

**CNN Student Bureau Reporter**

**An Honors Thesis (HONRS 499)**

**By**

**Kylie N. Gandolf**

**Steve Bell**

A handwritten signature in black ink that reads "Steve Bell". The signature is written in a cursive style with a long horizontal line extending to the left and a large, stylized "B" at the end.

**Ball State University**

**Muncie, IN**

**December 2001**

**Graduation date: May 4, 2001**

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### Abstract

This creative project is a video project that documents four “packages”, or reports, that I completed during the Fall 2001 semester as a CNN Student Bureau Reporter. In the written analysis, I will discuss the experience of creating the first two packages. The first two packages were completed before the September 11, 2001, terrorist attacks on the United States. I will also discuss the experience of creating the second two packages, which were completed after the terrorist attacks. Finally, I will discuss the professional experiences of my first reporting job at WTWO-TV, NewsChannel 2 in Terre Haute, Indiana.

## Acknowledgments

Many thanks are due to Mr. Steve Bell, my thesis advisor. I would like to thank him for his guidance, advice, and encouragement. He was enthusiastic throughout the entire project, always helpful, and very willing to set aside time to discuss story ideas with me, as well as review my stories when completed. Thank you, Mr. Bell, for your willingness to help me, and for four years of encouragement and guidance. You are a true mentor whom I respect greatly. If I become even half the journalist you are, I will feel truly successful.

Many thanks are also due to Doug Moon. Doug was my photographer and editor for three of my CNN packages. Doug, you are very talented, and extremely busy, and I can't thank you enough for working with me on this project. You received no class credit for our endeavor, so I know you did this out of the kindness of your heart! Thank you for all of your time and hard work! I'm happy to call you my photographer and friend.

I'd also like to thank Scott Hums, who shot and edited one of my CNN packages for me. Scott, thanks for pinch-hitting for Doug. I appreciate your hard work and willingness to work on very short notice!

I chose to serve as a CNN Student Bureau Reporter for a semester as my thesis project. I believe this is the capstone of my Honors College experience because it incorporated everything I've learned throughout my four years in the Telecommunications Department. I believe the four packages completed for my thesis project truly represent the best work I've done in my area of study throughout my college career. The four packages seem to be split: the two packages completed before the September 11, 2001, terrorist attack on The World Trade Center and the Pentagon, and the two packages completed after the terrorist attacks. The terrorist attacks changed our nation and the national media. Therefore, it changed my thesis project. Because the majority of CNN's coverage focused on the aftermath of the terrorist attacks, I chose to focus my packages on this as well to increase the likelihood they would air on CNN. I will discuss each package briefly and explain what I learned professionally from the experience.

The first package was titled "Home-School." Steve Bell, my thesis advisor, gave me the idea. It focused on recent studies that show home-schooled students, contrary to popular opinion, actually score higher on social interaction tests than traditionally-schooled students. After numerous phone calls, I found three subjects to tell the story: Dr. Jay Wile, a home-schooling specialist, Stephanie Davis, a home-schooled student, and Pat Kennedy, a public school teacher and the president of the Muncie Teachers Association. I worked very hard to use Stephanie as a way to make the story interesting, so it wouldn't be a jumble of statistics. The most valuable lesson this package taught me was to always be extremely careful to present both sides of an issue fairly. A reporter should not even *appear* to support one side of the issue. My advisor helped guide me on

this package and assured that I presented both sides fairly. This package was completed before the terrorist attacks, and as of December 2001, had not yet aired on CNN.

My second package was titled "Ohio Rep." This package is about Derrick Seaver, a 19 year-old Ohio State Representative, who is the nation's youngest legislator ever. One of my friends who is interested in politics told me about Seaver, and I decided to do a story on him. The story almost fell through because Seaver consistently did not return my phone calls. I finally reached him and set up our shoot date. I learned a very important lesson while working on this story. Seaver treated my photographer and me badly and behaved as if we were a nuisance the entire time we were with him. Seaver also seemed very arrogant. When writing and editing this package, I had to be very careful to ignore my negative personal feelings toward Seaver and concentrate on the story itself. I think I was successful at doing this, but I feel like my heart wasn't in it. This package is my least favorite package of the four. It was completed before the terrorist attacks, and as of December 2001, had not yet aired on CNN.

