

## Module 4: Media As A Tactic



### GOALS

By the end of this module, participants should be able to understand:

- How to use the media to advance an issue campaign.
- Kinds of media coverage.
- Self-interest of the media.
- Planning to use the media.



### TIME

**Total: 60 minutes**

- Presentation: 30 minutes
- Exercise: 20 minutes
- Debrief: 10 minutes



### OVERVIEW

The focus of this session is to help people think more strategically about how to use the media. The exercise will give participants practice in crafting a focused message that states a demand and conveys the real power of the organization.

Media plays a huge role in our society by helping shape public opinion. Getting media coverage can be a huge asset to raising awareness and educating members of the community about any news, stories, or programs you might be working on. A few things you will want to keep in mind when working with members of the media:

- Always read or watch their coverage before reaching out to them. It is important to know what type of stories they tend to cover and it will help you to get a sense of their reporting style.
- Reporters are busy and media resources are dwindling these days. Reporters rely more and more on public relations professionals to give them a complete story with up-to-date facts and statistics that they will not need to double-check.
- Email is your best approach unless you have a great working relationship with a particular reporter and feel comfortable picking up the phone to call directly.

As you carry out your own community-based programs, you can develop positive working relationships with print and broadcast professionals and organizations in your community.

This advocacy training module is structured to help PTA members use the media to reflect the power of the association.



## MATERIALS NEEDED

- Easel paper (five sheets per small group)
- Masking tape
- Dark markers



## HANDOUTS

- PowerPoint Printout
- Checklist for Media Events
- Media Exercise (Federal, State or Local from Exercise Kit)



## EQUIPMENT NEEDED

- Easel/flipchart
- If you have elected to develop your own PowerPoint presentation to suit your specific training audience for this module, you will need:
  - Computer with PowerPoint software
  - LCD projector
  - All cords and cable needed to connect computer with LCD projector, and extension cord to connect computer and LCD projector with electrical outlet
  - AV stand or tab (if you will be using PowerPoint in this module)
  - Portable speakers for videos



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## Introduction

### WELCOME TO MODULE 4: MEDIA AS A TACTIC



#### SAY

By the end of this module, you should understand:

- How to use the media to advance an issue campaign.
- Kinds of media coverage.
- Self-interest of the media.
- Planning your use of the media.
- Guidelines for using the media.

Here are some key points to keep in mind:

- Good media coverage reflects a powerful issue campaign strategy.
- In this session, we are going to discuss how to use the media to advance an issue campaign. That is, not just getting good coverage, but using the media strategically to build power.
- It is crucial to begin with a solid strategy for each issue campaign. This means that we have carefully defined what we want to win, and evaluated our own organizational power in relationship to the power of the decision-maker we are trying to persuade.

Let's say we want State Rep. Eunice Smith to vote "Yes" on increasing state school funding. By how many votes did she win the last election? How many PTA members do we have in her district? Can we mobilize them to write letters, make phone calls, and meet with her?

Our use of the media in this effort is another tactic to convey to Rep. Smith that we have organized a lot of people who want her to vote "Yes." Of course, we will mention along the way the outdated textbooks, classrooms without teachers, and overcrowded conditions. In addition to talking about the problem, it is essential to communicate who is doing the asking, that is, large numbers of PTA members with the power to vote "Yes" or "No" on the question of continuing Eunice Smith as their elected representative.

## KINDS OF MEDIA COVERAGE

### There Are Several Kinds Of Media Coverage We Can Aim For

If we hold a large rally at the offices of our local school board, we may try to get the media to cover what we are doing. However, if enough people show up to talk to the members of their school board, we may consider the event a success whether or not we get on television or in the newspapers. In this case, the media is important, but secondary to our purpose.

