KidsPost Celebrates 20th Anniversary

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INTRODUCTION

A Mirror to Our World

In a special supplement on April 14, 2020, The Post celebrated the 20th birthday of KidsPost that began publication on April 10, 2000. This May’s NIE curriculum guide includes profiles from that supplement and some previous KidsPost articles, mixed with a few new articles to reflect the range of topics covered over two decades.

John Kelly, founding editor of KidsPost, wrote: “To decide what KidsPost should be, my staff and I did what good journalists do: We did research and we asked questions. We looked at what newspapers in other cities — and other countries — did. We visited classrooms across the Washington area and talked with students. We talked to our daughters and sons.

“We learned things you probably already know: Kids are curious about the world. They want to know what adults are talking about, but they also want to know about other kids. They like sports. They like animals. Gross stuff makes them laugh.

“We decided to write about all these things on our new page — and do it in a way that didn’t talk down to kids.”

With KidsPost we celebrate the sports columns and profiles of children around the world, naked mole rats and pets’ gross acts stories, and all the serious stories. We look forward to tomorrow’s stories, and are ready to celebrate 20 more years.

“A newspaper holds up a mirror to the world. And like the world — like life — a newspaper includes things that can make you happy and things that can make you sad.”

— John Kelly
As KidsPost turns 20, a look at how it has grown up

“I went to Harvard for this?”

That’s what I sputtered in faux outrage 20 years ago when the managing editor of The Washington Post asked me if I would start a page in our paper for kids.

Of course, I hadn’t really gone to Harvard. I’d just returned from a journalism fellowship there after spending nine years as an editor in The Post Weekend section. I was hoping the fellowship would give me the chance to reinvent myself as a Serious Journalist. But I’d spent barely three months as a general assignment reporter in Metro before Steve Coll asked me to start something for young readers.

I went to Harvard for this?

KidsPost published its first issue April 10, 2000, which means Friday it turns 20. It’s not a kid anymore. If KidsPost were a person, she would be irritated she had been sent home from college to shelter in place with her parents.

I hope she would be a “media-literate” 20-year-old. That’s what the founding staff of KidsPost — Elizabeth Kastor, Ellen Edwards, Fern Shen, Liliane Vilmenay, Scott Moore and I — were trying to achieve. We wanted our 8-to-12-year-old readers to be informed about the world — and we wanted to entertain them — but we also wanted them to learn how to interact with the news.

Of course, we hoped that would include graduating to The Washington Post when they got older.

Most of us had kids of our own, whom we loved. But we tried not to think of KidsPost’s readers as precious little bundles of light. We wanted to talk across with them, not down to them.

There was occasional controversy. Our sports columnist, Fred Bowen — still writing today — irritated Yankees fans every time he wrote about his beloved Red Sox.

Michael Cotterman, our news aide, interviewed skateboarding star Tony Hawk, who for some reason was promoting Hot Pockets. The PR company that arranged the interview was livid we didn’t shoehorn “Hot Pockets” somewhere into the story. (Michael said Hawk had told him his favorite food was sushi.)

The page appeared at the back of the Style section and some parents would complain when KidsPost was near a Style story about same-sex marriage or R-rated movies. I figured kids would have to learn about that stuff eventually and we were doing everyone a favor.

I remember having to go to Eugene Robinson, the then-editor of Style, to get permission to use the word “fart” in print. I had been to Toy Fair in New York, where I was entranced by a new product that made a distinctive sound when you squeezed a viscous goo between two bladders.

The product was called “Burple,” and I asked its inventor, Daniel A. Chernek, whether it shouldn’t really be called “Fartle.”

“Yes,” he said, “but there’s an unwritten law that you never put the word ‘fart’ on a product.”

A highlight was when KidsPost sponsored the D.C. premiere of the

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JOHN KELLY/THE WASHINGTON POST

KidsPost debuted in The Washington Post on April 10, 2000, with a lead story about Elian Gonzalez. Later stories explored such things as the Enron scandal, the recession and gross things readers’ dogs had eaten.
first Harry Potter movie, at the Uptown Theater. I got to stand before 800 lucky kids and parents and intone: “Before we begin the film, I would like to say a few words. And here they are: Nitwit! Blubber! Oddment! Tweak!”

Hardcore Potterheads know that Dumbledore says that in the book.