The third package I completed was titled "Peace Protestors." I loved this package from beginning to end. This package was the first I completed after the terrorist attack. An Associated Press article that appeared in the Muncie Star Press gave me this story idea. The article was about a small group of students at Indiana University that had set up a "peace camp" as a way of protesting the U.S. bombing of Afghanistan. The students supported and advocated a peaceful resolution to the war. After many phone calls and e-mails, I contacted the student who organized the camp and scheduled our shoot date for an afternoon on which they were planning a "peace rally." This story was a very visual story, and therefore, made for a good TV news story. My photographer did a wonderful

job capturing the story on film. We edited the package in one day, and CNN aired the package the next day! What a thrill to see *my* work on CNN! This was extremely rewarding. The most valuable lesson in this package was, again, to leave my personal feelings out of it because I do not agree with the students' viewpoint. However, it is my favorite because I had great interviews, great pictures, great natural sound, and a great story to tell. If only all packages were this easy!

My fourth and final package was titled "Third Graders Help." I did not find this story, but rather, this story came to me! A contact I had made earlier in the semester called me and told me about this story. In response to President Bush creating America's Fund for Afghan Children, a third grade class in Alexandria, Indiana, organized a bake sale to raise money to send to children in Afghanistan. I learned a lot about working with children in this package. Children can be the best subjects in a story, but they can also be the hardest to work with because they may be camera shy. When we first arrived on the shoot, the children were very camera shy and didn't want to talk to me. By the time we left, they had warmed up to us, and *everyone* wanted to talk to me. I also learned that, when interviewing children, never turn the camera off. The best sound bite in the entire story came from a child who thought the interview was over, and just said something as an afterthought. Luckily, we caught it on film! This package aired on CNN as well. Again, it was an absolute thrill to see my work on CNN.

In my original thesis proposal, I said I would complete five CNN packages. However, I did not complete the fifth package because the seemingly impossible happened. I landed my first reporting job! The station, News Channel 2 (WTWO-TV) in Terre Haute, wanted me to start immediately. We compromised, and I worked every

Friday-Sunday throughout December. My thesis advisor agreed that this would count as credit for my fifth package. I learned an incredible amount on the weekends that I worked at WTWO. I learned the first tid-bits about building a relationship with my photographer so we can work together to make great stories. I learned a little about newsroom politics and egos, and how to avoid gossip in an industry that's known for gossiping. I learned that I'm going to be paid menial wages in the early stages of my career, but at least I love what I'm doing! I also learned a lot about contracts, and the advantages and disadvantages of having one.

I have learned and grown more as a reporter in this final semester of my college career than any other time in college. I've had three years for all the lessons I've been taught about reporting to sink in, and I think I'm finally getting the hang of it. I know I have a *lot* left to learn and many more hurdles to clear. But I look forward to learning it, because I know I'll meet a lot of interesting people, go to a lot of exciting events, and tell a lot of interesting stories along the way. And I think that's the best part about being a reporter...it's never boring.

**CNN SB  
STORY PROPOSAL FORM**

SEND proposals via email to:

[Alan.duke@turner.com](mailto:Alan.duke@turner.com) and [Johnetta.dillard@turner.com](mailto:Johnetta.dillard@turner.com)

**SLUG NAME:** Home-school

**STORY TYPE:** News/feature

**CATEGORY:** Education

**REPORTER & EMAIL:** Kylie Gandolf, [Kylie16@aol.com](mailto:Kylie16@aol.com)

**ADVISER & EMAIL:** Steve Bell, [sbell@bsu.edu](mailto:sbell@bsu.edu)

**PHONE:** (765)214-0447

**SCHOOL & LOCATION:** Ball State University Muncie, IN

**ANTICIPATED COMPLETION DATE:** Oct. 5, 2001

**DATE SUBMITTED TO CNN:** Story proposal: September 17, 2001

**SOURCES:** I am meeting with Dr. Joe Wile on Monday, Sep. 17 to review the study. (I don't have the information right now, but will have it soon!)