At other times, we may do something for the sole purpose of getting media coverage, to put pressure on the decision-makers who will be mentioned. We may release a report which shows that our state's schools receive less funding than 46 other states; we may announce that the school board president received a large campaign contribution from the contractor who is about to be hired to build a new school. In these cases, if we make the announcement, but no one from the media is there to hear, it is as if the announcement never happened. Like the proverbial tree in the forest, if it falls and no one hears, it made no noise and it did not serve the intended purpose.

A third situation occurs when the media asks us for comment for the newspaper or for a TV news program, or to participate in a radio talk show. Here, we have less control of the agenda. Sometimes we are caught by surprise and have to think on our feet. It is very important, therefore, to understand how the media thinks, what they are likely to be looking for, and exactly what we want to convey to move our agenda forward strategically, even if we only have a 15-second sound bite to do so. We need to be prepared to get our most important points across whether the media ask the right questions or not.

This brings us back to the point that our use of the media is a tactic that should fit with our larger strategy. Activities designed to garner media coverage go in the Tactics column of the strategy chart along with such other tactics as petition drives. This means that a media event has the characteristics of any other tactic.



### ASK

Who remembers from the Strategy discussion the three common characteristics of all tactics?

For every tactic there must be:

- Someone who does it.
- Someone to whom it is done.
- Some reason why the person to whom it is done doesn't want it done.

Groups so often say that they have adopted a “media strategy” to win a campaign. This elevates the use of media from the level of a tactic to that of a strategy; the media becomes the whole plan. Sometimes a media strategy is possible, but it usually requires hundreds of thousands, or millions, of dollars of paid media time to accomplish. Media coverage of an event doesn't cost anything. It is covered because it is news. This is sometimes referred to as “earned media” to distinguish it from “paid media.”

## SELF-INTEREST OF THE MEDIA



### SAY

How does the media choose what to cover? There are a few cities where there is so much major news happening that it's easy to get drowned out, no matter how hard you try. New York, Washington DC, and Los Angeles are examples, but there aren't many others. There are also a few places where media outlets are owned by individuals who are often ideologically opposed to some of the legislation we support, and often won't allow it to be covered.

To help ensure that we get media coverage, the first thing is to understand the self-interest of the media.

Timing and substance are everything. Reporters are pushing out stories faster than ever before as the media evolves into a much more digital-friendly landscape. A typical TV reporter is likely also writing for his/her outlet's blog. If you have a story that is timely and relevant, try to measure up your "assets" against the outlet. Do you have a ton of photos or video? It might be a great online/blog piece. Do you have a very media savvy spokesperson that can talk on camera about a newsworthy program or story?

Let the reporter know! He/she is always scanning her email for the next "hot" story. Any assets you have will help your story stand out from the rest.



### INSTRUCTOR NOTE

See more at: <http://www.ptakit.org/Communications/Working-with-the-Media/Identifying-Newsworthy-Items.aspx#sthash.gw35MSZ0.dpuf>

## PLANNING YOUR USE OF THE MEDIA



### SAY

Planning starts with the strategy chart. You have already identified the decision-maker. You are clear on what you want him or her to do, and you have looked at the electoral numbers and voter registration figures and know what your base of power is. Use of the media is another way of applying your power.

Start planning by writing a headline. Of course, the newspaper editors rarely use the headline you write, but the point of doing it is to help you focus. Ask, "if a reporter saw what we are about to do, what headline would she write?"

Once you have your headline, the whole media event should be designed to suggest that one line to the viewer. Be sure your line expresses your main demand and your power! An example might be, "State Representative Smith, 500 parents want you to vote to support our children's education!" A less useful line would be, "Kids Need Books!" because there is no power reflected, and the decision-maker is not mentioned. It would be possible to agree that kids need books and not vote for more money.

## GUIDELINES FOR USING THE MEDIA



### SAY

We have six guidelines that will help you use the media to advance your issue campaign:

1. There must be hard news.
2. Think pictures.
3. Have a quotable quote.
4. Help reporters do their work.
5. Know the media staff.
6. Include human interest.



