

Extending information through the news media

UCCE Capitol Corridor

December 12, 2016

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Introductions

- Your name
- What you do
- An experience with news media

Today's agenda

- How to prepare for an interview
- What to do during the interview
- Deliver messages on-camera
- Critique interviews

The medium is the message



- Television – visuals, engaging, very brief
- Radio – sound, create visuals with words, brief
- Newspaper – more detailed, in-depth
- Internet/blogs/social media

Interviews: What works? What doesn't?

- Mandarin festival

<http://www.kcra.com/article/kcra-kitchen-mandarin-smoothies-d761vfeu/8301558>

- The power of protein

<http://www.cnn.com/video/data/2.0/video/bestoftv/2013/03/23/exp-power-of-protein.cnn.html>

“Flag” important points

- It's important to remember...
- The main thing is...
- What people may not know is...

"**The problem with** the *Aedes* mosquitoes is that these are mostly day-active mosquitoes," says Reisen, a retired entomologist from the University of California, Davis. These mosquitoes aren't necessarily flying around when the insecticide is sprayed, usually at dusk or nighttime.

When a reporter calls

Ask

- When is the deadline?
- What is the story about?
- Who else will be interviewed?
- What will be asked?
- Live or taped interview?



Then ...

- Be responsive – news is time sensitive
- Schedule interview and allow time to prepare your messages

Preparing for the interview

- Write down three key messages
- Make the messages memorable
 - How does this affect your audience?
 - Why should they care? – head, heart or pocketbook?
 - Use “real life” anecdotes or examples
 - Develop analogies or word pictures

Turn key messages into soundbites

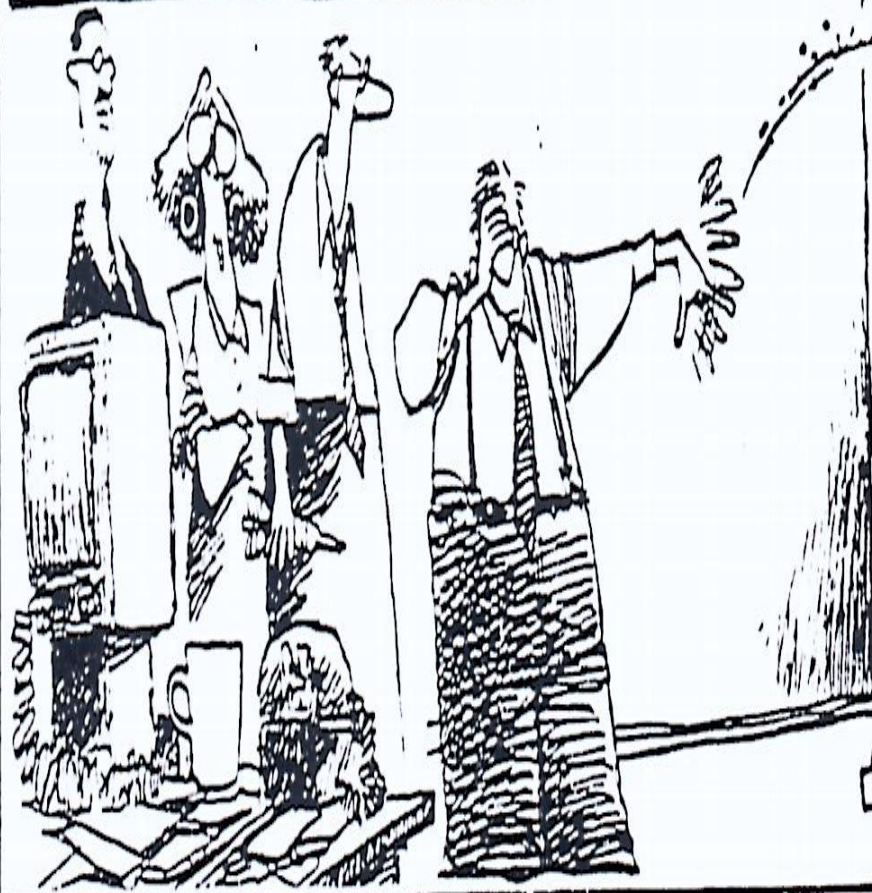
- Distill key points into 3 concise, complete sentences
- Memorize these sentences
- Practice saying them aloud
- Work the sentences into the interview verbatim

To prevent foodborne illness, remember, acidity matters

- Vegetables (low acid) need to be pressure canned
- Fruit (high acid) can be preserved in water canner
- Tomatoes need acid added to can in water bath



HOW REPORTERS START
THEIR DAY AT WORK...