**SUMMARY:**

This is a video/web story about recent studies that say home-schooled students (contrary to popular opinion) score higher on social interaction tests than publicly-schooled students. My package will focus on high-school age students. Stephanie Davis, 15, will be my "peg." She is a home-schooled student who is a self-proclaimed "social butterfly" and is active in various social activities organized by home-school families.

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**TELLING THE STORY:**

The story will open with Stephanie engaging in some social activity (we have shoots scheduled for an evening at her church and a volleyball game). I will set her up as an average high-school student, then reveal that she is actually home-schooled. Cut to video of her being home-schooled. Next, go to the facts of the study with a sound bite(s) from a specialist about the study (Dr. Joe Wile, Apologia Educational Ministries). Cut back to Stephanie for sound bites about being a home-schooled "social butterfly", as well as her mother (who teaches her). Show more of Stephanie at her social activities. Go to a second specialist who disagrees and says home-schooled students have trouble interacting socially (Dr. Gregory Marchant, Ball State University). End with Stephanie.

**POTENTIAL CHARACTERS:**

**Stephanie Davis:** a 15-year-old home-schooled student is who very active in several organizations and clubs that provide a social outlet for her, as well as an opportunity to interact with other home-schooled students. She is relevant because she will make the story interesting as we get to know her throughout the package.

**Linda Davis:** Stephanie's mom; she's relevant because she has home-schooled Stephanie for many years and will provide more insight to her daughter.

**Stephanie's friends:** ?? possible sound bites about being friends with Stephanie.

**Dr. Joe Wile:** a former university professor, he now works solely with home-schooled students. He is providing the study that says home-schooled students score higher on social interaction tests than publicly-schooled students.

**Dr. Gregory Marchant:** will provide the opposing opinion to Dr. Wile's study.

**ELEMENTS:**

**I will complete this section after I've completed the story. However, I anticipate a graphic to help explain the study.**

**ADDITIONAL BACKGROUND:**

Dr. Joe Wile was out of the country during the terrorist attack and his return home has obviously been delayed because of the attacks. We are planning to meet Monday, Sep. 17 so he can give me the study. I will have the actual statistics at that time.

**BLURB:**

**I will write my blurb later.**

**SLUG: Home School**  
**REPORTER: Kylie Gandolf [Kylie16@aol.com](mailto:Kylie16@aol.com)**  
**Ball State University; Muncie, IN**  
**Submitted 9/25/01**

**SUGGESTED LEAD-IN**

Home Schooled students are sometimes stereotyped as being sheltered socially because they spend their days at home, rather than at school. But most states have home schooling organizations with very active social networks. Parents organize social activities like athletic teams, clubs, and get-togethers for their home schooled kids. CNN Student Bureau Reporter Kylie Gandolf examines the issue of how home-schooled students socialize, and how some argue they socialize the wrong way.

**PKG BEGINS**

Nat sound full (at Stephanie's volleyball game, in team huddle, all players shout):

**NATSOT**

"BE AGGRESSIVE!"

**VO Gandolf:**

Volleyball is her favorite sport, she doesn't like math, and her best friend's name is Kelly.

Stephanie Davis is your typical high school sophomore...except she doesn't go to high school.

**SOT - Kelly Davis, 15**

"I've been home-schooled since I was in the third grade, when our private school closed and our parents decided to home-school us."

**VO Gandolf:**

In the year 2000's nationally standardized SAT's, home-schoolers nationwide scored a significant 70 points higher than traditionally-schooled students. But critics, many of them public educators, think Stephanie and her friends miss a lot.

**SOT Pat Kennedy**

**Public school teacher, Teachers Association President**

"No matter how much work they put into it, there's no way they can replicate the diversity of a classroom with 30 kids in it."

**VO Gandolf:**

But recent studies show that home-schoolers actually score *higher* on social interaction tests than traditionally schooled students.

**SOT - Dr. Jay Wile**

**Home School Specialist**

“School is basically the most artificial environment a student can be in because you’re cloistered away with kids your age and basically your same socio-economic class.”

**SOT STEPHANIE Davis:**

“I’M ALWAYS GOING SOMEWHERE. I *ALWAYS* HAVE SOMETHING TO DO.”

