



How can journalism for children inspire adult media, especially in the coverage of stories about children in distress or receiving diagnoses?

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Introduction:

The reality that adult media tends to show is mostly conflicts, political scandals, war and climate challenges. The Reuters Institute Digital News Report makes it hard to deny that large parts of the population choose to avoid the news. And it's the negative news that gets the blame. Some of the advice from the report is that we should listen to people more and change negative stories to be more relevant and hopeful instead of the opposite. Because despair leads to news avoidance and feelings of stress and anxiety.

Recently, more and more people are coming forward to talk about their news avoidance. The media is discussing it and many are trying to change journalism. Constructive journalism is a way forward.

I'm interested in how it can reach more journalists and challenge our conventions of news production - with conflict and drama as dominant criteria for what is newsworthy. This would be a shift towards solution- and nuance-orientated journalism. Change requires equipping both journalists and editors with constructive methods.

Specifically, I want to take a closer look at how the media approach stories about children and young people in distress. What does it leave the reader with? And what needs to be done differently to get more people to read the articles and use the content in their own lives? How is the media telling these kinds of stories now and how does it work? And what needs to be done differently - and how?

This report is therefore reflections and conclusions on how methodically changing the role of media to provide a more balanced and engaging picture of the world can inspire hope, empower people to act and build trust in the media.

As the former editor-in-chief of the Children's Newspaper and the driving force behind the concept, my starting point is some of the methods that proved to be the right ones when communicating news to children. News that could be disgusting, difficult and incomprehensible. But which had to be communicated and have a place. Can adult media learn something from the way news is communicated to children? Is there inspiration in children's news that can be applied to adults in a reception and social constructivist approach?

The principles of children's journalism are about hope, engagement, involvement, proportion and the position of the end user.

Based on journalism for children, presentations and guests in the Constructive Institute lounge, surveys and interviews, I will explore if - and how - some of these areas can contribute to adult journalism when communicating about children and young people with mental health challenges or other well-being issues.

Furthermore, I fundamentally believe that it is essential that we as journalists understand how much we influence people. That words become reality. The media operates in a social constructivist framework.

The role of media in a social constructivist perspective

If it is to make sense to discuss media challenges and highlight the necessary transformative principles, we must understand that media responsibility in Denmark cannot be found solely in the Journalists' Association definitions or in what many journalists see as a calling.

Journalism, in its essence – regardless of the target audience – is about collecting, critically evaluating, and comprehensibly communicating as objective information as possible.

It is the core task of journalism, in respect of the profession's ethical guidelines, to monitor whether those in power and those responsible in all areas comply with the law, applicable rules, and their own standards.

To ensure credibility in reporting, it is crucial that the journalist works independently of personal and external political and economic interests and performs their job freely and responsibly – only limited by the media's own formulated ethical guidelines and the law.

The goal is to inform the citizens, thereby providing them with the basis to make decisions and act in society and in their private lives.¹

The media's responsibility is bigger and broader because we ultimately have the power to influence opinions and lives. The role of the media should fundamentally be understood from a social constructivist perspective as a central actor in the creation and dissemination of social reality. The media shapes people's understanding of the world by choosing what news and information to cover and how to present it, creating specific perspectives and narratives that define social problems, norms and values. The media serves as a platform where social constructs are disseminated and reinforced, helping to maintain and change collective understandings and perceptions of different topics, groups and events.

Users actively interpret media content based on their own social and cultural background, creating a mutual influence between the media and the collective consciousness of society. The media has the power to set the agenda and influence what is considered important in society, as well as how issues are understood, and which opinions become dominant. Overall, in a social constructivist framework, the role of media can be seen as a complex and reciprocal process where media both shapes and is shaped by the social reality it is part of.

Social constructivism not only emphasizes the role of media in shaping perceptions, but also stresses the ethical responsibility journalists must present balanced narratives. This responsibility becomes even more critical in an age where misinformation and polarized views can easily spread via digital platforms. By adopting a social constructivist approach, journalists can strive to provide a more comprehensive and inclusive portrayal of societal issues, thus promoting an informed and engaged audience.

¹ <https://journalistforbundet.dk/journalisterne-i-dj/foreningen/hvad-er-journalistik>

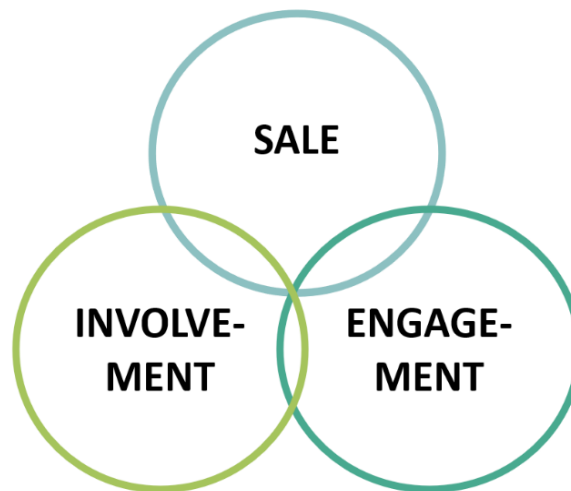
Problems for the media - understood within a social constructivist framework - arise when they fail in their responsibility by presenting information in a way that is not balanced, objective and in accordance with reality and in dialogue with the user.

The role of media in a social constructivist framework is complex and significant. The media are not simply disseminators of information, but active participants in the creation and maintenance of society's collective understanding of reality. This responsibility requires a careful balance between objectivity, ethical practice and the pursuit of the highest attainable version of the truth.

Most journalists wouldn't disagree with that. But what's going wrong when more and more people turn away from the media and more people talk about news fatigue and news avoidance? I'll come back to that later in the section on news fatigue and news avoidance.

Selected principles of News Reporting for Children

I've selected some of the key principles of delivering news to children from the Children's Newspaper and will outline how and what we did at the Children's Newspaper. The idea back in 2017 was that we could not create a good business or product without involving and engaging our target audience. Therefore, the commercial and editorial parts were integrated from the beginning in this simple model:



Traditionally, it would probably be atypical to combine sales with editorial content. Nevertheless, we were convinced that we needed to get close to our users to know and understand what was happening in their lives. We believed that customer retention (where the paying customers are primarily parents and grandparents) would only happen if we were relevant to the readers (kids) in our editorial content. We couldn't rely on guesswork. We had to know. And we had to listen.

The core idea of engagement and involvement as guiding factors for the Children's Newspaper concept started in 2017 as part of the conceptualization and business plan. From the very beginning, we included children as an active part of the content.

If we were to build loyalty and ensure our readers stayed with us, we agreed that we had to take them seriously. After three years of publishing, we conducted a study that showed that the average customer lifetime value was 18 months. That's a long time when you consider that the target audience is 9-12 years old. It was quite satisfying and undoubtedly a result of us involving our readers so much.

By involving and engaging the target audience, we gain a deeper understanding of their needs and interests, resulting in more relevant and compelling content. One of the key principles is engagement and involvement of the target audience. This principle has proven to be effective in Children's News and can also benefit adult journalism.

Engagement and involvement

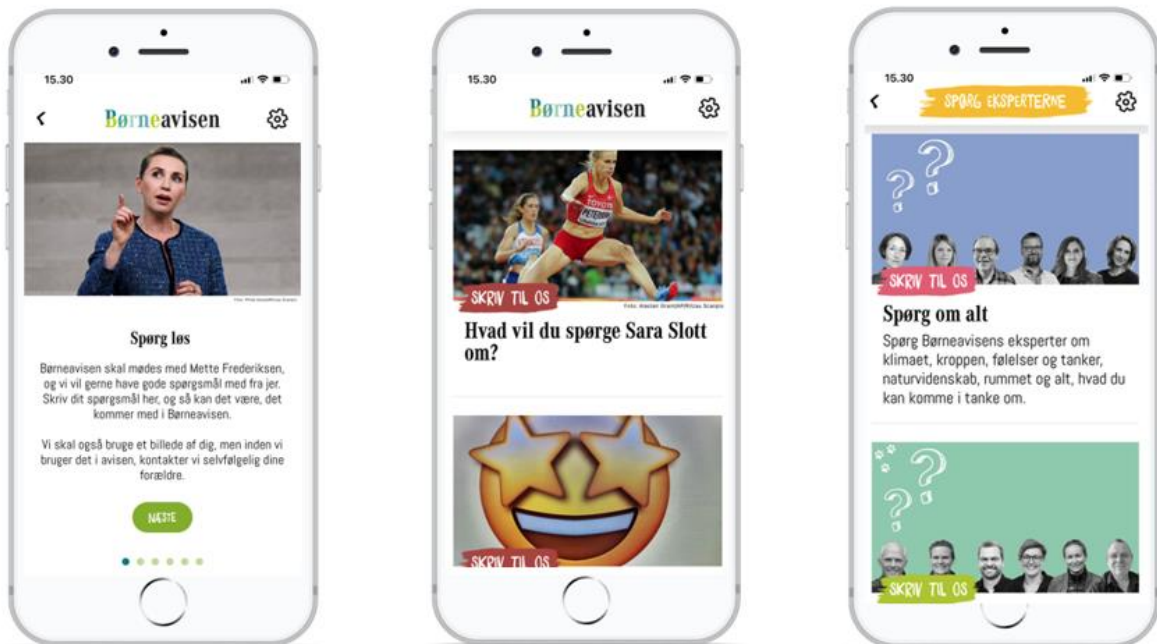
Instead of looking at the editorial function as someone who knew what users wanted, we turned it on its head and assumed we knew nothing. We wanted to be something for our users - to serve them. That's why about 50% of the newspaper was always inspired by readers. Not produced by but inspired by.

Although the printed edition of the Children's Newspaper was and is the main product, we needed a digital tool to engage in dialogue with our readers. For example, we could send push messages if we were attending a press conference and wanted to hear from the children what they wanted to know. Kids could ask questions to experts or to us, share their hobbies or ask openly about things they were curious about.

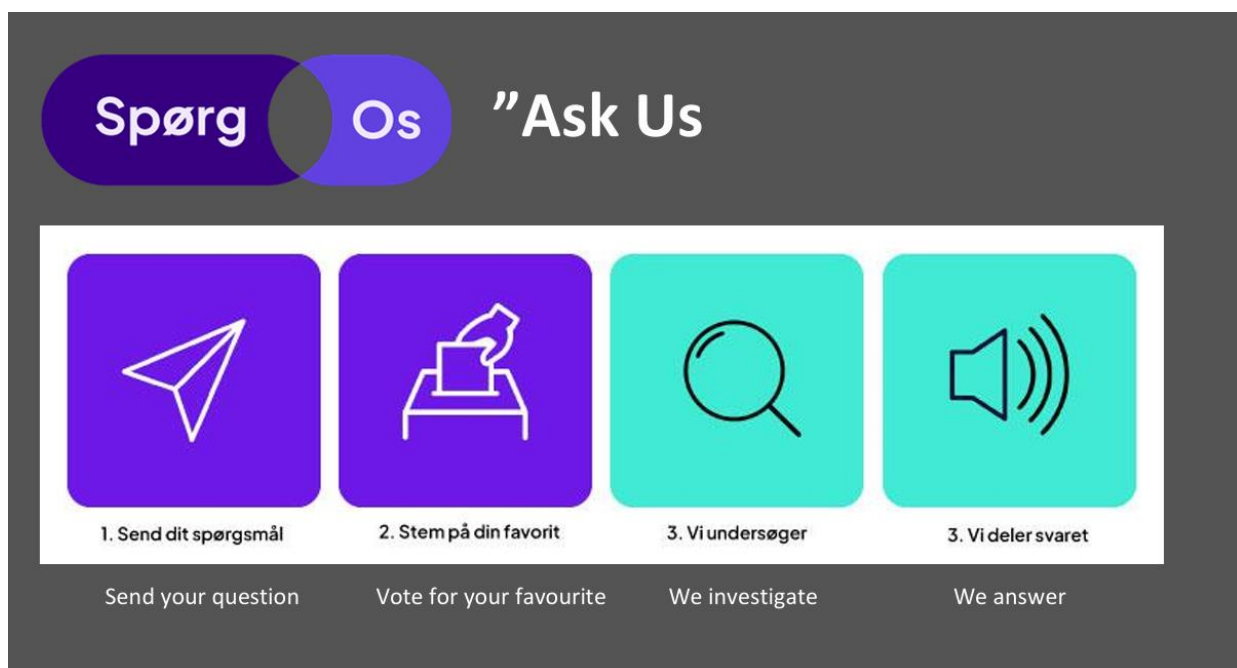
The app allows children to send input, participate in polls and quizzes and thus be part of the editorial process. They can ask experts or us, and the editors will investigate.