### DISPLAY ON A FLIPCHART OR POWERPOINT

Guidelines For Using The Media:

1. There must be hard news.
2. Think pictures.
3. Have a quotable quote.
4. Help reporters do their work.
5. Know the media staff.
6. Include human interest.



### SAY

#### **1. There Must Be Hard News**

Unless you are the president, a rock star, or the head of the mafia, your opinion isn't news. You can't call a media event just to say how upset you are about something. There must be news. News can be any of the following:



### DISPLAY ON A FLIPCHART OR POWERPOINT

There Must Be Hard News:

1. Large numbers of people do something interesting.
2. Someone who is news says it.
3. A new program is launched.
4. New information is revealed.
5. The unexpected happens.
6. New treatment of an old story.
7. A tie-in with a breaking story.



### SAY

#### **1. Large numbers of people do something interesting.**

The media thinks that if a large number of people want to do it, then a larger number of people will want to read about it.

#### **2. Someone who is news says it.**

The downside of using celebrities is that it deprives your leaders of the experience and risks your message getting sidetracked in a discussion of the latest divorce or the Academy Awards.

### ***3. A new program is launched.***

The media is often more interested in announcing a new activity than following up on an old one. For example, an organization once used its annual conference to launch a new campaign for national health care. A year later, when conference time came again, the group realized that a press release saying, “The campaign continues,” wouldn’t make much of a story. Instead, they announced the launching of a new campaign for national health care. They got good coverage each time. Make ongoing campaigns sound new.

### ***4. New information is revealed.***

While a story is running, you can keep it in the headlines longer by adding new information. For example, the state representative who opposes the smoking ban took big contributions from the gaming industry.

### ***5. The unexpected happens.***

“High school students demand tougher school standards.”

### ***6. New treatment of an old story.***

Taxes are an old story. Each year on April 15th, every TV station has a shot of people running to mail their tax returns. If, at the same time, a large number of people were mailing letters to the President of the United States asking for more tax money to support school reading programs, it would probably be picked up as well.

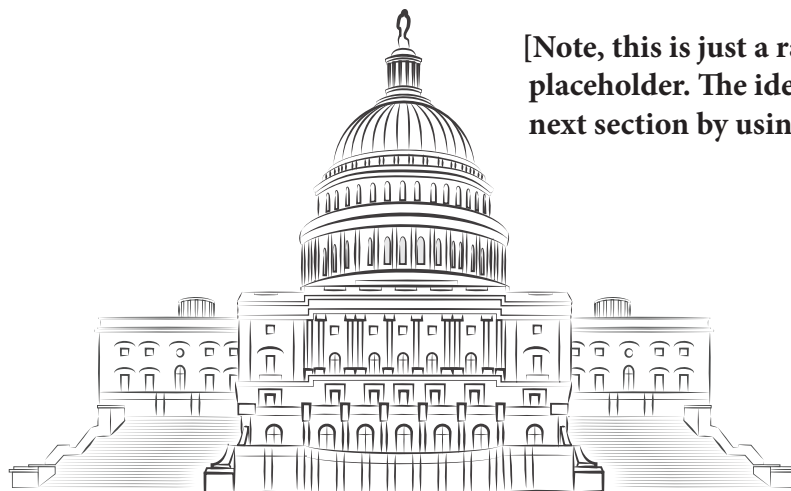
### ***7. A tie-in with a breaking story.***

A tie-in with a breaking story makes your event more newsworthy. Whatever is on the morning TV news is likely to be in the evening paper. If you can call the paper with a local angle on a national story they will often thank you.



## DISPLAY ON A FLIPCHART OR POWERPOINT

[Note, this is just a random image used as a placeholder. The idea is for you to illustrate the next section by using a picture of your choice.]





## SAY

### 2. Think Pictures.

Even the print media is increasingly visual in its writing. Ask yourself how this event will look. The media hates talking heads. Move the event outdoors and produce interesting visuals and exciting people. Even if a newspaper doesn't run a photo, they will describe the event in visual terms. Put a prominent sub-head in the media advisory that says, "Photo Opportunity." Then say what the opportunity is.

