

**Marion High School**  
**Student Instructional Packet Assignments**  
**September 8<sup>th</sup> - September 21<sup>st</sup>**

<p>Student: _____</p> <p>Period: _____ <b>Yearbook Production</b></p> <p>Teacher(s): Circle your teacher's name, if more than one teacher is listed below.</p> <p>Teacher 1: Ms. E. Williams Email: erwilliams@marion.k12.sc.us</p> <p>Teacher 2: Email:</p> <p>Teacher 3: Email:</p> <p>Teacher 4: Email:</p> <p>Course: _____ <b>Yearbook Production</b> _____</p> <p>Teacher Planning Period: _____ 3<sup>rd</sup> Block _____</p> <p><b>School Number: 843-423-2571</b></p>	<p><b>Student:</b></p> <p><b>Please put your name and class period on this sheet.</b></p> <p><b>You will need to return this sheet and any assignments attached.</b></p> <p><b>Circle your teacher's name</b></p>
	<p style="text-align: center;">Tuesday – September 8<sup>th</sup></p> <ul style="list-style-type: none"> <li>• A Yearbook Spread To-Do List <ul style="list-style-type: none"> <li>• Staff contract</li> </ul> </li> </ul>
<p style="text-align: center;">Wednesday – September 9<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Yearbook and 21<sup>st</sup> Century Skill</li> </ul>	<p style="text-align: center;">Thursday – September 10<sup>th</sup></p> <ul style="list-style-type: none"> <li>• Yearbook Language</li> </ul>



## **Syllabus: Yearbook Production**

**Course Description:** Yearbook Production You are historians, journalists, and artists putting together a photojournalistic book that will be on shelves for many, many years to come. What you do in this room directly affects every person in the Seeley-Swan High School community but that's not all. It also affects members of the whole Seeley-Swan community, future students to SSHS and their families, and your own future 38-, 58- and 78-year-old selves. It is an honor and a big responsibility to be a part of the yearbook staff! One of the most exciting 21st Century Skills that yearbook teaches is leadership and the communication necessary to be a good leader. Thank you for making the commitment

**Instructor:** Ms. E. Williams  
Room 103  
erwilliams@marion.k12.sc.us  
843-423-2571 ext. 3629

**Resources:**

- ❖ LifeTouch
- ❖ Jostens
- ❖ Microsoft Teams
- ❖ Schoology
- ❖ Email

**The Business of Yearbook is a Business:**

**Course Objectives** In order to capture and record the current school year for enjoyment and reference in the future, students will: • write copy and captions in appropriate journalistic style for yearbook • use good photojournalism techniques • design a professional, attractive theme-based yearbook • write effective headlines and captions • edit, proofread and evaluate their own and others' work • work cooperatively within time constraints (DEADLINES) and budget limitations • learn and use effective sales and promotional techniques

**Outside-of-School Work**

When you signed up for yearbook, you signed up for an extracurricular activity as well as a class. Much of the work of yearbook is completed outside of class. Students must be present at activities and sports events, conduct interviews and sell business ads.

As a class we will navigate through 4 task phases:

1. Plan
2. Create
3. Sell
4. Celebrate

# A Yearbook Spread To-Do List

A yearbook spread represents numerous tasks that must be completed through the collective effort of several yearbook staff members working as a team.

With a partner or small group, identify and list as many tasks as possible that must have been completed to create the yearbook spread shown below. Consider each verbal and visual element and the tasks involved in producing each. Photos alone have a multitude of tasks from planning photo content and assigning a photographer to the event, to cropping and captioning.

After 15 minutes of idea generating, have a spokesperson for your group share your task list with the class.

### Consistent Folios Throughout Book To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Quotes To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Captions To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Loudoun Valley High School (VA)

### Feature Story To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Headline & Design To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Event Photo To-Do

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Yearbook and 21st Century Skills

## LEARNING AND THINKING SKILLS

As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives.

For each of the following, list at least one career in which the described skill would be helpful. Name as many careers as possible throughout this handout.

### COLLABORATION

- » Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

Career: \_\_\_\_\_

(Yearbook staffers need to compromise when developing a theme, creating layouts that share the theme and implementing marketing strategies.)

- » Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Career: \_\_\_\_\_

(A yearbook, which is collaborative in its end product, cannot be made without the individual contributions of many people.)

### COMMUNICATION SKILLS

- » Express thoughts for entertaining, persuading or informing.

Career: \_\_\_\_\_

(Ideally, every page in the yearbook will inform the school community about the clubs, activities and sports available to students as well as providing an entertaining presentation of the interests of the student body at this point in time.)

### CRITICAL THINKING

- » Analyze, infer, compare, reason, interpret, reason, synthesize and evaluate.