TODAY I AM AN
EXPERT IN:

POLITICS	ECONOMY	CAR REPAIR	HEALTH CARE
TELEVISION	AEROSPACE	BIOENGINEERING	MEM'S
FOREIGN AFFAIRS	COUNTY FAIRS	OIL	VINEGAR
SPORTS	STOCKS	BONDAGE	OBOE
EXPLOSIVES	COMPUTERS	PLUMBING	FOOD
SEPTIC TANKS	FUSION	LIPOSUCTION	CARTOONS
WORLD PEACE			



Prepare/collect background material

- Fact sheets
- Press releases
- Articles you've written on the subject
- Website addresses



Shaping Healthy Choices Program improves children's health

The Issue

Simply offering healthy options is not enough to motivate children to make healthy choices. Moreover, imposing restrictions rather than providing children with options to make healthy choices has long-term negative implications. With recent estimates of childhood obesity showing that approximately 32 percent of children are overweight or obese, it is clear a program that addresses multiple, obesity-related factors is necessary to successfully target this complex issue.

What has ANR done?

The Shaping Healthy Choices Program (SHCP) is a multi-component, school-based intervention composed of five components: 1) nutrition education and promotion, 2) family and community partnerships, 3) integration of regional agriculture, 4) foods available on the school campus, and 5) school wellness policies. Using pre- and post-test measurements, we determined if schools utilizing the program have improved student outcomes compared to controls.

As part of the program, a UC Davis and UC Cooperative Extension team provided 1) a standards-based curriculum with interactive classroom nutrition, garden, and physical activity education for fourth-grade students, 2) healthy cooking activities that link agriculture, food preparation and nutrition, 3) experiential nutrition and health-related activities at school events, 4) school garden technical support, 5) local grower and distributor connections to encourage regional sourcing, 6) support for increased fresh produce in the school cafeteria, and 7) the implementation of committees to integrate SHCP program activities into the school wellness initiatives.

The Payoff

School-based nutrition education program results in fewer overweight and obese children

Results provided a base for state and national dissemination of a school-based multi-component program to prevent childhood obesity. Preliminary analyses show that overweight and obese children participating in the SHCP in Sacramento County dropped from 56 to 38 percent during the program period.

Using school sites for the SHCP components allows students, families, school personnel, health partners, and community members to cultivate excitement and acceptance of nutrition and health behaviors that positively impact the school environment and the community. The success of the SHCP to promote health and prevent obesity enabled participating schools to sustain lasting improvements for the school community.

Clientele Testimonial

"My students shared things they learned about safe food handling and safety in cooking ... parents said their children want to help in preparing meals at home." SHCP teacher

"Parents shared with me that their children are voicing input on meals, and asking if they can add fruit to their salads." SHCP teacher

"I tried zucchini and yellow squash when I was little and didn't like it, but now I tried it and I love it!" SHCP student, age 9

"My daughter is more interested in trying new foods and eating more fruits and vegetables. She often surprises the family by making a 'surprise salad snack' for everyone." SHCP parent

Contact



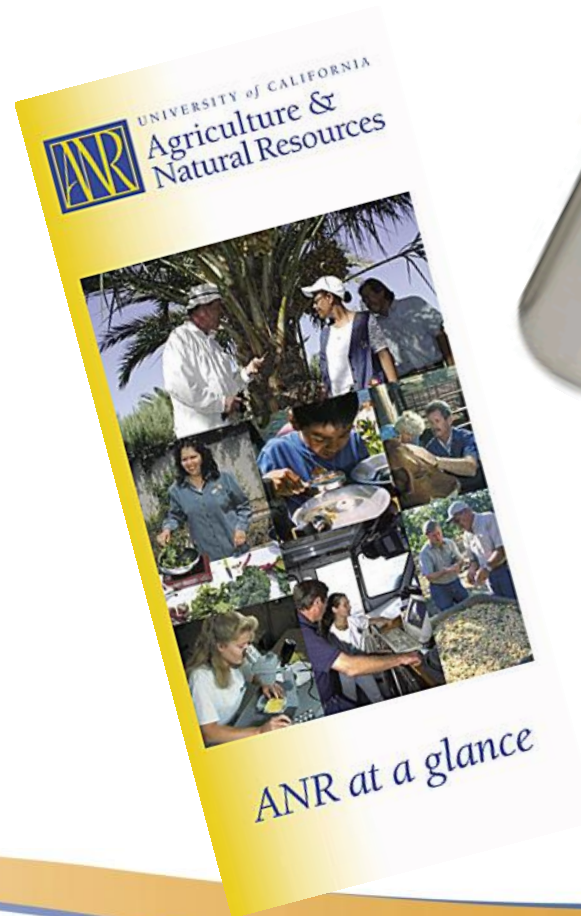
What to wear

- Solid colors
- UC Cooperative Extension or ANR logo
- Remove glasses unless you always wear them