I remember being glad that the Bill Clinton/Monica Lewinsky stuff happened before we debuted, but there were other uncomfortable subjects with which we had to contend. In the fall of 2002, we went back and forth over whether to cover the Beltway snipers. When a middle-school student — potentially a KidsPost reader — was shot, we decided we had to.

Here’s what Kastor wrote in the introduction to Shen’s story on the shootings: “We don’t want to upset readers, but we do want to inform them. Knowing the truth about something, we think, is less frightening than wondering what the truth is and letting your imagination run wild.

“We’re not going to tell you not to be scared. Plenty of adults are worried. But, if stories like today’s are too much for you, you don’t have to read them. If the news comes on TV or radio, you don’t have to watch or listen. Everyone’s brain needs a rest.”

I think that’s still pretty good advice, no matter how old you are.

NOTE: Kelly invited past KidsPost readers to write about their memories. Did they enter contests, provide birth dates or send in weather art? And they did respond. Read “KidsPost graduates share stories of their media literacy. And their corny jokes.”
Why does The Washington Post have a KidsPost page?

KidsPost started in 2000 because Washington Post editors wanted to connect with young readers and they knew that stories in the rest of the paper were often too long and complicated for kids. So, they created a page that was just for ages 7 to 13.

When did you become KidsPost editor? What interested you in KidsPost?

I became the KidsPost editor in April 2013. I had worked for a year as the section’s reporter and before that I copy edited KidsPost stories. I have always been interested in a variety of subjects – including history, science, books and languages – and editing KidsPost allows me to edit and write about many things.

What do you do as KidsPost editor?

I have to plan what stories we will cover, and that often means thinking weeks, or sometimes months, ahead. Sometimes writers come up with ideas for stories, and sometimes I do. I try to give writers a few weeks to complete a story, but stories about news events often get done much faster. I work with an art director, who helps figure out how the story will look in the paper and online. Sometimes she will hire an illustrator to draw something to go with a story. Other times we will work with our photo editor to find photographs. I usually edit stories several days before they will publish, so I have time to talk to the writer about changes. I send the story to the copy desk for another edit or two, and I look at a proof, or printed out version of the story, before we’re ready to publish. I usually publish the web version of the story, so I choose the online photos and make sure there are links to other KidsPost stories.

How is being the KidsPost editor different from being a copy editor for the National Desk or Features Desk?

Copy editors are the last people to read the stories, and they handle quite a few each day. That means they must edit quickly, looking for mistakes and things that don’t make sense. They also write headlines and photo captions. When I was a copy editor, I focused on those tasks — which are at the end of the editing process. Now I focus more on the beginning, but I’m involved in the entire process.

Who writes the KidsPost articles?

Most of KidsPost’s writers are freelancers, or people who don’t work at The Washington Post. They work for themselves. I write some stories, and occasionally a writer from another section at the Post will write a story.

Do the writers of KidsPost articles have different areas of expertise?

Absolutely. I have writers who come up with science stories. I have a freelance writer who enjoys writing about animals and nature. A couple of freelancers specialize in writing about books. And Fred Bowen writes a sports column that has appeared in KidsPost since the beginning.

What does Fred Bowen’s sports column add to KidsPost coverage?

The Score column started out as a way to interest boys in KidsPost. But obviously, girls like sports, too. The column is an opportunity to talk about people kids admire but it’s also a place to share sports lessons, something you often don’t find in a typical sports section. Fred’s years as a youth sports coach and sports dad give him an interesting perspective.

Are there any favorite news stories or features?

One of my favorite stories was about author Beverly Cleary turning 100. She was fun to talk to, and quite a few children’s authors — including Jeff Kinney, R.J. Palacio and Kate DiCamillo — told us why they loved her work. I also enjoyed editing our special sections about Europe since
World War I, endangered animals and human spaceflight.

Have readers assisted with coverage ideas?

Yes! Most recently, they have shared questions about the coronavirus outbreak. We planned one story, but I decided to continue with a question each week because there were too many questions for just one story. Readers also send emails telling me about interesting or unusual things going on in their schools or neighborhoods.

What classes and major in college do you recommend to someone who wants to be an editor?

I recommend learning to write well and taking a wide range of classes. This could mean a degree in journalism, but it could also mean a degree in history, English, political science or even biology. You could end up an editor for a scientific magazine.

Best of KidsPost

- Go on safari at home with a twice-daily live-stream from South Africa
- Bob, the tiny dog from ‘The One and Only Ivan,’ takes the lead in a new book
- Kids’ coronavirus questions: Can two quarantined groups get together?

