game has proven to be an effective way to combat cyberbullying in schools.

School psychologist A. Johnson commented on the process of the game in her school: "I was pleased to see that the game made pupils reflect on the content and engage in discussions. Students were enthusiastic, engaged and reflected on the consequences of cyberbullying. I have noticed discussions in the corridors even a few weeks after the game has been played. I can confirm that the pupils feel more confident to actively act, step up and justify their point of view!"

The game "Step Up!" includes several sessions of an educational computer game (so-called "serious game") at schools. The full programme consists of three sessions of at least 45 minutes with the facilitated instructions and discussion with pupils after the game.

Already thirty schools have piloted the programme in selected classrooms and feedback shows that students' attitudes have changed, the experience gives a better understanding of the consequences of cyberbullying and provides concrete tools to help them not stand by and support victims instead.

**About organisation "CYBER"**
"CYBER" is a non-governmental organisation using non-formal education methods to develop social and emotional intelligence skills for school children.

**More information:**
Christine Hill, communication manager
Email: cyber@gmail.com
Phone: 123456789
Webpage:www.cyber.com
Facebook: http://www.facebook.com/cyber

**Movement improves learning skills**

Baiba Blomniece cognitive behavioural therapist, clinical psychologist and creator of the social enterprise "Barboleta".

One in five pupils in Latvia has some type of learning difficulty. The number of children with learning disabilities is increasing rapidly every year. Publications suggest that 10-20% of children have a learning disability (Turkington, Harris, 2006).

**What is a learning disability?**

Learning disabilities have a neurobiological origin. This means that a child's innate brain function affects their ability to listen, think, speak, write, read and do mathematical calculations. A child with a learning disability has difficulty processing certain information that affects the learning process. These children tend to have higher intellectual ability than academic achievements, because learning disabilities affect specific areas of cognitive processing. For example, a child may be successful in mathematics but have difficulties in reading.

In my practice, I see that children with learning disabilities very often have difficulties in dividing attention, concentrating and retaining information in short-term memory.  As a result, the child is unable to calculate, write or read correctly, because attention is lost during the process.

It is important to note that low learning achievements are not necessarily indicative of a learning difficulty. Sometimes a child is unable to master multiplication tables because of a poorly developed memory, poor motivation or other factors.

**Personal experience and the "Barboleta Method"**

My son had a similar story. It would have been very easy to provide him with a special education programme without going further and exploring how to stimulate his attention and interest in learning. However, I chose a different path.

Observing my own child and working as a psychologist and special educator in a school, I found that I lacked methods with which I could help children. In my practice, there was a girl in grade five who could not learn multiplication tables. The main problem was the lack of attention. I started using movement, we did the multiplication tables together, doing crunches, squats and using balance balls. I noticed that every time the girl does the movements, her eyes are focused and she becomes happy. I worked with several children in similar ways and realised that I needed a tool on which children could move using coordination and balance and where I could lay out a worksheet for any subject, such as maths or English. This is how I came up with the 'Barboleta method'  – a balance board on which the child climbs and rolls a ball, trying to keep their balance. The first prototype of the board was made by my dad.

To promote a positive environment for learning on the move, in 2019 I founded Barboleta, a social enterprise that works in three directions. We train professionals, teachers and parents in the use of this method. The second direction is the pre-school, where we integrate the "Barboleta method". The third is the development centre "I am learning to learn", where parents and children who are not clients of our kindergarten come to receive various services such as speech therapy, consultation from a special educator, physiotherapist, developing swimming skills, etc.

In three years, we have trained 170 professionals in the use of the Barboleta Method  and in total more than 2,500 children have benefited from our specialist services. Children with whom we work receive the necessary attention and learn different ways to use their knowledge. They feel appreciated and understand that there are solutions to overcome their difficulties. The parents have told us that they get more motivated to keep on learning.

**How else to help?**

Children desperately need the right help to reach and discover their potential. I should add that my son is now an adult, studying to be an electrical engineer, and working on the side, with good feedback from his employer.

I encourage parents and teachers to realise that adult attitudes and investment in a child's development are the key to their success and achievement. Whether a child will use this key depends on many factors, but giving it to the child is the first step.

**30**

The game designed to decrease cyberbullying in schools has been used in 30 schools all around Latvia

**84%**

teachers found the game particularly engaging

**78%**

teachers noticed that the game made pupils reflect about cyberbullying and its impacts

CYBER

Around **1500** pupils have already played the game and it helped them understand the negative effects of cyberbullying and teach them how to act to stop it.

**65%**

of pupils were actively brainstorming about different ways to prevent and stop bullying

" It made me think of how the victims feel and it taught us to get involved or search for help. "

-Laura

CYBER

" I have noticed pupils discuss the game a week after it has been played. Moreover, some of the students noticed cyberbullying cases and stepped in to protect the victims. "

- Teacher Molly

**45%**

of teachers have reported similar cases

CYBER

" The game was entertaining! It was fun to make up different scenarios. "

- Paul

" It was great teamwork. We worked together to see how we can help when someone is bullied. "

- Anna

**Your school can be** the next one!

**Contact us!**

#YouthSocialSkills
#Cyberbullying

CYBER

26

CYBER

From: NGO "CYBER"
Green street 14, Riga

To: Municipality of Riga
Avenue of Freedom 36, Riga
Councillor of Youth relations

March 14, 2022

Dear Mr Hudson,

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The game is presented in several sessions (so-called "serious game"). The full programme consists of three sessions of at least 45 minutes with the facilitated instructions and discussion with pupils after the game. Thirty schools in the country have already tested the programme on some of the classes and the feedback shows that students' attitudes have changed, this experience allows a better understanding of the consequences of cyberbullying and provides concrete tools to help them not stand by and support victims instead. Teachers who participated in the sessions found the game particularly engaging, they noticed that the game made pupils reflect and actively brainstorm about different ways to prevent and stop bullying, it also improved the teamwork and atmosphere in the class.