#### Examples:

- *Two-block-long living fence.* A group that wanted an elected official to get off the fence and take a position marched in front of his office with sections of picket fence from the garden store.
- *Popsicle sticks for the state legislature.* In order to bring attention to the need to fund school nurses, the Georgia State PTA collected and sent popsicle sticks/tongue depressors to their state legislators.
- *Giant estimated dice.* A group protesting the utility company practice of sending estimated bills instead of actually reading the meter went to the company with dice made from cardboard cartons. They rolled the dice and made "estimated payments" of their estimated bills.
- *World's largest monopoly board.* Don't play monopoly with our community. A neighborhood organization took a huge Monopoly board to city hall. The street names were from their own neighborhood. They were protesting the elimination of affordable housing and conversion to high-priced condos.
- *Utility rates balloon up.* A consumer organization protesting rising utility rates made a graph of rate increases over the last 10 years. The last bar was a long black ribbon that was taken up into the air with a helium balloon.
- *Use visuals.* Good visuals include a large sign with a slogan and a chart or graph that makes the point if statistics are involved.
- *The most important visual is the one with the name of the organization.* Put it right on the podium if you use one. An 8 x 11-inch, boldly lettered sign is better than a five-foot banner which won't fit in the picture and is hung so high that only the bottom of the letters shows. If there are resources, having a repeating logo as the backdrop is also effective, especially if you have a VIP speaker taking up your issue. People can also wear stickers with the organization's name. The visual needs to work as a still photo. It can't be an activity that takes time to unfold.



## DISPLAY ON A FLIPCHART OR POWERPOINT

#### Quotable Quote:

- Captures the meaning of the event.
- Each speaker repeats it.
- Put it on signs.
- If nothing else, spell it right.





## SAY

### 3. Have A Quotable Quote.

Have a quotable quote, a consistent theme that runs throughout the event and is reflected in the visuals. Each speaker should use the same quote. For example, a campaign to get a local supermarket to carry organic food used the quote, “Let us choose safe food.”

Think of some of the all-time famous quotes. Who said:

- “We have nothing to fear but fear itself.” (Franklin Delano Roosevelt)
- “Ask not what your country can do for you, but what you can do for your country.” (John F. Kennedy)

The interesting thing about these quotes is that they aren't exactly true. We did have something to fear other than fear itself, and why not also ask what our country can do for us? But true or not, these quotes will live forever.



## DISPLAY ON A FLIPCHART OR POWERPOINT

Help Reporters:

- Write release as a news article.
- Who, what, when, where and why in first paragraph.
- Length of typical news story, or a bit longer.
- Factual, well-written and accurate.
- Put opinions in quotes.



## SAY

### 4. Help Reporters Do Their Work.

- Like everyone else, reporters are overworked and underpaid. If they can take your release and run it as their article, they are more likely to use the story than if they have to take notes and write something. Study the length and style of stories in the local paper and learn to write that way. Develop a reputation for factual, well-written material. Remember that your media event is competing with dozens, even hundreds, of other activities that people are trying to get the media to cover. The easier you make it, the more successful you will be.
- Write your press release as if it were a news article. Study the local paper and learn its style of reporting. What kind of sentence structure does it use? What education level is it written for? Try to give them copy that is as much like what they print as you can.
- Write a lead paragraph that tells who, what, when, where, why and how. This way, if the story is cut to just one paragraph you still have all the information.
- Make your release the length of the average story or a bit longer to save editing.
- Develop a reputation as a source that doesn't need a great deal of fact-checking.
- Put opinions in quotes. The reporter doesn't want to be responsible for the accuracy of what you say, only the fact that you said it. By using quotes you make it clear that it is your opinion, not the reporter's.