» Career: \_\_\_\_\_

(Students are critical thinkers as they analyze a layout to determine if it has good coverage, compare consistency from spread to spread or evaluate how they are tracking to deadlines or sales goals.)

### CREATIVE THINKING

- » Innovate, including original ideas and risktaking.

Career: \_\_\_\_\_

(Not only do students need to think creatively to create layouts and take photos, but they also need to solve problems by thinking in divergent ways.)

- » Examine and evaluate ideas from different perspectives, think in new directions and synthesize information in different ways.

Career: \_\_\_\_\_

(The creation of a yearbook is a team effort. Students need to be able to examine and evaluate many different possibilities for design, writing and problem solving by researching and brainstorming.)

### ICT LITERACY

- » Use technology to develop 21st Century content knowledge and skills in support of 21st Century teaching and learning.

Career: \_\_\_\_\_

(When students create a yearbook, they are using computers, digital cameras, photo editing software and design software as well as the Internet and social media.)

### LIFE SKILLS

- » Leadership

Career: \_\_\_\_\_

- » Ethics

Career: \_\_\_\_\_

- » Accountability

Career: \_\_\_\_\_

- » Adaptability

Career: \_\_\_\_\_

# Yearbook Language

## ACADEMICS SECTION

Covers all aspects of curriculum-related experiences.

## ACTION PHOTOS

Capture the important moments when they're happening; they show an activity or event in progress.

## ADVERTISING SECTION

Dictated by budget and policy and can include business and/or recognition ads.

## ANGLE

An angle narrowly defines a topic, making specific verbal and visual storytelling possible.

## CAPTIONS

Text blocks accompanying photos that add information. Captions answer readers' questions about the photograph. Can range from identifying and supplying minimal information for people in photos to serving as mini-stories telling the 5W's and H including quotes. Also called outlines.

## CHRONOLOGICAL CONTENT APPROACH

A coverage approach that uses a time element such as seasons or months to organize the content.

## CONTENT MODULE

Portion of a page or spread with mini design of photos and text. Can be displayed with other content modules on a spread to present different angles on the same topic.

## COVERAGE

The story of the year told through complete, balanced, relevant and dynamic verbal and visual content.

## FEATURE STORY

A single-story approach packed with facts, figures, descriptive details, specific examples, quotes and poignant anecdotes. Journalistic feature stories use a catchy lead

followed by short paragraphs featuring meaningful quotes and containing facts and figures.

## HEADLINE

The large type designed to attract readers to stories and draw them into pages. A well-written headline summarizes a story or highlights its focus. Headline components include primary and secondary.

## INFOGRAPHIC

Presents facts and figures, often poll and survey results, in a visual way that often includes illustrative art.

## LADDER

A diagram or online tool used to plan content/coverage, deadlines and color. Also a place to list staff assignments.

## MULTI-SPREAD PRESENTATION

When an important topic receives two or more spreads, allowing for in-depth coverage.

## MULTIPLE

Eight pages on one side of a press sheet, indicated by shading on the ladder; pages are printed in multiples.

## ORGANIZATION SECTION

Covers the activities of school groups, emphasizing the value of membership and experiences. Also called clubs or groups section.

## PEOPLE SECTION

Covers students, faculty and staff in portraits and feature stories that serve as the record of the school.

## PHOTOJOURNALISTIC PHOTOS

Tell stories, show action and reaction, provide a variety of subjects and points of view.

## QUICK READS

Typically short stories or groups of facts presented in a broad range of writing and design formats. Quick read stories include figures, facts or opinions. They can be chronologies or interactive formats.

## REFERENCE PHOTOS

Group shots and portraits that provide a record of the school population and the membership of organizations and clubs.

## SIGNATURE

A grouping of pages that are printed on the same press sheet and folded into a 16-page mini-booklet; signatures are bound to make a complete book.

## SPORTS SECTION

Covers interscholastic competition (teams and individual sports) and other athletic activities students are involved in.

## SPREAD

Most common allocation of space, two facing pages presenting a variety of elements to tell a story; even and odd pages appearing as a unit.

## STORY

The main text, story or article. Also called copy. Stories come in a variety of formats and include facts, figures and quotes.

## STUDENT LIFE SECTION

Section of a yearbook that covers activities in and out of school that directly affect the lives of students. Focuses on students as individuals.

# Team Yearbook

The leaders of any organization — whether a soccer team, debate team or yearbook team — must demonstrate leadership skills for the group to succeed.

Everyone on the yearbook staff is a leader. True, some staff members, such as editors or managers, have well-defined leadership roles; however, everyone on staff wears several leadership hats.