(Nat sound full: Stephanie playing piano @ church)

**SOT Gandolf:**

“SHE GOES TO CHURCH TWICE A WEEK AND HELPS WITH THE CHILDRENS’ CHOIR.”

**SOT Gandolf:**

“SHE PLAYS VOLLEYBALL IN A LEAGUE SPECIALLY ORGANIZED FOR HOME-SCHOOLERS.”

**SOT Davis:**

“I LOVE TO PLAY SPORTS. IT’S SO MUCH FUN FOR ME.”

STAND-UP

**Kylie Gandolf**

**Muncie, Indiana**

“WILE SAYS SOCIAL ACTIVITIES, LIKE STEPHANIE’S VOLLEYBALL GAME TONIGHT, AREN’T THE REASON THAT HOME-SCHOOLED STUDENTS SCORE HIGHER ON SOCIAL INTERACTION TESTS. THE KEY, HE SAYS, IS SELF-CONFIDENCE.”

**SOT Wile:**

“In all these studies that have been done, home schooled students are much more confident socially. In these studies, they show higher self-concepts.”

**VO Gandolf:**

But critics, like Kennedy, see a gap. She says home-schoolers sometimes have trouble socializing with people who are unlike themselves.

**SOT PAT KENNEDY:**

“IF YOU ARE PLACED IN A SETTING WHERE YOU HAVE NOT LEARNED TO APPRECIATE DIFFERENCES IN PEOPLE, IT CAN SET YOU UP FOR FAILURE, OR SET YOU UP TO BE JUDGEMENTAL.”

**SOT Davis:**

“I don’t feel like I’m missing out on anything. I’m getting my education, and I still have a social life. So I don’t think I’m missing anything.”

**VO Gandolf:**

Kylie Gandolf, CNN Student Bureau. MUNCIE, INDIANA

**CNN SB  
STORY PROPOSAL FORM**

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And Johnetta.dillard@turner.com

**SLUG NAME:** Ohio Rep

**STORY TYPE:** Feature

**CATEGORY:** Profile

**AUTHOR & EMAIL:** Kylie Gandolf (Kylie16@aol.com)

**ADVISER & EMAIL:** Steve Bell (sbell@bsu.edu)

**PHONE:** My number: (765)214-0447; Adviser's number: (765)285-5905

**SCHOOL & LOCATION:** Ball State University (Muncie, IN)

**ANTICIPATED COMPLETION DATE:** ???

**DATE SUBMITTED:** August 29, 2001

**SOURCES:** Derrick Seaver (Ohio Rep), fellow representatives, Seaver's parents, Seaver's friends

**SUMMARY:**

(3-4 sentences that begins, this is a video/web story about... Explain what makes the story relevant. Why it's news-worthy. Why a national or international audience of young people would want to see it)

This is a video story about a 19 year-old Ohio state representative who is also a full-time college student. Obviously, the story is that he's a teenager and holding an elected state office. I think a national/international audience would be interested in this story because it shows a person *their* age doing something pretty incredible.

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**TELLING THE STORY:**

(Describe how you'll open the story, what you'll go to next and how you'll end your story. Tell us visually how this story will unfold. Tell us who we'll be meeting in the story and why they're important)

I want to open the story with shots of Seaver at college, doing typical college activities with possible sound bites inserted from him...portray him as a typical college student. Next, I'll cut quickly to footage of Seaver in legislative session (or other b-roll of him in his political world), pointing out that he is, in fact, a very unusual college student. I'll then let him tell the story of how he became inspired to be a state representative, how he was elected, and finally, how he manages to juggle college-life with a professional political life. I picture the end being a long-shot of Seaver walking away from the camera (in the Ohio statehouse), with VO of him explaining what his ultimate political/personal goals may be.

**POTENTIAL CHARACTERS:**

**(List the characters in order of anticipated appearance in your story. Who are the people you want to interview or what kinds of people do you want to interview. Tell us what relevance they add to the story.)**

Derrick Seaver: he is who the story is about; the main character

Seaver's professional colleagues: do they take him seriously? How do they view him?

Seaver's parents: what do they think about their son being a young representative?

Seaver's college pals: what do they think about Seaver's political success? Is he just "Derrick" to them, and not "Representative Seaver" ?