We are sure this programme can be beneficial for schools in your municipality as well. We look forward to cooperation with your municipality!

Sincerely,
Robert Black
Director
NGO "CYBER"

## Facebook post

### Cyber
3 h 🌐

Our volunteers had an exciting training day!😎 They played the game and had reflective discussions on how to best explain the effects of cyberbullying to the pupils. Now they are ready to go to schools and share their knowledge! 🎉
Do you want to meet one of these energised young people in your school? 😊 Contact us!

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#YouthSocialSkills #Cyberbullying #StepUp

👍 Like      💬 Comment      ➤ Share

## Instagram post

### Cyber
Riga, Latvia
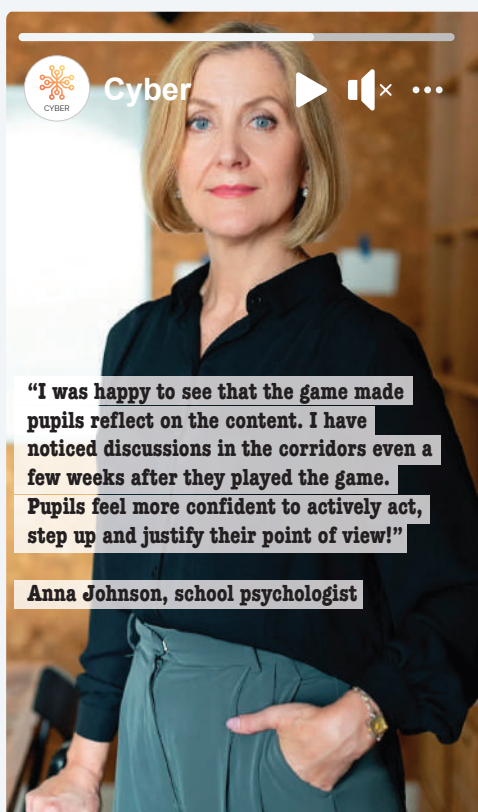
#StepUp

♡  💬  ➤                                      🔖

**Cyber** We received a message from John who we met in our training about cyberbullying in Riga Gymnasium a month ago. 🥺 He told us that last week he stood up for his classmate who has been low for months. After a few conversations with his classmate, John understood that she is suffering from cyberbullying. John took initiative and talked to teachers and psychologists to help his classmate. 👏👏👏
Among all the comments and feedback from pupils after the training, these kinds of messages give a proper boost to continue our work, because we see it makes a difference. 💛
#YouthSocialSkills #Cyberbullying #StepUp

View 1 comment
3 HOURS AGO

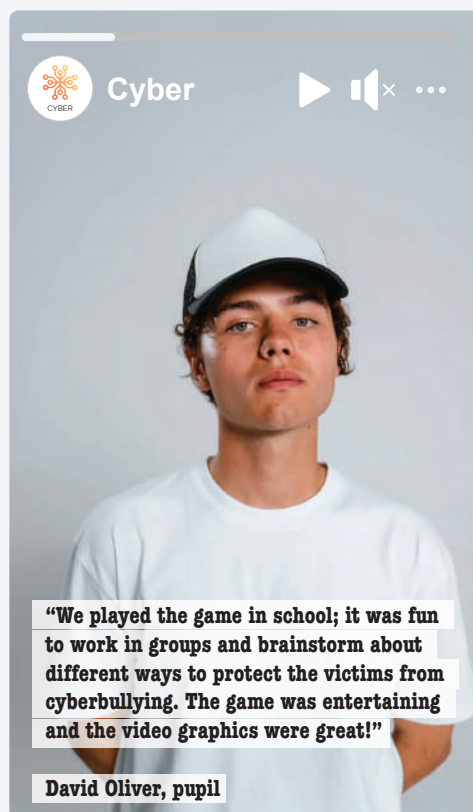😊  Add a comment...                                      Post

## Facebook stories

### Cyber ▶ 🔇× •••

"I was happy to see that the game made pupils reflect on the content. I have noticed discussions in the corridors even a few weeks after they played the game. Pupils feel more confident to actively act, step up and justify their point of view!"

Anna Johnson, school psychologist

### Cyber ▶ 🔇× •••

"We played the game in school; it was fun to work in groups and brainstorm about different ways to protect the victims from cyberbullying. The game was entertaining and the video graphics were great!"

David Oliver, pupil

# Afterwords

These guidelines will serve you as an inspiration on how to communicate the social impact of your organisation or project to both internal and external audiences.

If you still have doubts after reading the guidelines or you think your organisation is too small and does not have enough resources to create your social impact communication strategy, do not be afraid to start small. It's a good idea to start with simple steps like preparing and compiling data.

By taking small steps you can gradually grow bigger and achieve great things – the more you talk about your organisation, the greater the chances of receiving more support and expanding the team in the future.

**The key is not to be afraid and start doing it. We believe you will succeed!**