**COACH:** establishes a “game plan” and motivates others to follow.

**CHEERLEADER:** creates excitement and keeps the team going throughout the “game.”

**COUNSELOR:** helps people understand each other and deal with differences that will arise.

**MANAGER:** follows the progress of the project, assigns responsibilities and monitors progress.

**TRAINER:** educates staff on the correct and most efficient ways to get the project done.

For each of the following leadership roles, think of a situation when a staff leader would have to wear each of the following leadership hats. Describe each situation in a few brief sentences.

**COACH:** \_\_\_\_\_  
\_\_\_\_\_

**CHEERLEADER:** \_\_\_\_\_  
\_\_\_\_\_

**COUNSELOR:** \_\_\_\_\_  
\_\_\_\_\_

**MANAGER:** \_\_\_\_\_  
\_\_\_\_\_

**TRAINER:** \_\_\_\_\_  
\_\_\_\_\_

# Goal Tending

Effective leaders have the vision to identify goals and help the team achieve them. Goals should be concise, attainable, generated and understood by the entire group.

## **Sample goal:**

To increase readership and to more accurately represent our school, we want to include more students in the yearbook this year.

Objectives are smaller goals that help you achieve the big goal.

## **Sample objectives:**

Track students photographed and quoted and seek out those who haven't been included.

Add quote boxes to the design of each section.

Increase the number of photos on the average spread to 20.

To demonstrate your knowledge of goals and objectives, generate a realistic yearbook related goal and objective for yourself. Think about what you've learned this week and consider the goals of yearbook as a class and how it will prepare you for the future. This goal and objective should be aimed at improving yourself, not the book.

Also, conceive a goal and objective that you believe would be realistic for your entire staff. This goal should be aimed at improving staff, not the book or yourself.

## **Personal Goal:**

» Objectives:

## **Staff Goal:**

» Objectives:

# Yearbook Reader Survey

This is your chance to speak up and help create our book!

1. Are you planning to buy a yearbook this school year? Yes ☐ No ☐ Undecided ☐  
Why is that?

2. How important to you is each of these in a yearbook?  
(X one box for each statement)

	Not Important	Very Important
Cover design	<input type="checkbox"/>	<input type="checkbox"/>
Equal coverage of all students	<input type="checkbox"/>	<input type="checkbox"/>
Pictures of me	<input type="checkbox"/>	<input type="checkbox"/>
Pictures of my friends	<input type="checkbox"/>	<input type="checkbox"/>
Sports coverage	<input type="checkbox"/>	<input type="checkbox"/>
Coverage of my class/grade	<input type="checkbox"/>	<input type="checkbox"/>
Price of the book	<input type="checkbox"/>	<input type="checkbox"/>
Clubs/organizations coverage	<input type="checkbox"/>	<input type="checkbox"/>
Coverage of activities outside school	<input type="checkbox"/>	<input type="checkbox"/>
Autograph space	<input type="checkbox"/>	<input type="checkbox"/>
Coverage of dances/special events	<input type="checkbox"/>	<input type="checkbox"/>

3. What grade would you give last year's yearbook on each of these things? A B C D F

- \_\_\_ The yearbook overall
- \_\_\_ Equal coverage of all students
- \_\_\_ Pictures of me
- \_\_\_ Coverage of sports
- \_\_\_ Pictures of my friends
- \_\_\_ Coverage of my class/grade
- \_\_\_ Price of the book
- \_\_\_ Coverage of school-related clubs/organizations
- \_\_\_ Number of pages printed in color
- \_\_\_ Coverage of activities outside school
- \_\_\_ Autograph space
- \_\_\_ Coverage of dances and special events



# Marketing Brainstorming and Strategies

1. List marketing techniques used by professionals, as exemplified how does Apple market their I-phones?

Name Marketing Strategy	Example of Marketing Strategy	Ways this technique could be used at our school

2. How can we create a sense of urgency to buy the yearbook now rather than waiting?

3. What are we doing in our yearbook differently this year to make it worth our readers' money to buy a yearbook? Make a list of fresh angles, approaches and story ideas.

# Getting into the Swing of Themes

## LET'S GET SPECIFIC

As a foundation on which to build the storytelling and unifying approach for your yearbook, brainstorm an extensive list of specific facts, figures, adjectives and phrases associated with your school and your students for the specific year.

Don't overlook what might seem like the ordinary. Consider building names, hallway arrangements, the school street/address, school colors or mascot.

Divide into small groups and brainstorm as many ideas as possible. After 20 minutes of idea generating, have a spokesperson for each group take turns sharing with the class while the scribe lists specifics on the board.

When the best ideas are represented on the board, select the top 10 ideas for further exploration and development.

## VISUAL AND VERBAL

From your staff list of the 10 facts, adjectives or characteristics unique to your school, discuss how each of the concepts might be presented verbally in the form of a slogan or phrase.