#### **ELEMENTS:**

**(This section is for pictures in the video story or interactive elements like fact boxes and pull-out quotes for the web story. This section is very important. How do you plan to cover your story outside of getting interviews. The must be pictures)**

I plan on getting a lot of b-roll of Seaver at college: hanging out with friends, sitting in class, studying, etc. I also want a lot of b-roll of Seaver at the statehouse completing his daily professional activities: possible footage of him in session, talking with colleagues, etc.

#### **ADDITIONAL BACKGROUND:**

**(Useful statistics and info. someone approving the story might find interesting. This should not be copied and pasted research. It should be information that indicates to CNN that you really understand the issue in your story and how they could be relevant to the student audience. It could be background information about the characters that you intend to include in your story. It's information you might use in your story but not necessarily. This information helps us see that you have at least done some preliminary research and that you have evidence to support that this is a viable story and not just an idea.**

#### **SAMPLE BLURB INFORMATION FOLLOWS:**

##### **BLURB:**

**(Blurbs are written for video stories that will not be accompanied by a longer web story. If you want your video posted on the web, write a blurb or a longer web story. We stream the video and link it to our webpage so visitors to CNNfyi can click and watch the video. The blurb is about three paragraphs that introduces the video and compels the reader to click on the video. You can write the blurb now or later.)**

I will write the blurb after I've completed the story script.

SLUG: Ohio Rep  
REPORTER: Kylie Gandolf [Kylie16@aol.com](mailto:Kylie16@aol.com)  
Ball State University; Muncie, IN  
Submitted 10/8/01

**SUGGESTED LEAD-IN**

Young people are often stereotyped as being politically inactive...many don't even show up to vote. But there's always those who break the stereotypes. CNN Student Bureau Reporter Kylie Gandolf introduces you to a young politician who says it's his duty not only to vote, but to serve.

**PKG BEGINS**

*Nat sound full (TC 58:35 "This is Representative Derrick Seaver.")*

**VO Gandolf:**

At first glance, he looks like your typical Ohio State Representative...but then, you notice something a little different.

**SOT Derrick Seaver**

(TC 13:03) "I'm a fairly young guy."

**VO Gandolf:**

At age 19, he's the nation's youngest state representative—ever.

**SOT Derrick Seaver, 19**

**Ohio State Representative (Dem. 85<sup>th</sup> district):**

(TC 40:38) "I get a lot of complete shock and embarrassment when a lot of the constituents mistake me for a page or an aid."

**VO Gandolf:**

Seaver admits he didn't intend to run for office.

**SOT Seaver:**

(TC 22:50) "I went out looking for a candidate to run for this office, and when no one was interested, a lot of the same people I was talking to talked me into running...thinking maybe a young person could shake up the race a little bit."

**VO Gandolf:**

But it wasn't always easy.

**SOT Seaver:**

(TC 26:42) "A lot of people were very happy to see a young person, and a lot of people were very skeptical."

**VO Gandolf:**

After he won the race, he had to learn how to juggle his new office, and start college classes.

**SOT Seaver:**

(TC 29:56) "I'm on the 8 year plan at my college which is set up to last as long as my term limits."

**VO Gandolf:**

Being the only teenager ever to serve as a state rep presents unique challenges.

**SOT Gandolf (reversal shot during interview):**

(TC ???) "How do you think your political colleagues view you because you're 19?"

**SOT Seaver:**

(TC 37:26) "I think at first it was probably hard to accept for a lot of them. A lot of them have kids my age. (TC 37:54) I really think that they don't view me any differently than any other legislator, which is the way it should be."

**VO Gandolf:**

Seaver's from rural Ohio, so he says it took some effort to adjust to his new city life.

*(Nat sound full (TC 1:01:22? Seaver walking)*

**SOT Seaver:**

(34:07) "I'm not a city person. (TC 31:15) Life here is fast pace. (TC 31:25) It took me months to really adjust to this down here, and I'm really in some ways still trying to adjust."

*(Nat sound bridge: TC 1:11:39 "I'm pleased to bring this bill to you with 10 House sponsors" (fade under)*

**VO Gandolf:**

Despite his busy schedule, Seaver says his job is rewarding.