We also visited schools regularly. Not to talk about education, but to meet a wide range of students in a particular class. We talked to them, listened to what they do in their free time, what they like to read about and what the latest trends are, etc. Using digital tools and direct interaction with readers can increase engagement and ensure that news content aligns with users' lives and interests.

Involving readers in the editorial process not only increases the relevance of content, but also builds a sense of community and trust. Digital tools such as interactive apps and social media platforms can facilitate real-time feedback and engagement, ensuring that news remains dynamic and responsive to audience needs. This approach can also help bridge the gap between journalists and the public and foster a more collaborative news environment.



In many ways, the Children's Newspaper's ideas of involvement and engagement are what Hearken will later offer the media through their forms of interaction. For example, TV2 Kosmopol² has successfully implemented this approach with former colleague Nanna Holst at the helm. The first screenshot is from Hearken and the second is from Nanna Holst's presentation in the Lounge. Nanna has a great saying: "Listen more to the people we serve, so they like to listen to us more".



² Presentation in the Constructive Institute lounge by Nanna Holst from TV2 Kosmopol. Shared PowerPoint slides afterwards

Hope

Children's news is not happy - we cannot and must not hide things from children. It's not just about pets. It is, but it's also about war and terrorism. And anyone who has children knows how hard it is to answer their big questions about war and conflict or the evil things in the world. It was also a challenge to convey personal and family struggles. Therefore, one of our principles was to only write about a difficult personal story when the person was at a point in their life where it was okay. Either because the child/person had been helped to either overcome it or had learnt to live with it. Often such a story was supplemented with, for example, three useful tips.

And the nuances, the future and the solutions were always front and center, ensuring that the reader was always left with hope. You could say that we never left the reader at the peak of difficulty. Therefore, it was always about proportions. Yes, there are children who are struggling and need help. But it's always a question of scale and proportion. When is something important enough for us to write about it? When does it become a trend? And how much space should it have?

Even when reporting on difficult topics, it's important to leave readers with a hopeful perspective. This reinforces the reader's belief that problems can be solved and minimizes feelings of hopelessness.

Another important approach is to ensure that readers are always left with hope. To achieve this, it's also important to avoid rushed news coverage that can leave readers with more questions than answers. Hopeful reporting doesn't mean ignoring negative aspects, but rather providing context and potential solutions that can empower readers. Highlighting stories of resilience and recovery can inspire and motivate audiences and help them see beyond the immediate challenges. This approach is particularly effective in reducing feelings of helplessness and promoting a more proactive societal mindset.

Examples from the Children's newspaper

While adult media cannot fully replicate the approach of children's media, there can be valuable inspiration. In the following pages, I will present some concrete examples of how we have told stories about children struggling or living with a diagnosis.

The point of presenting it the way we did in the Children's Newspaper is to convey that a diagnosis does not mean a bad life. Life can be painful at times and there are no quick fixes for most things. We know that some children face great challenges. The question is how we as children's media (and as adult media) can best portray the world as it is. How we also take responsibility for shaping reality through what we tell and show. Because there are many children with different challenges who have received the right help and are living good lives. And these are the stories we need to hear more of. We need to highlight solutions, perspectives and inspire hope.

The story of Eddie below was intended to tell - and reflect - a child's experience of living with the challenges that come with an Asperger's diagnosis. The headline of the quote is powerful because it shows a child living with his challenges and having a good life. At the same time, he conveys an important message to others by saying: "Most kids think they're wrong because they have Asperger's. They're just not." The subheading: "Just because you're a little different from everyone else doesn't mean you're wrong. That's the message from nine-year-old Eddie, who has been diagnosed with Asperger's syndrome," further emphasizes this point.

12 Børn-avisen
Serie INTERVIEW
Nr. 172, 31. maj 2022

Alle børn har ret til hjælp
I Danmark er der børn, som har en diagnose, og derfor har de nogle andre behov, end andre har. De kan se det som værende rigtig søgende på et 18. diagnose og på et 18. den rigtige hjælp. Men de ved, for mange det ikke godt.

Et godt råd fra Eddie:
Hvis du gerne vil være en god ven for en, der har asperger, så har Eddie et godt råd til dig.

Hvad er Aspergers syndrom?
Aspergers syndrom er en udviklingsforstyrrelse, der har nogle fælles træk med autisme. Personer med asperger har typisk svært ved at være sociale med andre mennesker, og de kan også have svært ved at kommunikere og give udtryk for deres tanker og følelser. Personer med Aspergers syndrom er normalt begavede, og nogle er meget højt begavede.

ASPERGER
"De fleste børn tror, de er forkerte, fordi de har asperger. Det er de bare ikke."

Bare fordi man er lidt anderledes end alle andre, så er man ikke forkert. Det er budskabet fra niårige Eddie, der har diagnosen Aspergers syndrom.

JOURNALIST ANNA FREDSLIND SØJBERG
Eddie går i 2. klasse og er ni år gammel. Men Eddie lever ikke de samme opgaver, som andre børn i 2. klasse gør. Han lever for eksempel matematikopgaver på 5. klassens niveau.

Lidt sværere i hverdagen
Eddie fik sin diagnose, da han var seks år gammel.

Ikke alle forstår det
Nogen af det sværeste ved at have asperger er, at det ikke er alle, der forstår Eddie, fortæller han. Og det kan være rigtig frustrerende - især i skolen.

Hvad betyder det?
Autisme: En medfødt udviklingsforstyrrelse, der påvirker måden, man opfatter sine omgivelser på, og måden, man er sammen med andre mennesker på. Autisme betynder for mange børn og unge, at de har svært ved at være sociale med andre mennesker.

Life isn't necessarily terrible with a diagnosis - in many ways, it's a normal childhood life. Later, I will also discuss how researchers suggest looking at ADHD differently and focusing less on the limitations and challenges. Similarly, I will also bring points from a leading child psychiatrist and parents of children with diagnoses.

Below is an example from Jeppe, who says that it is now normal for him to have ADHD. He feels relieved after understanding why he is the way he is. He also gets more help at school and his friends understand him better because he can talk openly about it.

12 | Børnavisen
Serie **INTERVIEW**
Nr. 176, 24. maj 2022

Alle børn har ret til hjælp
I Danmark er der børn, som har en diagnose, og derfor har de nogle andre behov end andre har. De skal da bare være rigtig borte på et 78 skolebørn og på et 78 den rigtige måde, ellers de vil bare har mange det ikke godt.
På Børnavisen mener vi, at børn skal spilles langt bedre, så de kan få det godt.
I 19 år er der kun du måske fra barn med forskellige diagnoser: angst, ADHD og depression. Du kan også måske nogle af de voksne, som er ansvarlige for, at børn kan få den rette hjælp.
Artikler i Børnavisen
Dato 17. maj
Side 12-13: Malinise har angst
Side 14-15: Interview med barn- og ungdomspsykiater, Sidsel
Dato 04. maj
Side 12-13: Jeppe har ADHD
Side 14-15: Interview med barn- og ungdomspsykiater, Sidsel
Dato 30. maj
Side 12-13: Ebbelise har angst
Side 14-15: Interview med ungdomspsykiater, Sidsel



Når man har ADHD kan man ofte godt lide, at der er struktur, og at tingene er, som de plejer. Sådan har Jeppe det også. Han brøder sig for eksempel ikke om sværreløber, eller hvis han ikke ved, hvad der skal

ADHD
"Nu er det en helt normal ting, at jeg har ADHD"

Jeppe har altid været urolig og haft svært ved at sidde stille. For tre år siden fik han at vide, at han har ADHD. En særlig klasse lærte ham, hvordan han tackler sin ADHD – og nu er han glad tilbage i sin gamle skole.

JOURNALIST OG FOTO: MAJA SVENNINGSEN
"Jeg er tit urolig og kan ikke sidde stille. For eksempel krummer mine hænder nogle gange på bordet, og man har på en måde noget elektrisk energi."
Sådan beskriver 12-årige Jeppe, hvordan det er at have ADHD.
Siden han var helt lille, har han haft svært ved at sidde stille. I børnehaven havde han det bedst med at være udenfor, hvor han kunne løbe og bevæge sig, og hvor der ikke var noget tæt omkring ham. Men da han kom i skole, skulle han pludselig til at sidde mere stille, og det var ikke nemt for Jeppe.
Skole start
I løbet af 1. klasse fik Jeppe det værre og værre. Han var ofte sur, ved af det, græd meget og havde det svært i klassen, når for eksempel læreren sagde, at de skulle læse noget andet.
"Jeg kan huske, at det ikke gik så godt. Der var en rusl i skolen, jeg godt kunne gemme mig eller kravle op i" fortæller han.
Jeppe kunne blive meget vred, sine grimme ord og kaste med stave og legesag. Nogle gange måtte de voksne holde ham, fordi han blev aggressiv. Ofte måtte hans mor hente ham hjem fra skole.
Forældrene havde en fornemmelse af, at Jeppe kunne have en diagnose som ADHD. Derfor foreslåede de i lang tid at få en vurdering af ham, så man kunne finde ud af, om han havde en diagnose. Til sidst var der en fra kommunen, der vurderede, at Jeppe skulle i en anden klasse, så han kunne få det bedre.
Diagnosen
I 2. klasse skiftede Jeppe derfor til en særlig klasse, der hedder Satellititen. I Satellititen går børn, der har lidt mere "knud" i bagdelen end de fleste. De har sammen med at koncentrere sig, og nogle af dem har svært ved at styre deres temperament. Men det lærer de i denne klasse.
"Det føltes godt at tage i skole i Satellititen. For der var ikke så mange børn, og der var mere styr på tingene. Men lævede ikke alt mulig andet end det, man skulle, og som var planlagt," siger Jeppe.
I forbindelse til får glædede han og hver morgen til at skulle i skole. Og et år tid efter han var startet i Satellititen, fik han konstateret ADHD. Hans forældre blev lettet over endelig at vide, hvad det var, der gjorde, at Jeppe havde det skidt.
Jeppe selv blev også glad for at vide, at han ikke var den eneste, der havde det lignende ham.
"Jeg tager medicin mod min ADHD, og jeg kan mærke, når jeg ikke får det. Så bliver jeg mere urolig og har sværere ved at holde fokus. Jeg tager det om morgenen, og hvis jeg har glæde det, har jeg noget ovre på skolen," siger han.

I almindelig skole igen
Satellititen og medicinen har hjulpet. Jeppe så meget, at han nu er tilbage i sin gamle folkeskole. Han har gået et år om, så han nu går i 5. klasse og ikke 6. klasse, som han skulle have været i.
"Det er godt at gå i skole nu, især kan jeg godt lide at have klasse," siger Jeppe.
Det eneste tidspunkt i skolen, hvor der bliver taget særligt hensyn til hans ADHD, er i musik. Her har han en plads bagved i lokalet, hvor han bedre kan overskue, at der er meget musik og støj.
Ud over musikundervisningen er det især, når der sker nye og uventede ting i løbet af dagen, at Jeppe mærker til sin ADHD.
"Hvis der kommer nye lærere i skolen, så kan min krop godt reagere på det. Og hvis jeg kommer i et nyt rum, bruger jeg meget energi på at bygge på alt, hvad der er i rummet," siger han.
Vener og fodbold
Når Jeppe husker tilbage på de små klasser, og når han hører sin mor fortælle om, at han for eksempel måtte kædes med tingene, har han svært ved at genkende sig selv.
For i dag er han glad for at gå i skole, være sammen med sine venner og glad for at gå til fodbold i klassen, vennerne og fodboldklubben ved godt, han har ADHD.
"I starten holdt jeg det lidt hemmeligt. Det var nyt, og jeg havde ikke lyst til, at nogen skulle vide det. Men nu ved mange det, og nu er det en helt normal ting, at jeg har ADHD," siger han.