During the 1918 flu pandemic, at-home learning meant little schoolwork

When schools closed, kids kept busy with chores maybe a job.

By Gina Rich

Tiny backpacks show scientists the amazing lives of bats

Tracking system shares data about the animals even when they are inside caves.

By Leila Nargi

Tell your story of the coronavirus outbreak with a piece of art

KidsPost is part of an international effort to collect kids’ drawings and paintings.
Wiggling her toes in the sand, Alice Imbastari surveys a stretch of Mediterranean coastline near her home south of Rome. But she’s not looking at the waves or even the paraglider soaring above. She’s searching for trash. “See that?” she shouts, and rushes to grab a ripped chip bag.

In minutes, she fills up a sack with all sorts of things that shouldn’t be here — deflated balloons, hot dog wrappers, a hair comb. They range in size from a chunk of plastic foam to a tiny dot of plastic. “Birds think they’re eggs and eat them,” said Alice, who dreams of being a vet when she grows up.

Alice has learned a lot about litter in the past year since she spoke in Rome in front of a crowd of thousands gathered for the first Global Climate Strike for Future. “I counted to 100, and then I gave up,” she said of the crowd.

Although giving that speech — and others that have followed — was scary, Alice is more terrified for the environment. That’s why she begged her parents to let her protest just like her role model, Greta Thunberg, the Swedish teenage activist who has attracted worldwide attention with her campaign to fight climate change.

Because they wouldn’t let her skip classes every Friday, Alice came up with another plan. “From school, I looked out the window and I could see the sea,” she said. So she got trash bags, rubber gloves and a pair of chimney tongs, and started doing weekly beach cleanups. She tries to reuse whatever possible, often to make crafts.

“When she was smaller, we used to take shells. Now we take plastic,” said her mother, Paola Bernasconi, who has noticed other changes, too. For snacks, Alice prefers cut-up veggies instead of sweets wrapped in packaging. For her 10th birthday last May, she asked to plant fruit trees.

It’s often lonely on the beach — other kids from school haven’t been interested in helping, and some even bullied her about her activism. So she recently switched schools. But she won’t stop cleaning.

“I go home, and there’s plastic again the next day,” Alice said. “It keeps coming.”

— Vicky Hallett

Illustrations by Natalya Balnova for The Washington Post
Maimouna Ndiaye, 14, Mali
‘Master’ coder sees robotics as the future for women’s careers

The youngest kid on Mali’s national robotics team wants to build the perfect assistant.

“Artificial intelligence that is extremely precise,” Maimouna Ndiaye said, “for someone who is very busy.”

Like her — the teenager in the West African country’s bustling capital, Bamako, spends most afternoons behind a Dell laptop, coding away while pop stars such as Shawn Mendes croon through her speakers.

Maimouna, 14, is one of two girls on her high school’s elite programming squad, balancing a full load of schoolwork on top of technology competitions across Africa. They create, among other projects, applications that translate Mali’s mother tongue, Bambara, into French and English.

“She is a master,” said her coach, Malick Traore, the technical manager at RobotsMali — and very unusual in a conservative region where some frown upon women who choose to work.

“That mentality is old-fashioned,” said Maimouna, a numbers lover who applied for her first computer camp at age 9. A group of engineers had visited her school, she said, inspiring her to take the leap.

Today she sees robotics as the future — a path to speed up development in a nation where the average worker earns just more than $2,100 a year — and nudges other girls in town to pursue their machine dreams.

The first step, she tells them, is shushing the internal voice that says, “You can’t do it.”

“You’re capable,” she gushes in these pep talks. “We need everyone to get involved and build a better world.”

Plus, she said, it’s fun.

Maimouna has designed a remote-controlled robot on wheels that flashes a rainbow of colors. She hopes to construct something more humanlike as technology advances, an android that handles everyone’s chores.

For now, she’s busy studying artificial intelligence — the focus of her next competition this summer in Rwanda.

— Danielle Paquette
William Winslow, 14, North Carolina
Food drive organizer is ‘passionate’ about helping hungry kids

William Winslow could spend the long Martin Luther King Jr. holiday weekend playing basketball in the driveway at his home in Raleigh, North Carolina. Instead, the founder of the Food Drive Kids sits at the kitchen table with his 10-year-old brother, Alexander, and their parents to plan his nonprofit’s annual food drive.