**SOT Seaver:**

(TC 33:14) "It's a great feeling when you get a question answered, or when you get somebody's problem fixed, because that's what I think I'm really here to do."

**SOT Gandolf (reversal shot during interview):**

(TC 37:02) "What do you want to be when you grow up?"

**SOT Seaver:**

"(Laughs) When I grow up I hope to be a government teacher. So sooner or later I'll get an honest profession and get out of politics."

**VO Gandolf:**

But not anytime soon. He'll be on the ballot for reelection in 2002. Kylie Gandolf, CNN Student Bureau. Columbus, Ohio.

**CNN SB  
STORY PROPOSAL FORM**

SEND proposals via email to:  
[CNNSB@TURNER.COM](mailto:CNNSB@TURNER.COM)  
And [Johnetta.dillard@turner.com](mailto:Johnetta.dillard@turner.com)

**SLUG NAME:** Peace Protestors

**STORY TYPE:** News side-bar

**CATEGORY:** Profile?

**AUTHOR & EMAIL:** Kylie Gandolf    [Kylie16@aol.com](mailto:Kylie16@aol.com)

**ADVISER & EMAIL:** Steve Bell    [sbell@bsu.edu](mailto:sbell@bsu.edu)

**PHONE:** (765)214-0447

**SCHOOL & LOCATION:** Ball State University: Muncie, IN

**ANTICIPATED COMPLETION DATE:** Wednesday, 10/24/01

**DATE SUBMITTED:** October 16, 2001

**SOURCES:** The Associated Press (newspaper article, 10/10/01, appeared in Muncie Star Press)

**SUMMARY:**

This is a video/web story about Indiana University (Bloomington, IN) students and city residents who have set up a "peace camp" to protest U.S. involvement in the war on terrorism, specifically the U.S. bombings on Afghanistan. One of the students involved says the peace camp has now grown to about 14 tents and some 30-40 students/participants. An international audience would want to see this story because it's very relevant to current events, and it shows that not *all* young adults agree with the U.S. retaliation efforts.

**TELLING THE STORY:**

I'll open the story with nat sound full of some sort...maybe a quick sound bite or some other form of nat sound. Next, I'll set up the "peace camp" through video...show the physical size of the camp, about how many people are participating, etc. I'll follow this with sound bites from students who are participating in the peace camp. How long do they intend to be there? Why are they doing this? What do they hope to accomplish? Following this, I'd like to show how university students view the students who are protesting. Do they take them seriously, or do they just think they're "hippies?" How effective are they in communicating their ideas to the student body/the entire city? I'll end with the statement (or sound bite) that the peace camp participants intend to stay until the U.S. stops bombing Afghanistan.

**POTENTIAL CHARACTERS:**

I intend to show protestors first. I have one student (James Bourke, 18) who I've talked to personally over the phone and would be willing to do an interview. He says other protestors would be willing to talk to me. I'd also like to interview students who aren't involved in the protest. What do they think of the protestors? Do they take the protestors

seriously? I'm also going to try to find a ROTC member on the campus who would probably passionately disagree with what the protestors are promoting.

**ELEMENTS:**

Tight shots of signs posted at peace camp. Wide shots of the camp itself. Shots of how students react to the protestors. Shots of protestors distributing material to student passerby's.

**ADDITIONAL BACKGROUND:**

James Bourke is a freshmen at IU, he leaves the camp only for classes and has agreed to do an interview with me. The camp began Sunday, Oct. 7, when the U.S. began bombing Afghanistan, and has been growing in size ever since. The protestors intend to continue the peace camp until the U.S. stops bombing.

**BLURB:**

I will write my blurb after completing the story.

**SLUG: Peace Protestors**  
**REPORTER: Kylie Gandolf [Kylie16@aol.com](mailto:Kylie16@aol.com)**  
**Ball State University; Muncie, IN**  
**Submitted 10/19/01**  
**TRT: 2:05**

**SUGGESTED LEAD-IN**

The September 11<sup>th</sup> attacks sparked a fire of patriotism in the United States that the young adult generation had never seen before. As the country rallies around the flag, CNN Student Bureau Reporter Kylie Gandolf introduces you to a group of college students that are having a rally of a different sort.