ADHD
Omkring 3 ud af 100 børn i Danmark har ADHD.
Børn, der har ADHD, er ofte fulde af energi. Men en del af dem kan også have svært ved at koncentrere sig om noget i længere tid ad gangen. Børn med ADHD kan også nogle gange blive meget irriteret eller ked af det.
Nogle af dem, der kan hjælpe børn med ADHD, er, at man skaber struktur. Det vil sige, at man gør det helt klart for dem, hvad der skal ske, og hvornår det skal ske. Og så er det en fordel, hvis der er mange mennesker, så man ikke skal koncentrere sig i for lang tid ad gangen.
Nogle børn med ADHD får medicin, der hjælper dem.
www.adhd.dk



Jeppe er meget glad for fodbold. Han går selv til det, og så er han stor fan af superligaklubben FC Midtjylland, som han altid ser spille kamp på fjernsynet.



Jeppe kan godt lide at spille af ved at spille computer på sit værelse.

Når du vil læse mere om det er du velkommen til at kontakte Louise Abildgaard Grøn på telefon 30 20 20 20 eller på mail louise@constructiveinstitute.com

Magnus has autism. His message is to be open about it. This story is about how he has come to understand himself better and how his parents have also come to understand him better. It also highlights the adjustments that have been made at school now that he has been diagnosed. Magnus offers three valuable tips for others who may have a friend with autism.



6 | Børneavisen Tæt på INTERVIEW

Danskerne køber mest slik i verden
Der er ingen i verden, der spiser så meget slik som os danskere. Det viser en undersøgelse fra Fødevarerstatistik. I gennemsnit køber hver dansker 6,6 kilo slik om året. Det er cirka dobbelt så meget som i eksempelvis USA eller England.

'LEGO Masters' skal erstatte 'X Factor'
Når den nuværende 'X Factor'-sæson er slut på TV 2, starter et helt nyt familie- og underholdningsprogram i LEGO Masters' skal otte par dykke om at bygge de mest kreative ting af LEGO. Programmet er allerede blevet set i flere andre lande, men selvom LEGO er opfundet i Danmark, bliver det den første danske udgave af tv-programmet LEGO Masters' Programmet kan ses første gang 16. april på TV 2.

Når man lytter og tager hensyn til mig, så er man en god klassekammerat for mig



Autisme
• Mennesker med autisme tænker anderledes på en anden måde, end de fleste andre mennesker gør. De tager ofte mærke til mange detaljer. Børn med autisme kan hurtigt blive trætte for eksempel af at være i skole, fordi der er mange mennesker og derfor mange lyd, synsindtryk og detager som tykner ikke sorterer fra.

JOURNALIST ANNE REIL-GAMMELGAARD
"Her er lidt rodet," griner Magnus, da han viser sit værelse frem. Gulvet er fyldt med LEGO, og ved hans seng ligger en stor bunke Anders And-bøger. Ved vinduet står en ejerkækkert. Magnus er glad for naturvidenskab, og hans yndlingsfag i skolen er natur/teknik.

Magnus fik i november at vide, at han har autisme. Følelsen var Magnus' ofte meget træt og ked af det, når han kom hjem fra skole, og der skulle ikke så meget til, før han blev vred og hidsig.

Magnus' autisme viser sig også på andre måder. For eksempel er han meget følsom over for noget bestemt slags lyd, som regnbukser, som han synes kan være meget ubehagelige at have på. Han trives også godt i meget færdige rummer og bruger mange sekunder på at have idræt, siger han. Og når man kun har 12 til at starte med, kan det være lidt svært at have skolen nok til de andre ting, der skal ske resten af dagen.

Heldigvis er der nogle ting, der kan give Magnus energi og skæmme tilbage. "Jag får energi af at være på iPad'en, at læse Anders And eller at spille brætspil med familien," fortæller han.

- 1. Vær opmærksom på din ven med autisme. Hvis han eller hun pludselig bliver træt og måske begynder at afbryde den leg, er i gang med, er det ikke noget, personen gør med sig. Men det kan være nødvendigt for personen at trække sig væk og lave noget for sig selv et stykke tid.
- 2. Det er måske ofte dig, der skal tage initiativ i jeres venekab og være den, der spørger for legen/fælles barn med autisme kan ikke altid mærke, hvornår det er deres tur til at spørge. Men det er okay, fordi du ikke vil være venen for barn med autisme har brug for venekab ligesom alle andre mennesker.
- 3. Hvis man spørger sin klassekammerat, som har autisme, om han eller hun vil være med til en leg, er det en god idé at afvise med personen, præcis hvad der skal ske i legen. Det kan være at spille fodbold, baste med en bold eller spille et spil, som personen kender godt.

Når man skal være en god ven over for Magnus, er der nogle ting, som er vigtige for ham. "Når man lytter og tager hensyn til mig, så er man en god klassekammerat for mig."
Dem har han heldigvis mange af, siger han.



Psykologen: En lege, som ved meget om psykiske sygdomme, diagnoser og menneskers sind.
Diagnose: Hvis læger eller skolelærere udfører en person med et handicap, kan de stille en diagnose. Det vil sige, at de laver en vurdering af, hvad personens handicap er. Et handicap behøver ikke være noget, man kan se.

Never write breaking news

Obviously, with only one release a week, we can't publish breaking news. But in principle we could do it via the app or our website. But it was a fundamental principle for us never to do that. We always set ourselves the editorial challenge to never write anything until we knew what had happened. We would never do summary journalism, where we said something without being able to explain why it was the way it was. We wanted to answer the key questions before we wrote the story. Especially for children, it was important to find a balance when writing about serious events and make sure we didn't leave the reader with more questions than they had before reading the article.

One example is the train accident across the Great Belt in 2019, where several people died. It was one of the first serious incidents that we had to report on in the Children's Newspaper. The adult media went into breaking news mode, and it was a situation where it was extremely difficult to verify information because everyone knew too little, it all took place on a bridge, there were few witnesses, and everything was very chaotic. It also turned out that several things written in the adult media had to be edited or retracted.

Instead, we decided to use the app to send a message to readers that we would answer their questions about the train crash that they could send to us. We selected and collated the questions and had an expert answer them. When we - or the expert - couldn't answer, it was important for us to say that we didn't know enough about it yet. This was to avoid speculation or hypothetical explanations.

Thorough and considered reporting instead of rushed news coverage ensures accuracy and credibility. This is especially important when covering complex and serious topics. The principle of avoiding breaking news allows for a more thoughtful and accurate reporting process. This approach ensures that information is thoroughly researched and contextualized, reducing the risk of misinformation and increasing the credibility of the news media. It also allows for deeper investigative journalism that can uncover underlying issues and provide more comprehensive solutions.

Ugens tema NYHEDER



Efter ulykken blev passagertoget kørt til Nyborg. Nu er eksperter i gang med at undersøge, hvad der præcis gik galt.

10 SPØRSMÅL & SVAR

Det er stadig sikkert at køre i tog

Den 2. januar var der en alvorlig togulykke på Storebæltsbroen mellem Fyn og Sjælland. Otte mennesker mistede livet. Det var den værste togulykke i Danmark i mere end 30 år. Nu arbejder Havarikommisjonen på at sikre, at det ikke sker igen.

- Hvad skete der egentlig?**
Det, vi ved nu, er, at en trailer på et gods-tog rev sig løs. Den faldt af og ramte et lyn-tog med passagerer, der var på vej mod øst på retning. Toget med passagerer ramte traileren, og den lavede en række skader på persontoget. Desværre døde otte mennesker.
- Kørte togene for tæt på hinanden?**
Ja. Toget kører jo på sammen, der ligger fast. Det var ikke aftandens mellem sporene, der var problemet. Det var, fordi lasten faldt af gods-toget.
- Kørte et af togene for hurtigt?**
I veed, at lokomotivføreren på passagertoget faktisk havde sat farten lidt ned, fordi det så meget. Men kører jo også lidt mere forsigtigt på øvet, når det bliver meget. Det gælder også, når man kører tog.

Omkring 12.000 af de ord, vi bruger på dansk, kommer fra engelsk. Det er cirka hvert 10. ord, vi låner fra det engelske sprog, hvor vi forkleber, som konyng og piglat.

REDAKTØREN OG EKSPERTEN

Tommy Zwicky, 42 år
Tommy Zwicky er redaktør på Børneavisen. Han har Tommy-level-nøgler på TV2, børneprogrammer på DR og været vært på Ultra Nøt.

Bo Haaing, 59 år
Bo Haaing har arbejdet med at undersøge og opklare uheld på de danske jernbaner siden 1988. Han er chef for den gruppe, der lige nu undersøger ulykken på Storebæltsbroen 2. januar, hvor otte passagerer mistede livet.

- 4. Havde lokomotivførerne kontakt med hinanden?**
Nej. Det havde de ikke. Det skal de heller ikke have. Der er ikke nogen ordstemmer i togene, som gør, at lokomotivførerne kan tale sammen. Det ville være til at blive, der møder hinanden på vejen, kunne kommunikere med hinanden.
- 5. Hvor mange vogne var der på toget?**
Der var ni dobbeltvogne på godstoget. Så det giver åtte vogne i alt. Og der var to togsæt på passagertoget. Et togsæt består af fire vogne. Så altså otte vogne i alt.
- 6. Hvor meget blev toget skadet?**
Store dele af toget fik skader, da ulykken skete. Men det var den første vogn på det forreste sæt, det gik værst ud over.
- 7. Er der sket lignende togulykker før?**
Ikke så vist, jeg ved. Og jeg har arbejdet med togulykker i mange år. Og vi har heller ikke kendt til lignende ulykker uden i verden. Vi ved, at der har været, men trailere fjer, men uden at der er sket ulykker som denne.
- 8. Er det farligt at køre med tog?**
Helt klart nej. Selvom der skete en ulykke, var det ikke farligt at køre med tog. For, og det er det heller ikke nu. Det er meget mere sikkert at køre i tog end at gå, cykle, køre på knallert eller i bil. Og det er ikke bare noget, jeg mener. Det viser tallene om ulykker på vejene helt tydeligt.
- 9. Hvad skal der ske med passagertoget nu efter ulykken?**
Lige nu er vi i gang med et undersøgelse toget som en del af vores efterforskning. Ikke vi i Havarikommisjonen er færdige med vores arbejde, så kommer toget tilbage til DSB, som ejer det. Så er det dem, der bestemmer, hvad der skal ske med det.
- 10. Hvor lang tid tager det at finde ud af, hvad der helt præcis skete?**
Det er et kæmpe puslespil. Vi har utroligt mange tanker. Og vi ved faktisk ikke, hvor stort puslespillet er. Så derfor er det svært at sige. Men så snart vi opdager noget, der kan være en brud eller fejl, så vil vi med det samme gøre noget ved det. Vi venter ikke, til vi er færdige. Vi gør vores arbejde for at gøre det så sikkert som muligt at køre i tog.



Hvad betyder det?

Havarikommisjonen En gruppe eksperter, der undersøger alle uheld og ulykker inden for fly og jernbanetransport. På den måde sikrer man, at samme uheld ikke sker igen.

Godttag Tog, der ikke kører med mennesker, men med varer, maskiner og kasser for eksempel.