## SAY

### **5. Know The Staff.**

Finding the right reporters is critical to getting started with building a contact list. The best way to build a list of local reporters is to first read and watch the news outlets in your market. This will help you identify which reporters are covering specific topics. For example, is there a local news reporter that you have seen cover news of school or education programs? Note his/her name and do a quick scan of the outlet's website for a phone number or email. This might take a bit of digging and time in the beginning, but you will find that building a targeted media list will be well-worth the investment.

Maintaining good relationships with these reporters will be what helps you place your story. Try to be selective about what you are taking to each reporter. Make sure you are being strategic – there is a fine line between staying on the radar and bombarding contacts with too many non-newsy updates. Reporters appreciate resources – and that means you!

Only pitch stories to them that you know they would have interest in covering. And if they do not cover your story, thank them anyway. Or perhaps point them to another resource where they can get the information they are looking for. They will remember that you helped them and that will make the difference for next time.

When you do have a relationship with reporters, remember that nothing is ever really confidential or off-the-record. If you don't want it printed, don't say it. If you don't want it on TV, don't do it. (This last point applies to every aspect of your life.)

### **6. Include Human Interest.**

A study about toxic emissions is boring. A statement from a family whose child was exposed to the emissions is human interest. Every media event should have a human interest element, with real people telling their own stories. Local PTAs have many good stories that can be used to illustrate the points that we are trying to make. Just remember that each story needs to end with a demand on the decision-maker. Stories do not replace the need to show power, but they help draw attention.

## THE MEDIA ADVISORY



### SAY

To attract the media to your event, send out a Media Advisory a week ahead of time. This can be done by mail or fax. Email is also acceptable, but it is too easily lost or ignored. The advisory includes a few lines telling reporters what the event will include, but don't give them enough information that they can write a story without coming. Include information on the place and time of the event and the name of someone to contact for further information, along with a mobile phone number.

Add a heading that says, "Notice of Photo Opportunity" and tell them what visual device you will use to make the event more appealing to TV and news photographers. It might be a two-block-long living petition or five pounds of cigarette butts collected from local school yards. The visual needs to support the theme of the media event, which you have created in order to put pressure on a decision-maker. So it can't be just a clever stunt. Three dogs dressed as walnuts probably will get on TV, but if it has nothing to do with the issue, it won't be the kind of coverage you want.

Three days before the event, start calling all the media outlets and speaking to the assignment editors (TV) and city editors (print). Tell them about the event and ask if they are coming. Mention that you sent an advisory but don't expect them to remember it or even to have read it. Call again the night before the event to remind them and again the next morning to make sure. Remember that competition for the attention of the media is very stiff and there may be dozens or hundreds of events on the same day. Only two or three will get covered.

At the event, have a press release to hand out. Again, give all the contact information. Write the headline you would like to see on the story, although your headline won't be used. Then open with a lead paragraph that answers the questions: "who," "what," "when," "where," "why" and "how". "Who" is your organization, and "what" is the pressure you are putting on the decision-maker. The rest follows from that. In the second paragraph, quote a leader or volunteer. In the third, give more background. Two pages are the most for a release. If there is an accompanying report or study, attach it to the release, but don't try to incorporate it in the body of the release. The release should be able to stand on its own as a story would appear in the newspaper.

Here is an example of a media release.



### INSTRUCTOR NOTE

Use the following release to point out the important elements.

**ST. FINBAR PTA**  
424 S. Finbar Street  
St. Finbar, New State 09031

**FOR MORE INFORMATION:**  
Jane Mayer, PTA President  
777-666-2121  
janemayer@stfinbarpta.org  
June 24, 2010

## FOR IMMEDIATE RELEASE

Today, members of the St. Finbar PTA released a report showing that high school graduates who speak a second language have an employment rate twice that of graduates who speak only one language. They demanded that School Board Member Linda Nagashima vote to continue funding the school buses which make the magnet schools of St. Finbar possible.