What to bring to an interview

- Bottle of water
- Additional information to leave with the reporter



To begin the interview

- State your name and spell it
- State your title and affiliation with UC Cooperative Extension or appropriate UC program

Prepare visuals

- Set up demonstrations
- Prepare examples or analogies
- Offer simple, clear graphics and photos



Keep in mind

- Everything is “on-the-record”
- Appearance is as important as what you say
- Wear UC ANR logos, no other company logos

During the interview

- If you need a question clarified, ask
- If you misspeak, start over
Say something like, “I’m sorry, let me say that again.” or “In other words...”
- Give examples to illustrate a point
- Use simple language (no jargon or “alphabet soup” – MFP, MGs, USDA, etc.)

During the interview

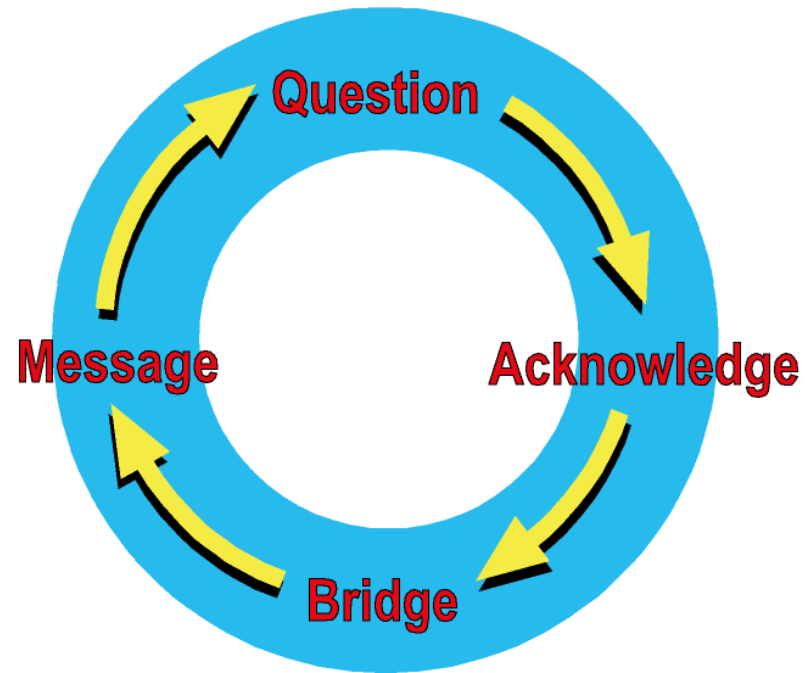
- Stick to the facts that you know
- Say something other than “no comment”
- Tell your story with positive words
- Restate a fact rather than repeat misinformation

During the interview (cont.)

- Be specific
- Use complete sentences
- Restate your message so it's clear what is important

Controlling the message

- Anticipate tough questions; rehearse answers
- Make your points early and often
- Plan to bridge back to key points



Making your points

- Answer questions and add your message
- Watch Alison Van Eenennaam pivot to her message
- <https://www.youtube.com/watch?v=MwXGB3G7beU>



Using your “bridge” during the interview

Answer briefly, then transition to your point:

“Yes, and years of research show . . .”

“True, however . . .”

“No, and that’s because . . .”

The end of the interview

- Invite the reporter to call back for more information or to clarify points.
- Let him or her know:
 - When you will be available
 - Your cell phone number
- Give reporter your business card

LET'S TAKE A FEW MOMENTS TO PREPARE YOUR MESSAGES

Ray Lucas will be filming

Establish yourself as a source

- Knowledgeable
- Credible
- Approachable

LET'S CRITIQUE THE INTERVIEWS

Strategic Communications

- Mike Janes, Director, (530) 750-1204,
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- Jeannette Warnert, (559) 646-6074,
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THANK YOU

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