**PKG BEGINS**

*Nat sound full...fade under (drummers at protest)*

**VO Gandolf:**

These Indiana University students are drumming up support for their cause: a peaceful resolution to the war in Afghanistan.

**SOT Galia Arad**

**Peace Protestor**

"Killing innocent people is NOT a resolution."

**VO Gandolf**

As soon as the U-S began bombing Afghanistan, these students went to action.

**SOT James Bourke**

**Peace Protestor**

"We decided to stop discussing it and actually do something."

**VO Gandolf:**

So they set up a "peace camp." And what began with only a handful of students and two tents, has now grown to nearly 40 students and a dozen tents. But-- there are plenty of critics.

**SOT Brett Weinblatt**

**Student**

"To be honest, I think this is ridiculous! I think after the September 11<sup>th</sup> attacks, the only option we have is to go into Afghanistan and take over."

**SOT Steve Marks**

**Peace Protestor**

"We get lots of people driving by shouting at us, but we just let it roll off our backs."

**VO Gandolf**

*Nat sound full: speaker @ rally: "Freedom, democracy, and justice!"*)

On this night, a rally to help get the word out...*(Nat sound full: drums)* Complete with bongos, a larger than life Jesus, and an energetic crowd. *(Nat sound full: crowd cheering)*

## **STAND-UP**

**Kylie Gandolf**

**Bloomington, IN**

The protestors here at the rally are handing out these green ribbons which represent a peaceful resolution to the war, which they say is the only way to end violence for good.

**SOT James Bourke**

**Peace Protestor**

"If you indiscriminately attack people just because they attacked you, you just keep the problem going. You perpetuate violence."

**SOT Arad**

"There are other ways to take care of this than going to war."

**Nat Bite**

"On the back are a list of ten solutions we advocate other than military action."

**VO Gandolf**

The protestors hand out their 10-point plan to end the war peacefully, which ranges from humanitarian aid to ending financial resources for terror networks.

But critics are not impressed.

**SOT Matt Lesser**

**Student**

"They're probably just thinking euphorically. Obviously, everybody wants peace, but when someone takes down the World Trade Center, there's no peace in the world."

**VO Gandolf**

Many who pass by consider the camp un-American, but others are tolerant.

**SOT Anne Novak**

**City Resident**

Interviewer (Gandolf): "A lot of people say what's going on here is very unpatriotic."

Novak: "Oh! There's always room in America for dissent. We're protected. We're allowed to dissent."

**VO Gandolf**

The protestors vow not to leave the peace camp until the U-S stops all military action in Afghanistan.

*Nat sound full: crowd cheering*

**VO Gandolf** *(Nat sound under: drums)*

Kylie Gandolf, CNN Student Bureau. Bloomington, Indiana.

**CNN SB  
STORY PROPOSAL FORM**

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And Johnetta.dillard@turner.com

**SLUG NAME:** Third graders help

**STORY TYPE:** News side-bar

**CATEGORY:** Profile/feature

**AUTHOR & EMAIL:** Kylie Gandolf    Kylie16@aol.com

**ADVISER & EMAIL:** Steve Bell    sbell@bsu.edu

**PHONE:** (765)214-0447

**SCHOOL & LOCATION:** Ball State University: Muncie, IN

**ANTICIPATED COMPLETION DATE:** Friday, 11/16/01

**DATE SUBMITTED:** November 5, 2001

**SOURCES:** found contact through a story that fell through earlier in the semester

**SUMMARY:**

This is a video/web story about some local elementary school students helping children in Afghanistan. A third grade class has organized a bake sale (the parents will bake the products) for the third, fourth, and fifth grade students. They want to raise money to send to the White House for a fund that President Bush has set up for children in Afghanistan. President Bush has called on young students across the country to try to help children in Afghanistan, and this third grade class is just one example of how they're trying to help.

**TELLING THE STORY:**

I'll open the story with nat sound full of some sort...maybe students selling products? Then I'll explain why they're having this bake sale. The teacher has a quote from the president when he called on young American students to help children in Afghanistan. I will incorporate this into the story. I'll follow it with sound from the teacher about why she helped organize the bake sale. Next, I'll have sound from the students about why they're doing this/ what they've learned about Afghanistan in the classroom.