Identiske Hvis to ting er identiske, betyder det, at de er ens.

Det mener Tommy Tag toget

I Danmark kører vi meget i tog. Der er grøntur i hele landet. Det er en sikker og miljørigtig måde at blive transportet rundt på.

Derfor rammer det os alle sammen, når der sker så alvorlig en ulykke. Mange tænker nok, at det kunne være nog eller en, jeg kender. Desværre kostede ulykken otte menneskers liv. Det er forfærdeligt.

Men når vi har sendt tanker til de familier, der blev hårdt ramt, er det vigtigt at huske på, at det stadig er sikkert at køre med tog i Danmark. Faktisk var det den alvorligste ulykke i mere end 30 år.

Så vi skal blive ved med at køre i tog. Men hvis du er blevet ked af det, du har lyst her eller kan mærke, at du er utryk ved at skulle med toget, så husk at tale med en voksen om det. Vi ses i toget.

Kærlig hilsen Tommy Zwicky

Constructive journalism as the overall driving force

In general, I was inspired by the principles of constructive journalism from the very beginning of the development of the concept behind the Children's Newspaper. For me and the working group, this was summarized in a nutshell:

- Involve and engage your readers
- Leave the reader with hope
- Looking forward: solutions and the future
- Don't write breaking news

Later in this report, my definition of RENEW journalism will further define how adult media can be inspired by some of these principles and methods to improve journalism and attract readers instead of allowing news fatigue to grow - which is currently a challenge we need to take seriously.

Constructive journalism, as in the green markings below, focuses on tomorrow, the future and what now and how. I believe this is essential if we are to change the news landscape and rebuild trust in the media. It also ensures that as many people as possible can participate in the democratic conversation. Polarization is increasing with the growing use of social media and the established media's continued focus on negative news. In the next section, we take a closer look at media trust and news fatigue.

Constructive journalism shifts the focus from sensationalism to meaning, from conflicts to solutions. By integrating constructive principles, journalists can create stories that not only inform, but also engage and empower readers.

Konstruktiv journalistik som et ekstra lag

	Breaking news	Undersøgende journalistik	Konstruktiv journalistik
Tid	Nu	I går	I morgen
Mål	Hastighed	Skyld	Inspiration
Spørgsmål	Hvad? Hvornår?	Hvem? Hvorfor?	Hvad nu? Hvordan?
Stil	Dramatisk	Kritisk	Nysgerrig
Rolle	Politi	Dommer	Facilitator
Fokus	Drama og konflikt	Skurke og ofre	Løsninger og best practice

News fatigue, news avoidance and distrust of the media

As I started this report with, it's hard to deny that large parts of the population avoid the news. And it's mainly the negative news that gets the blame. Let's look at some examples of what young people say about why they avoid the news. The two examples below are from Jesper Himmelstrup's project on Generation News Avoidance at the Constructive Institute.



"I'd rather be ignorant and happy than enlightened and unhappy"

Asbjørn Birkmose,
Aarhus Katedralskole

"I actually want to know about the world, but I don't read the news in the morning because it puts me in a bad mood and ruins my day."



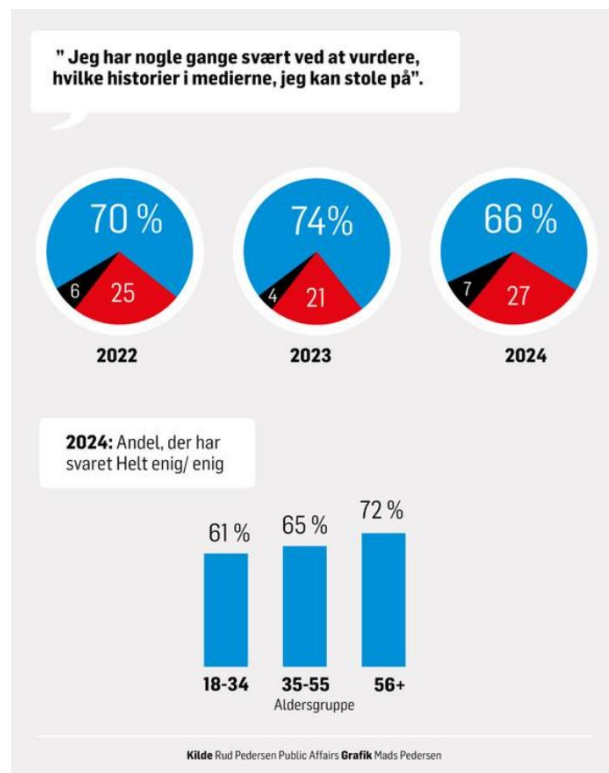
In line with this, a young man, Thomas Lykke Bundgaard, was interviewed by TV2 for the program *Presseløgen* about news fatigue during an event at Folkemødet on Bornholm in June 2024. The journalist mentions that Thomas Lykke Bundgaard isn't completely tired of news yet, but that he sometimes gets overwhelmed by it.

This happens when major crises are repeated with very few nuances and small changes from day to day. He misses perspectives and an overview of the actual developments. He also wants something that looks ahead - he wishes the media would deal with what is going to happen now and in the future. He emphasizes that the media must of course cover major conflicts and disasters, because we can't close our eyes to them. But we can't:

At the same time, there is a need for crises not to dominate everything and take up too much space. The crises are out there. We know that. But there's a lot going on beyond that that we also want to know about. Being bombarded with crises every day is not very good for the hope of a young generation like mine. (Thomas Lykke Bundgaard)



In addition to news avoidance due to difficult and sad news, a study by Rud Andersen shows that distrust in the media is high among Danes³, with 7 out of 10 sometimes having difficulty deciding which stories they can trust. "Honestly, these are almost depressing figures," says Henrik Andersen from Rud Pedersen. Young people get their news through technological platforms where misinformation is rife, exacerbating distrust. Tech platforms have a negative impact on democratic debate, and almost 6 out of 10 Danes believe that these platforms have had a negative effect. Dicle Duran from Danish Media points out that the role of tech platforms in news dissemination worsens trust in the media. Vincent F. Hendricks emphasizes that social platforms are driven by economic interests rather than a desire to protect democracy.



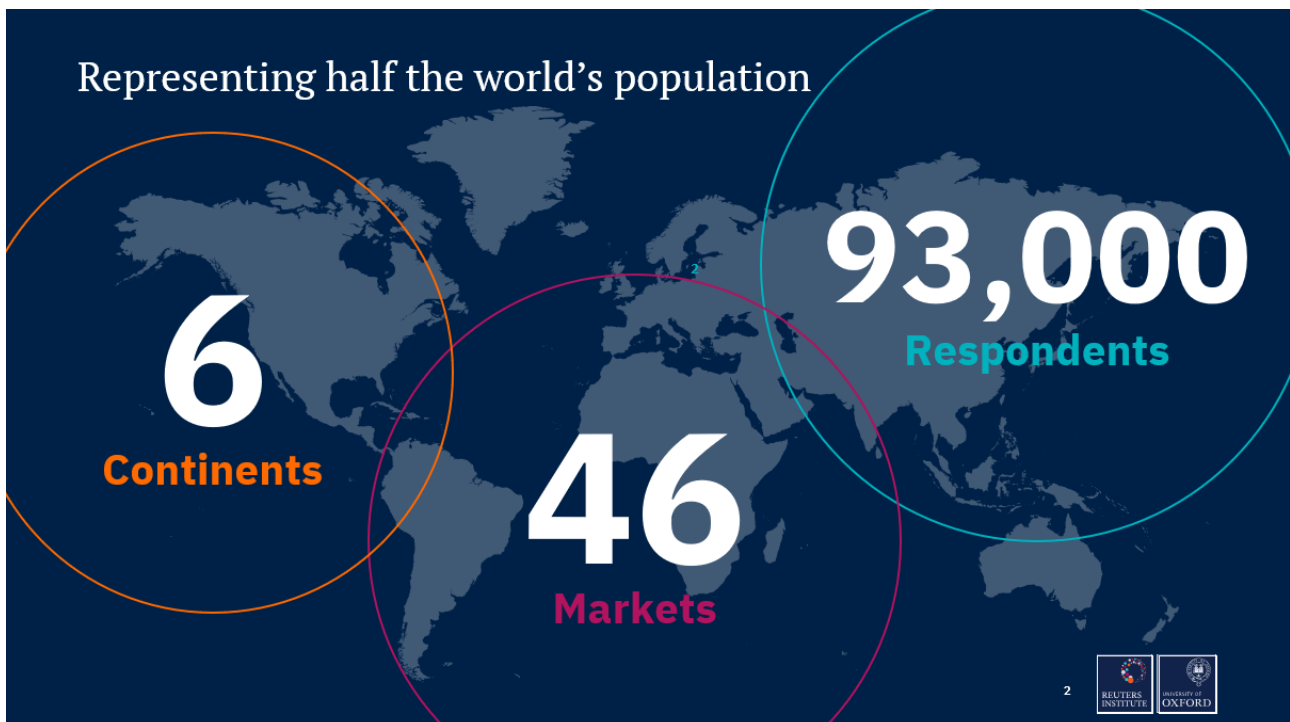
The growing phenomenon of news avoidance is a clear indicator that traditional reporting methods need to be re-evaluated. By understanding the underlying causes of news fatigue and distrust, media organizations can develop strategies to address these issues, such as focusing on positive storytelling and providing context to complex topics. Transparency in reporting and a commitment to balanced coverage can help rebuild trust and re-engage audiences.

I could have given more examples of young people avoiding the news. During my time at the Constructive Institute, we have spoken to several and they all paint a similar picture. Instead of more examples, I will present findings from The Reuters Institute Digital Report 2023, which goes deeper into the causes of news avoidance and possible solutions for the media.

³ <https://politiken.dk/danmark/art9933666/Danskere-i-voldsomt-omfang-stoler-ikke-p%C3%A5-politikere-og-medier>

The Reuters Institute Digital News Report 2023

Worldwide, the primary methods of accessing news include direct access to websites, social media and search engines⁴. Direct access to news websites is decreasing, while the use of social media for news is increasing. Selective news avoidance is on the rise, with 36% of respondents actively avoiding news, often due to repetitive coverage, perceived bias and the negative impact on mood. Trust in news media varies significantly across regions, with Northern European countries generally showing higher levels of trust compared to other regions.



The Reuters Institute Digital News Report 2023 highlights significant changes in news consumption patterns, driven by technological changes and varying levels of trust across regions. To maintain and improve engagement, news organizations must adapt to the preferences of younger audiences and address the factors that contribute to news avoidance.

The screenshot shows some of the topics that users mostly avoid or that leave them in a bad mood.

⁴ Presentation in the lounge by Dr Craig Robertson from Reuters Institute. Hand out PowerPoint afterwards.

Topics that selective avoiders say they are most likely to dodge ...

1. War in Ukraine (37%)



2. National politics (34%)



3. Social justice issues (29%)



4. Crime and security (27%)



 **Ukraine: 51%**
 Sports: 26%
 Climate change: 26%
 Health: 24%
 Social justice: 23%

All pictures © Reuters

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Audience behavior and preferences

Younger people (18-24) prefer to consume news via social media and video platforms. They are less likely to visit news websites or apps compared to older generations. Podcasts are becoming increasingly popular, with around 34% of respondents listening to them every month. However, the growth of news podcasts is slower compared to other genres. News avoiders show interest in positive news, solution-oriented stories and explanations, while non-avoiders prefer updates on major stories and investigative journalism.

Challenges and solutions

To counter news avoidance, the report suggests focusing on positive storytelling, delivering solution-orientated news and improving the human aspect of news reporting. Increasing transparency, reducing perceived bias and managing the emotional impact of news is crucial to rebuilding trust and engagement.