“I will do whatever it takes to end childhood hunger,” he said.

William was in the first grade when he first learned that as many as 1 in 5 kids in his state were at risk for hunger — including some of his classmates.

“That came as a shock,” he said. “I thought everyone had the same life as me. It was a rude awakening to the real world.”

He persuaded his mom to drive him to a local Food Lion. There, he talked shoppers into buying food — 1,400 pounds worth — to send home in backpacks with kids during spring break.

Seven years later, he’s collected more than 55,000 pounds of food, raised $63,000 and been recognized as a Prudential Spirit of Community honoree.

He’s expanded his mission, too. With Alexander working as head of advertising, Food Drive Kids also provides emergency food relief to the community, has helped build four school gardens to give kids access to healthy food and has set up two Little Food Pantries, which the brothers stock with food and toiletries each Friday.

“I didn’t imagine that William would be 14 and still doing this, but the older he gets, the more passionate he is,” his mom, Blythe Clifford, said.

Many children, not just William and Alexander, still help make Food Drive Kids’ food drive a success. More than 100 kids from the boys’ school and Scout groups turn out in April to hand out food lists to shoppers, collect purchased boxed and canned items and load them into trucks.

Said William: “We prefer kid [volunteers] over adults because they don’t think something is impossible. They just want to do it, and it ends up being possible.”

— Lela Nargi
A Closer Read: **Lede the Way**

**Kauã Rodolfo, 11, Brazil**
*Cause: Raising environmental awareness*

One natural disaster after another had sent Brazil reeling. There had been a massive mudslide in the country’s southeast, then a mysterious oil spill along the northeastern shore, and finally the fires in the Amazon rainforest.

That was when Kauã Rodolfo, 11, decided it was time to help. The way he sees it, the planet is in big trouble — and it’s up to kids to solve it. So he started planting trees in the southern Brazilian city of Curitiba, one after another.

“It’s important to save the planet,” Kauã said, “and it’s important to protect the trees, because they make us better.”

Kauã is an ambassador of an organization called Plant-for-the-Planet. Conceived in 2007 by a 9-year-old German named Felix Finkbeiner, it is an international awareness campaign led by children that began with an ambitious goal: plant 1 million trees. But soon, what began as the one tree Felix planted at his school had turned into several thousands, then several hundreds of thousands, then, within a few years, 1 million.

— *Terrence McCoy*

**Haaziq Kazi, 13, India**
*Cause: Ocean trash*

It was the sight of a dead whale in a National Geographic documentary that moved Haaziq Kazi to act. Washed ashore, the whale had 37 pounds of plastic inside its bloated stomach.

“Two things stuck to me: The first was the magnitude of the problem, and the second was the impact it has on life,” he said.

So when the time came for a school project, when students had to come up with solutions to a problem they felt strongly about, Haaziq chose to work on ocean trash.

“There are about 5 trillion pieces of plastic floating in the ocean,” he said. “This would be enough to stack two-liter plastic bottles from here to the moon and back — twice.”

Haaziq, then 9 years old, attempted to create a device that could help clean the oceans. Finished in three years, the first concept design of the device — called ERVIS — is a ship with saucers and chambers. While saucers would float on the surface of the ocean, creating a whirlpool to suck the waste inside, the chamber compartments would store the waste.

— *Niha Masih*
Sidney Keys III, 14, Missouri

Cause: Improving literacy among boys

From a young age, Sidney Keys III loved to read. But finding characters he could relate to was a challenge, because most of the books at his school library featured white protagonists. “I’d never been exposed to African American literature in a fun way,” Sidney said.

That changed when Sidney’s mother, Winnie Caldwell, took him to EyeSeeMe, an African American children’s bookstore in University City, Missouri. Sidney, then 10 years old, picked up “Danny Dollar Millionaire Extraordinaire: The Lemonade Escapade,” by Ty Allan Jackson. “I couldn’t put that book down, because it was about a black boy who looked like me,” said Sidney, now 14.

Sidney wanted his peers to experience the same excitement in finding characters that resonated with them. In 2016, he created Books n Bros, a reading club for boys ages 7 to 13. The club, which now has 100 members, focuses on African American literature and meets each month to discuss a book; past topics have included history, sci-fi and fantasy genres.

— Gina Rich

Shana Grant, 17, Washington, D.C.

Cause: Gun control and nonviolence

There were 116 homicides in the nation’s capital in 2017. It took just one to change Shana Grant’s life. “I had always been interested in social justice and how I could improve my community,” the 17-year-old Washington native said. “But I wasn’t sure how to go about it.”