**POTENTIAL CHARACTERS:**

**Mrs. Whitted:** teaches third grade at Marie Thurston Elementary School in Alexandria, Indiana...a tiny town in East-Central Indiana. She will explain why she took the president seriously and helped her class organize a way to help children in Afghanistan.

**Students:** I will talk to her third grade students who have organized this bake sale. Why are they having the bake sale? What have they learned about Afghanistan? How do they want to help children in Afghanistan?

**Parents of students:** parents will be there helping the students during the bake sale. Do they support their children helping Afghanistan/ learning about Afghanistan? Are you ever too young to help?

**ELEMENTS:**

Long shots of the bake sale. Tight shots of the baked products. Tight shots of students exchanging money. Tight shots of the envelope or bucket they'll be collecting the money in. Nat sound of money being collected.

**ADDITIONAL BACKGROUND:**

President Bush called on young American students to help children in Afghanistan...does CNN have a record of this, or could I be directed to the transcript of when he requested this?

**BLURB:**

I will write my blurb after completing the story.

**SLUG: Third graders help**  
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**Ball State University; Muncie, IN**  
**Submitted 11/15/01**  
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**SUGGESTED LEAD-IN**

As part of U.S. humanitarian aid efforts, President Bush has created America's Fund for Afghan Children. In doing so, Mr. Bush called on American children to be the biggest donors. Now some kids in Indiana are answering that call, proving that what's in your heart is worth even more than what's in your bank account.

**PKG BEGINS**

*Nat sound full, Mrs. Whitted: "We're going to continue our lesson about Afghanistan."*

**VO Gandolf**

This is one lesson Mrs. Whitted never expected to teach her third grade class.

*Nat sound full, Mrs. Whitted: "We're going to do a little experiment. You are going to be children of Afghanistan."*

**VO Gandolf**

She teaches her students about Afghanistan by giving them tags to wear. The tags tell them what life would be like if *they* lived in Afghanistan.

*Nat sound full, Mrs. Whitted: "You now have no clean water to drink. You'll just have to suffer when you're thirsty."*

**VO Gandolf**

Before the lesson ends, the students listen to a recording of President Bush during a press conference.

*Nat sound full, President on tape: "Before we leave, I want to make a special request to the children of America."*

**SOT Jonathan Bishop**  
**Student**

"George Bush. He told every kid in American to send one dollar to Afghanistan."

**VO Gandolf**

On this afternoon, these third graders will earn their dollars to send to Afghanistan by having a bake sale.

*Nat sound full: dropping money in drawer*

**SOT Monica Whitted**

**Third grade teacher**

Some people think third graders can't make a difference in Afghanistan. Why don't we try, and see what happens?"

*Nat sound full: (during bake sale) "We got a dollar!"*

**SOT Alysa Jones**

**Student**

"We can help Afghanistan with stuff they don't have, like food and water."

**VO Gandolf**

They track their goal of one dollar each, but it soon becomes clear they'll surpass that amount.

**SOT Whitted**

"168 dollars. That's our total, and he's still going, so I'm looking at 200 dollars I think."

**SOT Jonathan Bishop**

**Student**

"I think that's a lot of money!"

**SOT Devin Ice**

**Student**

"We're gonna send it to Washington D.C., and they're gonna send it to Afghanistan to buy medicine and all that."

*Nat sound full, bake sale, putting money in drawer*

**VO Gandolf**

The students earned over 200 dollars, but no matter how much money is raised, sometimes, it's just not enough.

**SOT William**

**Student**

"If I could do anything to help them, I'd try to bring them to America so they could get fed and all that stuff."

**VO Gandolf**

Mrs. Whitted says today's lesson goes beyond just helping others. It's also a lesson on having faith.

**SOT Whitted**

**Third grade teacher**

"You never know until you try. That's always been important in my life. I think that's a wonderful lesson, and I just want to pass that on to my kids."

**VO Gandolf**

A life lesson learned in the third grade. *Nat sound full: "bye! bye!" (kids leaving school)*

Kylie Gandolf, CNN Student Bureau. Alexandria, Indiana.