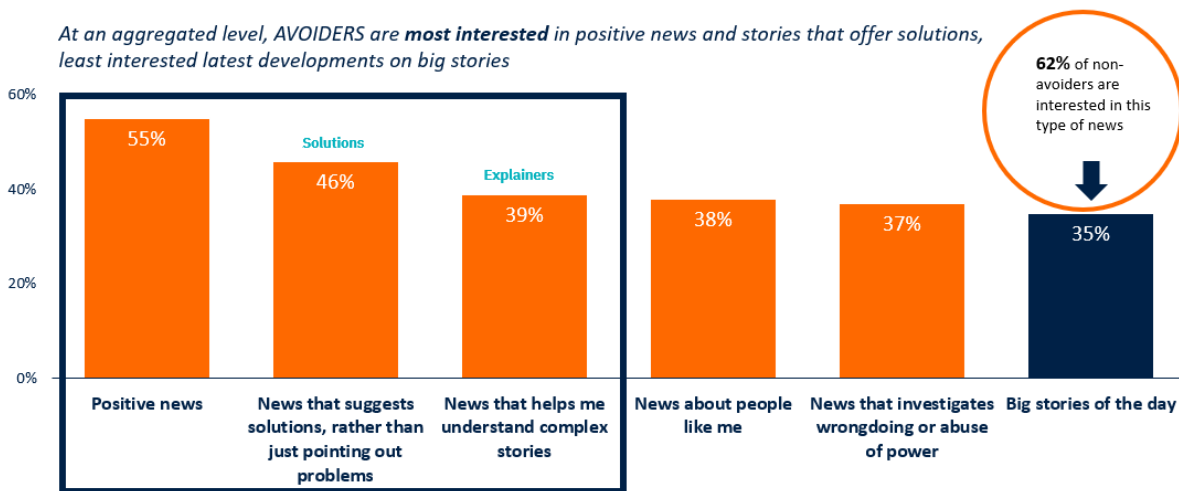
Among those who practice Specific Avoidance, 52% check the news less often and 32% avoid certain topics. These topics are those that bring their mood down or increase anxiety.

Approaches that can help reduce news avoidance across markets at an aggregate level include:

- 55% want positive news
- 46% want news that suggests solutions instead of just pointing out problems
- 39% want news that helps them understand complex stories (Explainers)

What approaches might help with news avoidance across markets?

At an aggregated level, AVOIDERS are **most interested** in positive news and stories that offer solutions, least interested latest developments on big stories



News_interest_2023 How interested are you, if at all, in the following types of news? Net: Interested
Base: Those who avoid the news sometimes or often: Global: 22467



Here we have a major study, examples of news avoidance and clear data showing distrust in the media. This should signal to us as journalists that we need to make significant changes. We can't keep blaming social media. We need to look inwards and believe that there is a way forward. The report even offers us solutions. It should be straightforward. But nothing is that simple. This is partly due to several factors, which I will discuss in the next section.

Human evolution and general negativity bias

To understand why most media outlets and journalists continue to practice journalism in the traditional sense, we need to look at some psychological factors.

Harvard psychology professor and author, Steven Pinker, discussed in an article in Politico⁵ how journalists' inherent bias towards the negative has created a culture of pessimism and radicalism around our institutions. Pinker argues that journalism often focuses on sudden, bad events like shootings, wars and epidemics because they are newsworthy, while good things, like a reduction in crime or an increase in life expectancy, happen gradually and therefore seem boring.

He also points out that journalists often dismiss positive developments as "human interest fluff", corporate PR or government propaganda, reinforcing the negative bias. This cynicism is further reinforced by many intellectuals who have a "radical oppositional" attitude:

Democratic governance cannot work if no one believes it can work, and journalistic pessimism has sown fatalism and radicalism towards our institutions. Journalism has a built-in bias towards the negative because bad things are sudden and newsworthy (a shooting, a war, an epidemic), while good things are gradual and boring (a drop in crime, peace spreading, an increase in life expectancy). The culture of journalism reinforces negativity by dismissing positive developments as "human interest fluff", corporate PR or government propaganda. This cynicism is confirmed by the "radical opposition" of many intellectuals (Steven Pinker).

In line with this, Professor of Positive Psychology Hans Henrik Knoop explains that human evolution has equipped us with a general negativity bias⁶ :

1. We tend to pay **more attention** to bad events than good ones.
2. We react **faster to** negative events than positive ones.
3. We tend to **react emotionally stronger to** negative events than positive ones (at least three times stronger at work and five times stronger in private life).
4. We tend to **ponder** problems **more than we** think about successes.
5. There is **more social spin** in problems than in successes.
6. In health and psychology, about ten times as much **money is spent on treatment as on** prevention.

This general negativity is a relic of a time when, for most of human history, we lived in constant fear and danger of violent death. Life was very hard and often unpleasant, and most people only lived until they were around 18-19 years old on average.

⁵ [How to fix misinformation: Correct for the media's negative bias - POLITICO](#)

⁶ Presentation by Hans Henrik Knoop (handouts) in the lounge at Constructive Institute, August 2023.

Over 2 million years, or about 200,000 generations, these harsh conditions have shaped our evolution. As a result, humans have developed certain traits to survive:

- **We are still traumatized:** Our ancestors experienced so much danger and violence that their fear reactions have been passed down to us.
- **We are always on the alert:** Because danger can arise at any moment, we are naturally a little stressed and always on the lookout for threats.
- **We anticipate danger:** We are genetically predisposed to anticipate stressful and dangerous situations, even if they are not as common today.

This means that even though modern life is much safer, our bodies and brains still react as if we are in constant danger because that's how humans survived for so long. This is a common challenge for humanity: Although we all strive to feel good, negative (unwanted) experiences affect us much stronger and longer than positive (wanted) experiences due to evolutionary instincts.⁷

In journalism, we are trained in the classic AVISK/VISA-K criteria (Significance, Identification, Sensation, Timeliness and Conflict), which were never intended to be criteria or a recipe for good journalism - quite the opposite. Sensation and conflict often carry the most weight. In this way, according to Hans Henrik Knoop, it can be argued that the negative news criteria appear as follows and are dominant:

Crooks: to blame

- The news often focuses on individuals or groups that are deemed responsible for negative events.

Victims: to pity

- The emphasis is on those who have been harmed or are suffering, evoking sympathy and emotional responses from readers.

Conflict: to fight

- Conflicts between individuals, groups or nations are highlighted, often leading to a polarization of views.

Drama: to sensationalize/distort

- Events are often portrayed in a dramatic and sensational way, which can distort reality and create a more extreme perception of the situation.

The problem with the negative bias is that it leaves the reader with a distorted view of reality. There is so much progress in the world, but we tend to overlook this progress because it happens slowly. This is a common challenge for humanity: Although we all strive for wellbeing, negative (unwanted) experiences affect us much more strongly and last longer than positive (desired) experiences due to evolutionary instincts. But we can change this, if we are aware of the mechanisms and perspectives.

⁷ Quote, Hans Henrik Knoop

Hans Henrik Knoop provides these answers (italics) or solutions to the general negativity bias mentioned as mentioned in this paragraph a little higher up:

1. We tend to pay more attention to bad events than good ones.
 - *Take more control of your attention and therefore consciousness - prioritize genuine interests*
2. We react faster to negative events than positive ones
 - *Avoid giving negative emotions more time and space than they deserve - listen to them, use them and get on with what's important and interesting.*
3. We tend to react emotionally stronger to negative events than positive ones (at least three times stronger at work and five times stronger in private life).
 - *Make sure there are enough positive experiences compared to negative ones to open up - negativity closes, while positivity opens us up.*
4. We tend to ponder problems more than we think about successes.
 - *Notice good things in everyday life*
 - *Accept things that cannot be changed*
5. There is more social spin in problems than in successes
 - *Bad news automatically grabs your attention - learn to communicate and spark interest in good news too.*
6. In health and psychology, about ten times as much money is spent on treatment as on prevention.
 - *Think long-term and knowledge-based*

Finally, Hans Henrik Knoop says that we need to understand the *asymmetry inherent in the fact that it is much easier to make a mess than to clean it up*. This is relevant to understanding what it takes for us journalists to change our common habits and perceptions of journalism.

Understanding human negative bias can help journalists develop strategies that promote positive and balanced content and improve readers' experiences and perceptions of news.

ADHD and distress in adolescents: Media coverage

Perhaps this general negativity is also one of the reasons why media stories about children and teenagers' challenges, diagnoses and treatment are often presented in a negative tone, blaming someone, leaving sources or cases in a victim position, suggesting that all hope is lost or giving the impression that it is impossible to get the right help. Questions like "Can we trust psychiatry? The school system? The social services? All the professionals who are supposed to help children?" leave us with a feeling of hopelessness. There's no doubt that more children are struggling, and more children are being diagnosed. But where do we go from there?

Articles often present us with figures that so and so many are diagnosed, so and so many more since last year. So and so many children are not getting the right help and so and so many are not thriving. On the other hand, we are rarely told why things are the way they are. What are the reasons behind it, and what is it that makes us better understand.

We see far too few stories of children getting the right help, children living with their challenges and children thriving and functioning despite their problems. The media often speaks to families or children when they are at the peak of their crisis. When we are presented with so many stories with a negative angle, we are left with fear and hopelessness.

But where are the in-depth journalistic features that uncover more nuances and perspectives? Let's call it the 1:10 model. We need 10 stories with perspective and nuance and only one with no hope and the more negative angle. The picture is reversed in the overall media picture when we read articles about children in distress or with diagnoses.

The problem is that we don't share stories about the many children who get the right help or who live well with a diagnosis to the same extent. Stories about all the children with ADHD diagnoses who get better with medical help, for example. We don't give users the full picture of reality. We end up using the negative news criteria that Hans Henrik Knoop talks about: Villain, victims, conflict, drama.

Specialist in child and adolescent psychiatry, Jakob Ørnberg, criticizes the media's presentation of ADHD in an interview I had with him:

You open the news and are outraged. J, the number of children with ADHD and on medication in Denmark is increasing exponentially. It's true. Yes, it's true. But let's look at the facts and prevalence studies on this. The prevalence is between 3 to 5 per cent. If just 3% of the Danish population were to receive this effective medical treatment for ADHD, which can improve their lives, then we would have a low estimate of around 150-160,000. Right now, there are perhaps between 80 and 90,000 in medical treatment, so we're nowhere near enough. Compared to how many Danes are being treated with antidepressants, we're at 400,000. I would like to get the proportions right in the media. Not that I have anything against antidepressant treatment, but it's about digging a little deeper and getting the perspective. Many people on antidepressants probably have ADHD and could have a much better life on ADHD medication

Jakob says that the vast, vast majority of children and young people have a good life when they receive medical treatment for ADHD. At the same time, Jakob experiences a lack of knowledge about ADHD among both peers and society in general. A lack of understanding and insight. And he points out that the media has a responsibility in their communication. "There are too few stories that provide insight and continuation of the disorder. That there is effective medical treatment. In fact, ADHD medication is one of the most effective when it comes to psychiatric disorders. Jakob explains that many international studies show that the medication has a huge positive impact on larger, macro-sociological parameters such as length of education, ability to hold down a job for longer and register studies in Sweden show that criminals with ADHD, when they redeem their prescription, their crime rate drops. And when they don't fill the prescription, it goes up again.

I asked Jakob if, as one of the leading children and adolescent psychiatrists in Denmark, he's good enough to talk to the media. To help them on their way. To this he replies that both he and his colleagues try. But he finds that journalists want a certain angle. Jakob Ørnberg also talks about the media as necessary for him and his work, because

"I need someone to kick me in the shins and say, what are you up to, Jakob. Criticism is important. But what's more important is that you as a journalist can relate to whether it's a qualitative or quantitative aspect, because the vast, vast majority of people who are diagnosed with ADHD and receive medical treatment get dramatically better. There are plenty of register studies on this."