“The School Board is saving pennies now, and depriving our children of dollars later,” said Jane Mayer, president of the St. Finbar PTA. “Programs like the one at the Linguistic Academy prepare our children for the jobs of the future. Why do Linda Nagashima and the other school board members want to jeopardize our children’s future employment?”

Ten children were on hand to wrap Ms. Nagashima’s office (at 1833 Office Way, St. Finbar) with a huge paperchain, on which they and their parents had written, “Please save our school” in 27 languages. The chain had 10,000 links and reached around the office five times.

“Quiero aprender español,” said Jackie Hoong.” Por favor, guarde nuestra escuela.”

Professor Luiz Martinez, of St. Finbar College, author of the report, said, “Today’s children need these schools for tomorrow’s jobs. I can’t imagine what the school board and Linda Nagashima are thinking. The employment data clearly shows children need this program. The large numbers of parents involved shows that everyone appreciates, except maybe the school board, the importance of funding transportation so our children can get to their school.”



## INSTRUCTOR NOTE

**On the pages that follow are directions for a Media Exercise.**

There are three case studies available. Each illustrates advocacy at the local, state, or federal level. You should have selected the level you believe to be the most appropriate and relevant to your group, and copied the handouts for that level's case study to use in the following exercise.

Reminder, the design of this course is for the level addressed to remain consistent throughout. That is, if you work the local level case study in this module, you should work the local level case studies in all the other modules.

## Checklist For Media Events

All Levels

- Have the date, time, and place been cleared with all the speakers?
- Are there other media conflicts (e.g., another major event or press conference)?
- Is the room large enough?
- Will you need a public address system?
- Have volunteers been recruited to set up and clean up the room before and after the event?
- Do you plan to serve refreshments? If so, have people been asked to bring them?
- Who is sending the media advisory?
- Who is making follow-up phone calls?
- Is there a script available for those making follow-up phone calls to the media?
- Are visuals, charts, or graphs needed at the press conference?
- Who is writing each person's presentation? Are there good quotable sound bites?
- Do you need translators?
- Is a time set for speakers to rehearse their presentations and answers to the anticipated questions?
- Are materials being prepared for the press kit?
  - Press release
  - Background information on speakers
  - Fact sheet
  - Organizational background
  - Copies of speakers' statements
- Is someone drafting a question and answer sheet for anticipated questions at the press conference?
- Will your organization's name be projected well through signs, posters, buttons, and so forth?
- Is someone assigned to hang the banner? This can take a while.
- Is there a podium sign?
- Who will greet the media and staff the sign-in table?
- Is someone in your group going to take photos & videos?
- Who is assigned to assist the speakers with details at the press conference?
- Who will send releases to those who don't attend the press conference?
- Who will call reporters who don't attend, but will need the information immediately in order to use it?
  - Are volunteers assigned to watch for stories in various media?
- Will thank you notes be sent to all spokespersons and volunteers?

## Media Exercise

Local

### MEDIA AND THE CAMPAIGN TO RESTORE BUS SERVICE TO ST. FINBAR MAGNET SCHOOLS

#### OVERVIEW

Participants practice focusing their message in the face of questions from the media.



#### TIME

**Total: 30 minutes**

- Exercise: 20 minutes
- Debrief: 10 minutes

#### BACKGROUND

Everyone will use the same scenario below, but each person will be assigned to do *either* Exercise 1 or Exercise 2. Everyone will have 15 minutes to prepare, and then we will begin the interviews.

You are a leader of the PTA at the Linguistic Academy in St. Finbar, working to save the busing program for magnet schools. Your PTA unit and others brought a large group of parents to the school board meeting, and a number of them were able to give testimony about how their children would be impacted if the busing were eliminated. The school board just ended their meeting without making any decision. The board members are clearly nervous about so many parents showing up, but they keep saying there just is not enough money. They postponed the decision for one month.

## Media Exercise

Local

### ASSIGNMENT

#### Exercise 1

As you leave the school board meeting, a reporter thrusts a microphone at you and asks for a comment.