After September 20, 2017, she knew. That was the night that her 16-year-old friend, Zaire Kelly, was shot to death outside his home by a teenager trying to rob him.

Zaire was the first person Shana knew personally who had died from gun violence. And she wanted him to be the last. Police statistics showed that the percentage of gun-related deaths in the city was rising.

“It was time for it to be enough,” Shana said.

Believing strongly that youths can make a difference, she engaged in anti-violence activism. She was on Pennsylvania Avenue a few months later for the student-led March for Our Lives demonstration supporting gun-control measures. Other rallies and meetings followed. Last year, she was elected a D.C. youth “mayor” through a city-run program that develops future leaders.

— Marylou Tousignant
An Integrated Curriculum For The Washington Post Newspaper In Education Program

Lede the Way continued

Naudia Greenawalt, 10, and Linkin Eger, 10, Wisconsin

Cause: Raising awareness about childhood cancer

When Naudia Greenawalt’s friend Linkin Eger was facing cancer, Naudia had a lot of questions. What kind of medicine would Linkin take? Was it possible to get rid of the cancer? Would her friend still be the same goofy, fun-loving Linkin?

Linkin was 2 years old when doctors found his brain tumor. Surgeons removed most of it. But a few years later, the tumor came back, and Linkin needed chemotherapy — medication that kills cancer cells.

Naudia, who attends school with Linkin in West Allis, Wisconsin, wanted to understand what her friend was going through — not only the medical parts, but also what it was like to be a regular kid dealing with a serious illness. She decided to turn Linkin’s story into a book, sell it and donate the profits to Linkin’s family. “I was trying to create awareness about childhood cancer,” said Naudia, 10.

Before writing the book, Naudia joined Linkin at hospital appointments, took pictures and interviewed his family and medical team. In 2017, “My Friend Linkin” was published.

“I thought it was awesome,” said Linkin, now 10. The book sold 500 copies and became the subject of an Emmy-nominated documentary produced by Milwaukee PBS.

— Gina Rich
You have read five ledes. All six of the young people who are profiled care about a cause and are making a difference where they live. Now take a closer look at the approach each writer has taken.

Write your responses to the questions on your own paper.

   • This informs the reader of current events in Brazil. But why should we care? In the second paragraph we have the answer. What is it?
   • In the third paragraph, a quotation is included. What does this add to readers’ understanding of Kauã?
   • What additional information in the fourth paragraph helps readers to know why Kauã was selected to be profiled?
   • What else do you want to know about Kauã? What questions might you ask him to complete the profile?

2. Haaziq Kazi — Begins with the specific influence on Haaziq.
   • Why do you think the profile writer included the details but not the title of the documentary?
   • A quotation comes early in the second paragraph. Why is this an interesting quotation?
   • Do many students have school projects that are similar to this assignment? What makes Haaziq stand out from other students?

3. Sidney Keys III — Begins with a personal dilemma and a short quotation.
   • Sidney’s mother is included in the lede. Why is she included in his profile?
   • What was Sidney’s motivation to begin a project?
   • Details of his club are given. Think about the questions that were asked to get this information. Why do you think the profile writer wanted this information and chose to provide it in the lede?

4. Shana Grant — Begins with one fact. And a statement that that fact changed Shana’s life.
   • What perspective on Shana is given in the second paragraph quotation?
   • In the fourth paragraph, the profile writer gives additional statistical information. Why does this work better than giving all the facts at once?
   • By the end of the lede, readers know she became a participant with others in anti-violence activities. Do we know yet why she has been selected to profile?

   • What is the importance of her questions? Also, look at the order of the questions. What if the last one had been the first one in the list?
   • The second paragraph focuses on Linkin. Why does it help readers to know this information early in the profile.
   • Explain how the profile writer puts the information of the first two paragraphs together to get the focus back on Naudia and a reason to read this profile.
   • What question(s) does the next paragraph answer?
   • The last paragraph of the lede acts as a transition into the profile. Why do you think Naudia was selected to profile? What question would you ask her or Linkin to help complete the profile?
Think Like a Reporter | Write a Profile

Profiles are essays or Q&A pieces that introduce a person to others. They are based on interviews and research. The research might be collecting photographs of the person at different ages or it might be reading about a time period that made a big impact on the person you are profiling. The most important interview will be conducted with the profilee (person you are profiling). If time allows, you could interview other people who know this person.