The interview with Jakob was long and he had a lot on his mind. Along the way - and afterwards - it struck me how much he told me that I didn't know or have come across enough in my work on this project. Jakob also told me that we in Denmark are hopelessly behind in terms of how we view and treat ADHD. He mentions Canada as one of the countries with one of the finest and most up-to-date guidelines. He refers to Denmark as characterized by a "medieval prejudice". He also says that ADHD is one of the most scientifically well-researched, well-founded disorders we have. Again, he talks about the medical treatment, where he says that where you do it statistically, it's one of the most effective things we have in medicine. We talk about what's called "effect size", and it's high - as high as 80-90.

With everything Jakob said, I imagined what I would do after this interview if I were an editor at a media organization where we were going to bring knowledge about ADHD in a larger series. It would be obvious to ask the journalists to look deeper into some of the points Jakob Ørnberg mentions and write about it. Overall, it could look like the following, and it will bring perspectives, it will point forward, it will be solution-orientated, and it will give hope:

- What do they do in Canada? What guidelines are there and how do people benefit from them?
- If there are registry studies that so clearly state that many people who receive medical treatment get better, then let's dive into both studies and treatment
- If criminals with ADHD in Sweden commit less crime when they take their medication, let's look at Denmark. What do they do here?
- International studies show that medicine has a huge positive impact on macro sociological perspectives. There must be many case histories in this.
- If we estimate that 150-160,000 people have ADHD, but only 80-90,000 are on medication, which we know has a positive effect, how do we get even more people on medication? It's not only

necessary for the person with the disorder, but it's also crucial for society in terms of education and work. education and work.

Of course, there *are* articles about this kind of thing. They exist. But the proportions are skewed. The preponderance of the articles is on the conflict, the difficult, increases in diagnoses and the hopeless. And it's not that the media shouldn't report on the difficult, as I've also described earlier in this report.

I've also been curious about how parents of children with ADHD perceive media coverage. Do they read the news about ADHD or do they scroll past it? How do they experience media coverage?

Annelise Kjær, a mother of two children with diagnoses, says she thinks the media is making too many headlines about skyrocketing numbers, increasing diagnoses and unhappiness. When she reads the articles, she learns a little more, but not enough.

When the article stops, I start thinking off on a tangent myself, because it's often violent figures or statements like "the school can't, so and so many children are doing badly, so and so many children are diagnosed". It's easy for me to get caught up in the victim stream, because I'm vulnerable as a mum with two children with diagnoses. So, it all goes on in my head. For example, when I read that the primary school can't cope with these children, or that they're doing badly, it goes on in my head. I wish the media would do more to tell us: "Okay, so what do we do about it? And what do we do from here?" The media clickbait and whip up an atmosphere. The only positive thing I get from the media's current coverage is that I know I and my children are not alone

Annelise talks about the nuances. She feels that the media largely communicates in two extremes. Either they tell the doomsday stories as above, or it's a celebrity who comes forward with ADHD and talks about their condition as a superpower. She wants much more inspiration from ordinary family life, where there are children with diagnoses, on how to make everyday life work. She would also like to see more people educated about ADHD. ADHD is often wrapped up in a fact box in an article - but that's not nearly enough, she believes. There is still a stigmatization. Something Jakob Ørnberg also talks about. And it's very much the task of state-funded organizations, Annelise believes. She wants perspectives from other countries when something succeeds. Or a glimpse into the future, because she thinks a lot about how her children will fare as teenagers and adults. It's natural to think that there is a lot of knowledge for editorial dissemination in the studies Jakob Ørnberg talks about in relation to the medical effect on macro-sociological parameters such as education and jobs.

Annelise also wants the media to not let go of articles before they point the way forward. She wants more action-orientated articles. Visibility of the rights and opportunities she and her children have. More knowledge about what is being worked on concretely. On the other hand, she doesn't need more articles about how this or that municipality has failed and has not been able to fulfil its obligations.

It's too negative. Of course, the media should cover it. But it's just too much and it's basically not something I can use in my life with my children and their lives.

Rikke Loldrup is the mother of a 16-year-old girl with ADHD. The daughter was first diagnosed at 14, following several years of struggling. Unlike the classic perception of ADHD, her daughter is not someone who cannot sit still or climbs the curtains. Her daughter's chaos has been internal, difficult to see. However, because so few people understood her, the same expectations were placed on her as on her peers. Receiving the diagnosis was, in many ways, a great relief, even though her daughter still struggles due to the many years of distress. Rikke says about the media:

I scroll past news stories about ADHD daily. I get annoyed at how it's portrayed. As a problem. I can understand why so many people misunderstand how young people with ADHD really feel. Because it's not so black and white or negative. Some days and periods, yes. But they're just children and young people with challenges who need help. Tell us more about what ADHD is and what we can do. Give us some inspiration and perspectives.

In my opinion, you could also categorize it as news fatigue. And it is perhaps precisely when something is big now that the media is filled with it - whether it's war, climate or the failure and diagnosis of children and young people. There are so many commonalities. And it's clear that users want perspectives, hope, proportionality, nuances and background.

Examples

Let's have a look at some examples of the media coverage of kids and adolescents in distress or receiving diagnosis.

INDLAND

Stigning i antallet af børn og unge, som får medicin mod ADHD og depression

Vi er blevet bedre til at opdage symptomer på ADHD og sætte behandling i gang, siger psykiatriprofessor.



The headline of this article⁸ from DR is a classic example from the media coverage of the last couple of years, where the word "increase" is used. In my view, it has a negative connotation that suggests something is wrong. However, the subheading (highlighted in yellow) presents a more positive perspective. To better reflect the advances in diagnosing ADHD, the headline could be reworded as "We're getting better at identifying ADHD" or "We're getting better at initiating treatment for children with ADHD".

It's crucial for the media to frame headlines in a way that reflects both the challenges and progress in the treatment of ADHD. A headline like "We're getting better at identifying ADHD" highlights the positive developments in the healthcare system's ability to recognize and diagnose the condition, which can lead to timely and effective interventions. This type of framing can help shift public perception from seeing an increase in diagnoses as solely negative to understanding it as a sign of better awareness and medical capacity.

Balanced and positive headlines are the first step in getting mums like Annelise and Rikke to even click on the article. In addition, as Annelise says, it also allows the outside world to click, read and become "educated". I am convinced that by highlighting improvements and successful interventions, the media can help reduce the stigma associated with ADHD. It also reassures parents and carers that progress is being made, which can alleviate some of the anxiety and fear that surrounds the diagnosis. The DR article potentially conveys a positive aspect (in the subheading highlighted in yellow) and offers some hope.

It's also more in line with the facts and Jakob's points to do so, as he states in the interview that up to 90% of people diagnosed with ADHD get better on medical treatment.

The TV2 article below⁹ was made few months after the DR article. Experts are *concerned* and it's a *colossal increase*.

TV2 Echo

Ekspertter bekymrede over unges diagnoser: - Det er jo en kolossal stigning

13. maj 2023 kl. 12.08 Del artikel



Mest sete

Stigningen i antallet af diagnoser kan måske forklares med, at der er øget fokus og viden om psykiatriske diagnoser. Foto: TV2 Grafik / Maiken Bang

af Stine Hansen

Det frygtes, at stigningen i antallet af diagnoser kan være udtryk for fejl diagnoser eller overdiagnosticeringer.

⁸ [Increase in the number of children and young people receiving medication for ADHD and depression | Danish Home | DR](#)

⁹ <https://echo.tv2.dk/2023-05-04-ekspertter-bekymrede-over-unges-diagnoser-det-er-jo-en-kolossal-stigning>

The article is about the significant increase in psychiatric diagnoses among young people in Denmark, which has raised concerns among experts. From January 2015 to January 2023, the number of young people aged 18 to 25 with the five most common psychiatric diagnoses increased by 46 per cent, from 37,949 to 55,399 cases.

Psychiatrist Peer Nøhr-Jensen describes the increase as "colossal" and points to several possible causes, including increased media and professional focus and potential diagnostic inaccuracies. He emphasizes the need to improve the diagnostic process to ensure more accurate and differentiated diagnoses. This situation requires a thorough and nuanced approach to diagnosing and treating young people with psychiatric challenges to ensure they receive the necessary and correct help.

I'm left with: Yes, I realize that many more people are being diagnosed. But I have no idea if it can also be good? Good for the children who need it. I also don't know if medical and pedagogical treatment helps these children. Nor do I know how it compares to other countries? And perhaps most importantly: And so, what and now what?

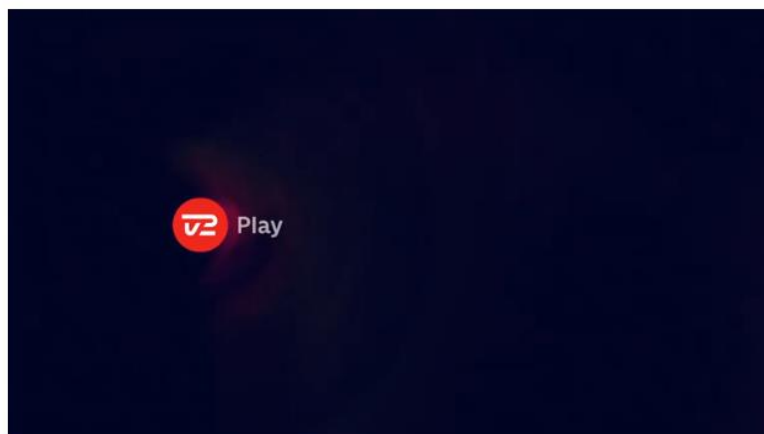
This example is about the parents of children with psychiatric diagnoses: **84 percent of parents of children with psychiatric diagnoses are seriously affected.**

Samfund

84 procent af forældre til børn med psykiatriske diagnoser er hårdt ramt

23. jan kl. 09.05

Del artikel



Børns diagnoser rammer hele familien hårdt
23. jan kl. 09.29



Døde fisk fundet langs jysk strand
I dag kl. 15.01



26-årig føler sig ensom
I dag kl. 13.19



Næsten alle landets kommuner sænker forventning til antal...
I dag kl. 09.53

af Laura Byager Rabøl

Tre ud af fire forældre til børn med diagnoser får ingen hjælp til at navigere i sundhedsvæsenet, viser en ny undersøgelse fra Psykiatrifonden.

Hver fjerde forælder til et barn med en psykiatrisk diagnose bliver selv sygemeldt. Hver tredje oplever, at barnets diagnose har økonomiske konsekvenser for familien, mens næsten hver anden – 45 procent – siger, at de selv er påvirket psykisk af barnets diagnose.

I 41 procent af tilfældene har et barns diagnose haft negativ afsmitning på søskendes trivsel.

Ifølge Psykiatrifonden har 73.220 børn og unge under 18 år psykiatriske diagnoser. Det er en stigning på 39 procent på 10 år.

Størstedelen af forældrene i undersøgelsen har et barn med en eller flere af diagnoserne: adhd, autismspektrumsforstyrrelse, angst, depression eller spiseforstyrrelse.

Kalder på forandring

De tal viser ifølge Psykiatrifonden, at der er behov for hjælp til familier med børn med diagnoser.

Både i form af bedre tilbud og bedre vejledning til familier om, hvordan man får hjælp.

Det mener Psykiatrifondens direktør, Marianne Skjold, der peger på både følelsesmæssige og økonomiske konsekvenser.

- Når der ikke er nogen, der fortæller dig, hvor du kan gå hen og få hjælp, eller griber og hjælper dig, giver det en enorm belastning for forældrene. Og så er der mange, der må blive hjemme fra arbejdet i længere tid eller sige deres job op, siger hun til TV 2.

75 procent af forældrene svarer i undersøgelsen, at de ikke får hjælp til at navigere i sundhedssystemet af hverken kommune eller region.

- Mange oplever at miste håbet ved at skulle kæmpe sig igennem et system, som ikke åbner døren. Den usikkerhed skaber et tryk, siger Marianne Skjold.

Lettilgængeligt tilbud

Som løsning mener Psykiatrifonden, at der bør etableres et lettilgængeligt tilbud i kommunerne, hvor forældre hurtigt kan få afklaring om barnets situation og behov for videre behandling.