Brainstorm ideas for slogans using magazine advertisements and a dictionary of idioms for inspiration. When this session is completed, your staff should have three "most likely to succeed" slogans to develop as possible themes.

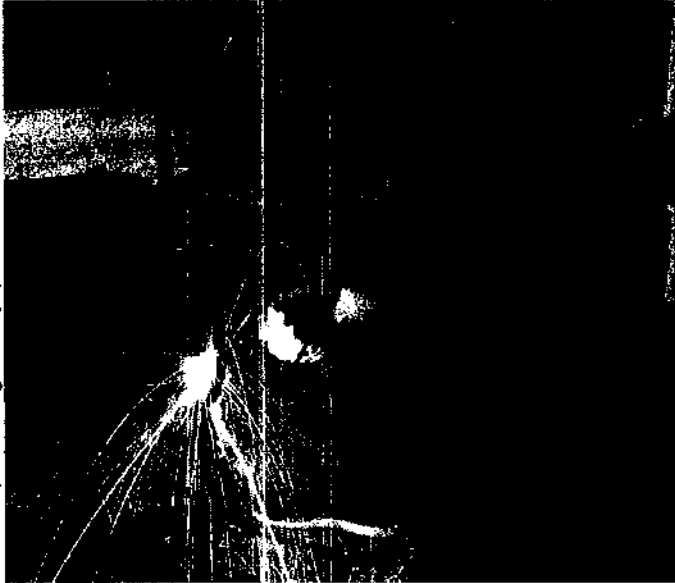
## CONSIDER THE WHOLE PACKAGE

Assign your three "most likely to succeed" theme ideas to small groups to analyze how the theme can be carried throughout the following parts of the yearbook: cover, endsheets, title page, opening, dividers, closing and parting page.

Discuss how the theme might be presented visually using logos, photos, colors, graphics, typography and artwork.

# Rule of Thirds


When selecting and cropping photos, the Rule of Thirds is a powerful concept. Draw the Rule of Thirds tic-tac-toe grid directly onto the photo below. Then write a brief, yet specific, paragraph explaining how the Rule of Thirds adds impact to this photo.



Hannah Ross, Mount Ida High School, [ARI]

Your explanation:

Now practice cropping a photo using the rule of thirds. Draw crop marks on the photo indicating where you would crop it to eliminate any dead space and make it follow the Rule of Thirds.



Kyana-Jai Yamada, Kamahameha School, [HI]

Your explanation:

# Storytelling Photographs

Recognizing storytelling photographs with impact is a critical skill you will need to produce spreads for your yearbook. Study the photos below. For each photo, circle the dominant element or the center of interest. Also, write a couple of brief sentences discussing the composition techniques used by the photograph that make it effective.

Justin McCannell, Franklin High School (TX)




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Sara Miller, Whitney High School (CA)




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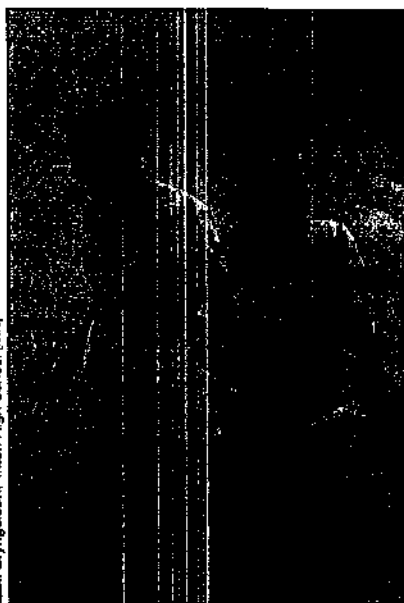
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Lexi Bryngelson, Triton High School (MA)




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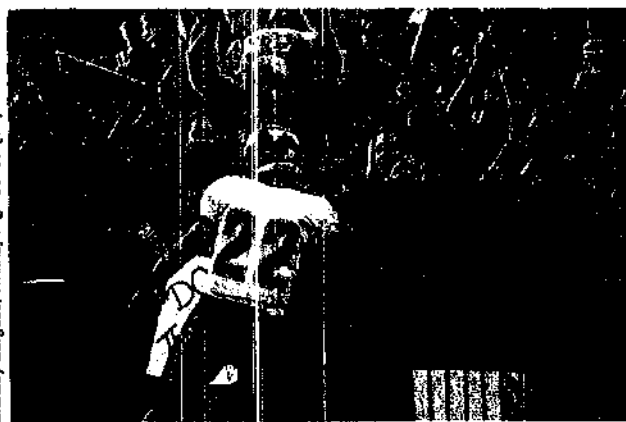
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Chelsey Burgess, Whitney High School (CA)




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**7** MINUTE  
STARTER

START RIGHT 4.1 | ACTIVITY

*Jostens*