Decide on Who to Profile
KidsPost for its 20th birthday celebration chose to profile students from around the globe who are activists. They have different causes. As readers read the profiles they learn what or who influenced them and how they are working on their causes. If you know someone who is deeply involved in a cause, you could profile this person to add to the series.

There is also the idea that everyone has a story. Think about the kids and adults you know. Who do you think would be interesting to get to know better? Who would you like to introduce to others, to see him or her as you do?

Brainstorm What and Why You Want to Know This Person
When you have selected someone to profile, write down your thoughts on why you want to introduce this person or what you would like to know about this person.

With whom will you share the profile when it is written? Will your classmates read it? Are you working on a neighborhood newspaper, and you would like to print it in it? Maybe your family is planning a reunion and all the cousins are writing profiles of older family members. These will be shared within the family.

Set Up When and Where to Do an Interview
Knowing the answers to the above will help you when you approach the person you want to profile. You will be able to let the person know who will read the profile as well as share your interest and enthusiasm.

- If you plan on videotaping or recording the interview, be sure to ask permission.
- Be sure to be clear about time and place where the interview will take place.
- If one of your parents will be present, tell the profilee.
- If there are circumstances that don’t allow you to meet in person, how will you conduct the interview? Be sure you have familiarity with technology that will work for both of you.
Write Interview Questions
Think through what you want to know. Write a minimum of 15 questions. During the interview, really listen so you can ask follow-up questions. You may learn something you had not expected; don’t be afraid to ask about this new area.

You may have a question based on your research. Something like: I read that …, was this true for you? My mother said that you are the middle child in your family, did this influence you? OR What was it like to be the youngest of nine children? This kind of question shows you prepared for the interview.

Conduct the Interview
Dress appropriately to show respect to the person you are interviewing. Be on time and ready. Do a sound check of microphones if you are recording the interview. Always begin with verifying the spelling and punctuation of the person’s name.

After a few informal questions or observations of your surroundings (photographs, art work, memorabilia), begin your prepared questions. Listen carefully while you take notes. Don’t forget the follow-up questions or new directions.

Organize Your Notes
When you write the profile, you cannot use all the information you have gathered in your interview. Even if you take the Q&A approach, there will be some questions and answers that will be for your background and not for inclusion. You can put the questions in a better order based on the answers.

If you are writing a narrative profile, read through your notes to find the following:
- Revealing information and perspectives
- Most interesting quotations
- Surprising thoughts or actions

Write a Lede
The lede is the first paragraphs of a news story, a feature or an opinion piece. In the profile, you want to capture the interest of readers so they will want to continue reading to learn more about the person you have profiled.

There are several approaches to start a profile. Read the examples of KidsPost profile ledes in “A Closer Read: Lede the Way.” There are questions at the end to help you think about the ways the writers began those ledes.

You might begin with a description of a place or the profilee involved in an activity. You might begin with a list of names, actions, events or dilemmas. You might begin with a significant event that changed the person’s perspective or with childhood. Questions or statements of fact might also be a way to begin. Whatever lede approach you write, you need to relate it to the person you are profiling — either immediately or by the end of the profile.
Complete the Profile
You have notes from an interview that you conducted. You have thought about how profiles begin. You have selected strong quotations and interesting ideas about the person and those special points of view held by the person you are profiling.

Begin by writing the lede. This will introduce us to your profilee.
Now go through your notes and complete the profile.

If you want to read examples of complete profiles. There are three more from the KidsPost series of kids who are making a difference. Read the profiles of Alice Imbastari, 10, from Italy; Maimouna Ndiaye, 14, Mali; and William Winslow, 14, North Carolina, U.S. Notice who is pursuing a cause alone and who has involved others.

Conclude the Profile
Your conclusion makes us glad we have met this person through your profile. We may be happy or sad about the person’s life, but we know we have a better understanding of what made him or her tick.

You want to either give a sense of the next project or the person’s current goals. You can quote the profilee or let someone else say what the person has done to help others or what others think of her. You can take us back to the setting in the lede and reveal more about what is taking place there — we get the bigger picture of the person’s actions or know what is motivating the action that is described.

Think about what you have learned about this person through observation, interviews and a little research. Reflect the personality — the humor, the serious cause or loss of purpose, the athleticism, the selfishness or the caring for others — that you have introduced us to in your profile.