Det kan blandt andet ske i det allerede eksisterende tilbud Pædagogisk Psykologisk Rådgivning.

Derudover mener Psykiatrifonden, at der er behov for en redningsplan til børne- og ungdomspsykiatrien, samt at der indføres ret til behandling under udredning.

Regeringen fremlagde i oktober planer for at investere 567 millioner kroner i børne- og ungdomspsykiatrien. Pengene skal blandt andet gå til et landsdækkende tilbud, som skal styrke rekrutteringen af personale og reducere ventetiden på udredning og behandling.

The article explains that parents of children with diagnoses often find it difficult to navigate the system. It's hard to know where their child can get the right help and how to navigate the healthcare system. And there's no doubt that's true. But in articles like this, it would have been relevant for the journalist to investigate what works when something works.

How do some parents find their way through the healthcare system? And how has it helped them? I realize that the Psychiatry Foundation, for example, makes some suggestions on what should be done. It is also mentioned that the government plans to invest 567 million kroner in child and adolescent psychiatry. But that still doesn't provide much practical help for the individual reader who needs help right now. The article could have been expanded to highlight what others have done. It would have been beneficial to link to case stories.

Annelise told me in the interview that she saw a headline on LinkedIn that same morning that she didn't have the energy to click on, but it triggered a lot of fears and thoughts in her mind. And raised a lot of questions:

It said something like 80 percent of parents of children with autism lose their jobs. I think "shit" and can't bring myself to read it. But at the same time, I have a lot of questions. Have you ever lost your job once? Briefly, or do you never work again? I knew I could just have clicked on it to know more. But it was so depressing, and I feared much more for my family's future.

Although these articles were published on various state-funded media platforms within a short time frame - and are only a sample of the many articles on the topic published during this period - some of the commonalities are:

- Information overload
- More kids in distress
- More kids get diagnoses
- The system: Victims and blaming
- Concerning and confusions: Experts says different things
- A lot of numbers (saying nothing for the reader)
- Often based on surveys or studies from interest organizations or non-profit organizations (Børns Vilkår, Psykiatriforeningen, Red Barnet etc.)

Below some extra few examples with similar narratives or commonalities.

KRISE I BØRNEPSYKIATRIEN

Derfor eksploderer diagnoser til børn med udviklingsforstyrrelser

Antallet af børn med autisme og adhd er steget voldsomt på få år. De to psykiatere Pernille Darling og Per Hove Thomsen forklarer, hvad årsagerne er. Og hvorfor det skaber et stort pres på skolerne.

P FOR ABONNENTER

Alene fra 2015 til 2022 er antallet af børn og unge med en autismediagnose vokset med hele 59,7 procent, så der i 2022 var 24.637 med diagnosen.

36,4 procent flere børn og unge havde i 2022 en adhd-diagnose end i 2015, så i alt 26.876 børn og unge nu har adhd.

Kort nyt | 19. jun 2023

Flere børn får en psykiatrisk diagnose: Stigning på 39 procent de seneste ti år

LÆS OP ORDBOG TEKST

AF
Nanna Nørby Hansen

De seneste ti år har 39 procent flere børn og unge under 18 år fået stillet en psykiatrisk diagnose. Det skriver Kristeligt Dagblad på baggrund af en rapport fra Indenrigs- og Sundhedsministeriets Benchmarkingenhed ifølge Ritzau.

6,33 procent af personer under 18 år - 73.220 børn og unge - var per 1. januar i år registreret med en psykiatrisk diagnose, mens det for ti år siden gjaldt 4,55 procent af aldersgruppen.

To ud af tre af diagnoserne er autisme og adhd, lyder det.

Stigningen kan være et udtryk for, at danskerne ikke længere stiller sig tilfredse med at behandle symptomer på angst og depression, siger Pernille Darling, der er speciallæge i børne- og ungdomspsykiatri ved Hejmdal Privathospital, til Kristeligt Dagblad ifølge Ritzau.

Derimod interesserer folk sig for, hvad der har skabt symptomerne, siger hun.

Ifølge generalsekretær, Jane Alrø Sørensen, fra foreningen Bedre Psykiatri kan det at få en diagnose i kommunerne ofte være adgangsbilletten til at få hjælp til udfordringer og mistrivsel som følge af den psykiske sygdom. Det siger hun ifølge Ritzau.

BØRN

Sunde børn får forkerte diagnoser

Flere og flere børn bliver fejlagtigt udstyret med en psykiatrisk diagnose, fordi forældre ikke sætter sig i barnets sted, og dermed finder en forklaring på dets adfærd.



Balancing the narrative of ADHD and dissatisfaction

Let's take a closer look at how the media can then contribute to less stigmatization and generalization when it comes to children with ADHD or those experiencing general unhappiness. Whether it's the diagnosis of children or general unhappiness due to various factors, the examples show that the portrayal is predominantly problematic, bleak, one-sided and offers very little hope. This can give a distorted picture of the reality and nature of children with ADHD. No two children are the same, and neither are their experiences with ADHD. The above examples are just a small sample, but such representations can reinforce negative self-perceptions among children and young people with ADHD and their parents and contribute to stigmatization.

Let's focus more on ADHD, as it is one of the most common diagnoses among children in Denmark. According to the ADHD Association, it is estimated that around five per cent of all children in Denmark have ADHD, while only two to three per cent have been diagnosed. By addressing these issues and presenting a more balanced view that includes both challenges and solutions, the media can play a crucial role in promoting constructive dialogue and reducing stigma.

A more balanced approach to reporting on ADHD and mental health can help destigmatize these conditions and provide a fuller picture of the experiences of those affected. By highlighting success stories and effective interventions, the media can provide hope and practical insights and contribute to a more informed and supportive public discourse.



Forsker: Tid til at se anderledes på ADHD

Skrevet af Berit Andersen den 28. januar 2022. Skrevet i [Nyheder](#).

Nye forskningsresultater tyder på, at det er tid til at nuancere opfattelsen af ADHD. For en ting er, at sammenhængen mellem ADHD-symptomer og funktionsniveau ikke er enten/eller. En anden er, at børn selv med svære ADHD-træk i nogle situationer klarer sig lige så godt som deres jævnaldrende med mildere eller ingen ADHD-træk.

The researchers conclude based on research from 2022,¹⁰ It's time to re-evaluate our perspective on children with ADHD. Recent research emphasizes the need to nuance the common perception of ADHD. Traditionally, ADHD has been viewed as a direct correlation between symptoms and disability. However, recent studies suggest that this view may be overly simplistic and misleading. Research shows that the relationship between ADHD symptoms and level of functioning is not binary.

These findings emphasize the importance of having a more nuanced understanding of ADHD and recognizing that it manifests differently from person to person. This approach can help reduce stigmatization and support a more individual perspective on how children with ADHD experience and manage their symptoms.

This means that children with severe ADHD traits do not necessarily always perform worse than their peers without ADHD symptoms. On the contrary, some studies show that in certain situations these children do just as well as children with milder or no ADHD traits. This is information that the media should emphasize much more. It immediately piques my curiosity and I want to know more.

Overall, ADHD traits did not appear to be an advantage, but at the same time they were not a disadvantage either. Perhaps more importantly, children with even very severe levels of ADHD traits performed on average as well as their peers with milder or no ADHD traits. This suggests that ADHD traits are not associated with difficulties and impairments in all situations.¹¹

A balanced narrative requires a commitment to nuanced storytelling. It involves not only reporting on the challenges faced by individuals with ADHD, but also celebrating their achievements and potential. Such an approach can foster a more empathetic and supportive environment and encourage society to look beyond the diagnosis and into the person.

Research on media coverage of these topics is limited. However, there are many academic and educational articles that address diagnosis and suffering from a professional and solution-orientated perspective.

Let's take a closer look at the concept of distress. During my time at Children's Newspaper, I often felt overwhelmed by the constant focus on distress. It made me question what the term covers. Don't we all experience periods of distress? And why don't we focus more on what it takes to thrive? This shift in perspective is crucial.

That's why we need to be careful in the media when we use a term like "distress". What does it cover? What study are we referring to, what was the scope of the study, and what does "distress" mean? It's important to ensure clarity and accuracy in our terminology to promote a more constructive dialogue and provide a more realistic picture of the experiences of children and young people. In a debate article in the

¹⁰ <https://www.sundhedspolitisktidsskrift.dk/nyheder/5807-forsker-tid-til-at-se-anderledes-pa-adhd.html>

¹¹ Trine Wigh Arildskov, psychologist and PhD at the Department of Child and Adolescent Psychiatry at Aarhus University Hospital, is the lead author of two studies that were part of her PhD project.

Danish newspaper Politiken, several experts emphasize that it is important to nuance the narrative about young people who are struggling.

We must not trivialize the wellbeing challenges, but neither should we overdramatize, and we must be careful not to offer simplistic explanations when there is still much, we do not know. A discussion paper like this is hugely important. It is because professionals put their knowledge in the media for users to read. But I wish the media - the journalists - would do it too. Grasp the nuances and communicate them to a greater extent.

The challenge is that the data we have on the wellbeing of children and young people doesn't tell us anything about the severity of wellbeing problems. Wellbeing and unhappiness are not concepts or conditions that are as easy to measure as how physically active we are, what we eat or how much alcohol we drink.

These problems span a spectrum of challenges, ranging from common, temporary difficulties, such as those involving relationships with friends or romantic partners, to more serious and long-term issues such as severe loneliness, anxiety or depression.¹²

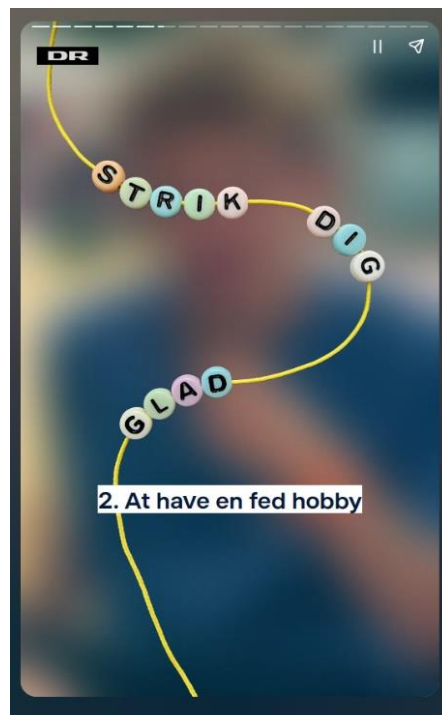
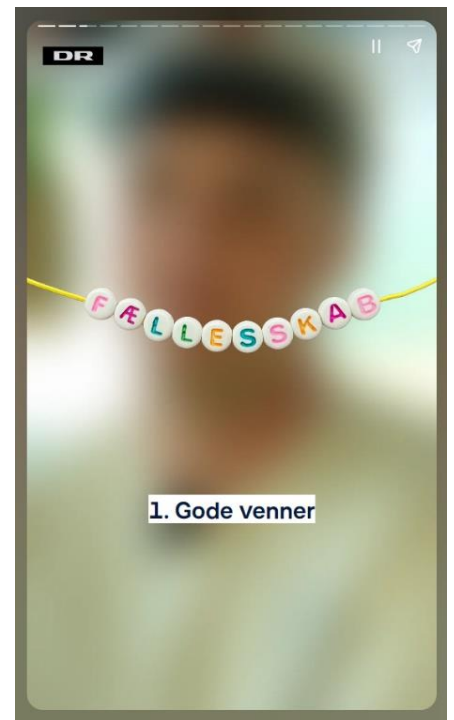
Understanding the media through a social constructivist lens also reveals how powerful media narratives are in shaping society's perceptions and attitudes towards children with ADHD and those who experience general unhappiness. The way the media frames these issues can have a significant impact on public understanding and stigmatization.