What will you say? What is the main point you want to make? How will you respond to questions? Remember that your time with the reporter is likely to be very brief! If you appear on the evening news program, it is not likely to be more than a 15-second clip.

#### Exercise 2

The morning after the school board meeting, you and three or four other parents are on a public affairs talk show on the local public radio station.

The president of the school board was on just before you, and he said that there simply is not enough money. What will you say? What are your main points? How will you handle questions? Your segment on the show will last 10 minutes.



## Media Exercise

State

### MEDIA AND CAMPAIGN TO INVEST IN NEW LEIF'S CHILDREN

#### OVERVIEW

Participants practice focusing their message in the face of questions from the media.



#### TIME

**Total: 30 minutes**

- Exercise: 20 minutes
- Debrief: 10 minutes

#### BACKGROUND

Everyone will use the same scenario below, but each person will be assigned to do *either* Exercise 1 or Exercise 2. Everyone will have 15 minutes to prepare, and then we will begin the interviews.

You are a leader of the PTA in the Fremont School District, working to save school funding which the state legislature is proposing to cut. Your PTA unit and others brought a large group of parents to the state capitol to talk with State Senator Olivia Rosten, as a part of a much larger rally organized by the New Leif State PTA and its allies. Your PTA unit president was one of the speakers at the rally on the capitol steps, and then a delegation from your unit went to Sen. Rosten's office and met with her. She listened, but refused to commit to vote against the funding cuts. She is still undecided, she says. She wants to cast a vote that will be fiscally responsible and balance the state budget. The actual vote is still a month away.

## Media Exercise

State

### ASSIGNMENT

#### Exercise 1

As you leave the state capitol building, a reporter thrusts a microphone at you and asks for a comment.

What will you say? What is the main point you want to make? How will you respond to questions? Remember that your time with the reporter is likely to be very brief! If you appear on the evening news program, it is not likely to be more than a 15-second clip.

#### Exercise 2

The morning after the rally and meeting with Sen. Rosten, you and three or four other parents are on a public affairs talk show on the local public radio station.

The State Senate Finance Committee Chairman was on just before you, and he said that there simply is not enough money. What will you say? What are your main points? How will you handle questions? Your segment on the show will last 10 minutes.

## Media Exercise

**Federal**

### REAUTHORIZATION OF THE CHILDHOOD NUTRITION ACT

#### OVERVIEW

Participants practice focusing their message in the face of questions from the media.



#### TIME

**Total: 30 minutes**

- Exercise: 20 minutes
- Debrief: 10 minutes

#### BACKGROUND

Everyone will use the same scenario below, but each person will be assigned to do *either* Exercise 1 or Exercise 2. Everyone will have 15 minutes to prepare, and then we will begin the interviews.

You are a leader of the PTA county council in the district of Congressman Ethan Charles, working to get federal nutrition standards for competitive foods. Your PTA unit met with Rep. Ethan Charles at his district office to ask him to vote yes for nutrition standards. He says that he needs more time to study the issue; he is reluctant to have the federal government tell children and their parents and their local schools what to do. The actual vote is still a month away.

## Media Exercise

**Federal**

### ASSIGNMENT

#### Exercise 1

As you leave the district office building, a reporter thrusts a microphone at you and asks for a comment. What will you say? What is the main point you want to make? How will you respond to questions? Remember that your time with the reporter is likely to be very brief! If you appear on the evening news program, it is not likely to be more than a 15-second clip.

#### Exercise 2

The morning after your meeting with Rep. Charles, you and three or four other parents are on a public affairs talk show on the local public radio station.

The president of the Snack Food Association was on just before you, and he said that they are being blamed, when they are doing everything they can to produce healthy snacks. Besides, it is up to parents to teach their children what to eat. The money from the soda machines pays for lots of extras at local schools, like uniforms for sports teams. What will you say? What are your main points? How will you handle questions? Your segment on the show will last 10 minutes.