An alternative approach to young people's wellbeing begins by focusing on "wellbeing" instead of "unwellness" as in this feature below¹³ on dr.dk. Take a moment to look at the images and text on the next page and notice how they affect you. They evoke joy, don't they? And we all need to see ourselves reflected in others. To be part of the group. To be part of a community. If we believe that words create reality and recognize that we as media have enormous power with words, we need to be aware that we affect people both positively and negatively.

The media should produce more content like this, especially in times when wellbeing is a major concern. As media professionals, we have a role in shaping the perception of the world. We construct reality, and with that comes a responsibility to portray it accurately and positively. The screenshots below are just a selection.

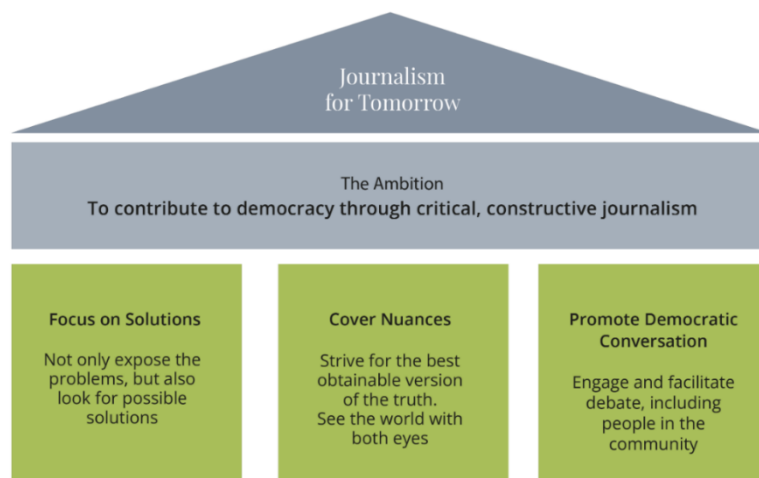
¹² Debate article by Niels Sandø, Director of the Danish Health Authority, Professor Anna Paldam Folker, National Institute of Public Health, SDU, and Professor Vibeke Jenny Koushede, Department of Psychology, KU, in Politiken on 6 February 2024.

¹³ <https://www.dr.dk/stories/1288510966/her-er-fire-ting-der-goer-unge-glade>



Social constructivism argues that our understanding of the world is constructed through our interactions and communication, including through the media. When the media too often portrays children with ADHD in a predominantly negative light, it not only reinforces stereotypes, but also shapes societal beliefs and attitudes in ways that may not reflect the true complexity of the problem.

Just as the three pillars of the Constructive Institute describe, a balanced approach that highlights both difficulties and solutions can help create a more nuanced and hopeful discussion on the topic. This can help to reduce fear and stigma while promoting constructive dialogue on how best to support children and young people to thrive. Ultimately, we all need solutions, hope and nuance to contribute to and participate in the democratic conversation.



We need to remember that media narratives shape reality and we need to be aware of our negativity bias. The media could benefit from creating more stories like the ones in *Børneavisen*, where the story is told after the child has gone through some kind of development and is in a different place in life than at the peak of chaos. And as Jakob Ørnberg and Trine Wigh Arildskov point out, there is much more to talk about ADHD than what happens in the media. There is a great need for more balanced and nuanced coverage that includes positive stories and successful interventions - and that also points to the future, according to mums Rikke and Annelise. The media should focus on both the challenges and the available solutions to provide a more hopeful and accurate picture of child and adolescent wellbeing and diagnoses.

Of course, I fully realize that the media also has a great responsibility to report when the healthcare system fails and hold people accountable. But one does not exclude the other and there is room for many more articles that people can relate to and that inspire hope and action. A more balanced portrayal of children and young people's challenges and successes can reduce stigmatization and promote a more hopeful and nuanced public debate. These are the stories we all need to read.

RENEW Journalism

I've covered a lot of ground in this report. It's not necessarily easy to summarize all my considerations in one model or mindset. At the same time, it's important for me to frame what I think is needed if we are to improve journalism both on my specific topic and in general.

It may seem diffuse and confusing to combine my experiences from The Children's Newspaper, knowledge and insights from my time at Constructive Institute with the insights and knowledge I have highlighted in this report. Therefore, I have defined an approach that I call "RENEW journalism" and tried to define what I believe should be a model for the future of journalism when we also know that news fatigue is a known phenomenon.

RENEW journalism: **R**eflective, **E**ngaging, **N**uanced, **E**mpowering and **W**ell-balanced journalism.

[How the results support RENEW journalism](#)

Reflective:

- **Balanced perspectives:** Reflective journalism helps present a balanced view, as seen in the case studies from Børneavisen, where the stories of children with diagnoses such as Asperger's and ADHD are told with a focus on their coping mechanisms and successes, not just their struggles.
- **In-depth analysis:** The report shows that current journalism often focuses on immediate, superficial reporting that doesn't provide the necessary depth or context. By encouraging deeper analysis and understanding, RENEW journalism addresses this gap. For example, instead of rushing to cover breaking news, it takes the time to gather comprehensive information, ensuring reports are accurate and meaningful.

Engaging:

- **Audience engagement:** Involving the audience in the news process, as practiced by Børneavisen, leads to more relevant and impactful journalism. This engagement can be achieved through digital tools, interactive platforms and direct communication with readers. This principle is essential to rebuild trust and ensure that the news resonates in the lives and interests of the audience.
- **Listening to the public:** The results show that listening to the needs and preferences of the public can make journalism more relevant and less alienating. This approach not only increases engagement, but also allows readers to feel part of the news process.

Nuanced:

- **Balanced narratives:** Nuanced reporting avoids one-sided portrayals by including both challenges and solutions. The report's analysis of ADHD coverage highlights the importance of presenting a balanced narrative that includes positive developments and effective interventions rather than focusing solely on problems.
- **Complexity and depth:** By providing a more comprehensive overview, nuanced journalism helps readers understand the complexity of the issues, reducing feelings of hopelessness and promoting a more informed public debate.

Empowerment:

- **Hope and solutions:** One of the most important lessons to be learnt from The Children's Newspaper is that it emphasizes leaving readers with hope and practical solutions. This approach can reduce news fatigue and avoidance among adults by providing a more positive outlook. For example, stories that highlight successful interventions for children with mental health issues empower readers by showing that problems can be solved and overcome.
- **Constructive journalism:** Focusing on solutions and future possibilities encourages proactive thinking among readers and promotes active participation in social improvement and democratic processes.

Well-balanced:

- **Countering negativity bias:** The report discusses the inherent negativity bias in human psychology and how it affects news consumption. Well-balanced journalism strives to present a mix of news that informs, educates and uplifts, counteracting the dominance of negative news. By emphasizing progress and positive stories, the media can provide a more accurate and hopeful picture of reality.
- **Proportion and scale:** Ensuring that news coverage is proportionate to the importance of events avoids sensationalism and distortion. This balanced approach is essential to maintain credibility and reliability in journalism.

Understanding the media within a social constructivist framework further supports the implementation of RENEW journalism. Media not only reports on events, but also shapes societal perceptions and norms. By applying RENEW principles, journalists can help create a more positive and realistic view of the world, promote healthier public debate and strengthen democratic engagement.

To be successful in implementing RENEW journalism, media organizations must invest in training and resources that promote reflective, engaging, nuanced, empowering and balanced reporting. This includes adopting new technologies to engage with audiences, revising editorial guidelines to emphasize constructive reporting, and fostering an editorial culture that values depth and context over speed and sensationalism.

Implementing RENEW journalism is not just an opportunity, but a necessity in today's media landscape. By integrating the principles of reflective, engaging, nuanced, empowering and balanced journalism, the media can address the challenges of news avoidance, distrust and negativity. This transformative approach improves the credibility and reliability of journalism and contributes to the overall wellbeing of the public. Furthermore, it ensures that more people can participate in the democratic conversation, promoting a more inclusive and constructive public discourse.

By taking inspiration from children's news reporting, adult media can create a more balanced, hopeful and engaging news environment. This shift not only rebuilds trust in the media, but also allows society to actively and positively engage in the democratic process. RENEW journalism is a promising way forward that addresses current challenges and paves the way for a more constructive and empowering media landscape for the benefit of all members of society.

Conclusion

The overarching question of this report is: How can journalism for children inspire adult media, particularly in covering stories about children in distress or receiving diagnoses? Through an in-depth exploration of various principles and examples from Børneavisen, it appears that journalism for children offers useful lessons for adult journalism. While adult media cannot replicate children's media approaches due to different target audiences and product types, they can certainly draw inspiration from them.

Key Lessons for Adult Media from Journalism for Children

1. **Engagement and Involvement:**
 - Børneavisen's success was arguably due to its deep engagement with its audience, ensuring relevance and connection. Adult media can adopt similar practices to understand and cater to their audience's needs better. Involving readers in the news creation process may increase engagement and build trust.
2. **Hope and Solutions:**
 - Children's news emphasizes providing readers with hope and practical solutions rather than just highlighting problems. This approach may reduce news fatigue and avoidance among adults by offering a more balanced view of the world. Constructive journalism, which focuses on solutions and future possibilities, can transform the news landscape and further trust in the media.
3. **Balanced Narrative:**
 - Presenting a balanced narrative that includes both challenges and solutions can foster a more nuanced and hopeful discussion. This approach reduces fear and stigma and promotes constructive dialogue on how best to support children and young people in distress. Highlighting success stories alongside challenges provides a more accurate portrayal of reality.
4. **Fewer Breaking News:**
 - Instead of rushing to report breaking news, which can often lead to inaccuracies and heightened anxiety, adult media should prioritize thorough and well-considered reporting. This ensures accuracy and builds trust. Delaying coverage until key facts are confirmed, as intended by Børneavisen, may lead to more reliable and less sensationalist journalism.

Understanding media within a social constructivist framework highlights the media's role in shaping social reality. By acknowledging this, journalists can better balance their reporting to reflect both the challenges and progress within society. The media do not only report on events but also shape public perception and societal norms, making their role in fostering a balanced and informed public discourse crucial.

By shifting towards a more balanced and constructive approach, media can address that many people, particularly younger audiences, avoid the news because it negatively impacts their mood. They express a desire for more positive, solution-oriented news. This involves not only focusing on negative events but also linking to them positive developments and solutions. This balanced approach can help reduce news fatigue and restore trust in the media.

As an added factor, understanding the human tendency towards negativity bias is important for journalists. Journalists need to be aware of this bias and should strive to counteract it by emphasizing positive and balanced reporting. Such a shift can help create a more accurate and hopeful public discourse.

When discussing media coverage of children with ADHD and other mental health challenges, it may be observed that the news cycle often focuses on the negative aspects, contributing to stigma and a sense of hopelessness. By presenting a more balanced narrative that includes both challenges and successes, media can help reduce stigmatization and foster a more constructive public debate. Highlighting positive stories and successful interventions can provide a more accurate portrayal of children's and young people's well-being.

To facilitate such a journalistic path, the concept of RENEW journalism can be useful and it look like this in short form:

- **R**eflective: Encouraging deeper analysis and understanding rather than immediate superficial reporting.
- **E**ngaging: Actively involving the audience in the news creation process to ensure relevance and connection.
- **N**uanced: Providing a balanced view that includes both challenges and successes, avoiding one-sided portrayals.
- **E**mpowering: Focusing on solutions and leaving readers with a sense of hope and the possibility for positive change.
- **W**ell-balanced: Striving for a mix of news that informs, educates, and uplifts, counteracting the inherent negativity bias.

The ultimate objective behind this approach is that more people can participate in the democratic conversation, fostering a healthier and more inclusive public discourse. It draws inspiration from children's news reporting, such that adult media can create a more balanced, hopeful, and engaging news environment.

RENEW journalism sets the stage for a more constructive and empowering media landscape that benefits more members of society. Moreover, this shift emphasizes trust in the media but also empowers society to engage actively and positively in the democratic process.