

YEARBOOK QUICKSTART

SURVIVING THE START OF THE SCHOOL YEAR



WEEK ONE	<p>Icebreaker Personality BINGO on pgs. 25-27</p> <p>Introduce staff/team concept. Expectations Contract Syllabus on pgs. 20-21 or share your own.</p>	<p>Icebreaker Skill Set Card “Name Game”</p> <p>Pressure Cubes on pg. 26; the follow-up talks clarify important aspects of yearbook.</p>	<p>Icebreaker Skill Set Card “I Am”</p> <p>Begin Book Evaluation on pgs. 31-35; may be done individually or in pairs or small teams.</p>	<p>Icebreaker Skill Set Card “Do You Know Me?”</p> <p>Finish Book Evaluation on pgs. 31-35 and set staff goals.</p>	<p>Icebreaker I Like People Who... on pg. 25</p> <p>Vocabulary for Yearbook Basics pgs. 40-41, followed by Skill Set Card “Five Minutes to Win It.”</p>
WEEK TWO	<p>Theme 1 on pgs. 42-45</p> <p>PLUS Series presentation Theme development</p>	<p>Theme 2 on pgs. 46-48 and Theme 3 on pgs. 49-51</p> <p>Could also add Skill Set Card “Can You Tell a Book by its Cover?”</p>	<p>Introduce theme and cover developed at cover workshop and/or camp.</p>	<p>Evaluating a Theme on pgs. 64-65</p> <p><i>Finish for homework if there’s not enough time in class.</i></p>	<p>Brainstorm ideas for developing your theme.</p> <p>Could use Skill Set Cards “More Layers of Theme Development” and “Your Theme Affects the Coverage.”</p>
WEEK THREE	<p>Brainstorm ideas for developing your theme and section titles.</p> <p>Could use previously listed Skill Set Cards and/or “Adding Inclusionary Devices.”</p>	<p>Finish selecting section titles. Brainstorm coverage and mod ideas.</p>	<p>Vocabulary for Copy on pg. 101 Writing Interview Questions on pg. 102</p> <p><i>Read Guidelines for the Formal Interview on pg. 105 for homework.</i></p>	<p>Use the Skill Set Card “Favorite Dessert” as is or do the exercise with “Best Day Ever” or “My Favorite Vacation” then have students gather information from their partners.</p>	<p>Top 10 Tips for Writing Copy on pg. 129</p> <p>Begin working on a profile of their partner. <i>Finish first draft of 200-300 words as homework.</i></p>
WEEK FOUR	<p>Characteristics of Feature Story, Personal Profile, Sports Copy on pgs. 106-112</p> <p><i>First revision of profile for homework.</i></p>	<p>Finish Characteristics of Feature Story, Personal Profile, Sports Copy on pgs. 106-112</p> <p><i>Peer edit someone else’s profile draft for homework.</i></p>	<p>Identifying the Angle, Identifying Sources on pgs. 113-119</p> <p><i>Rework profile and consider options for layers of coverage for homework.</i></p>	<p>Lead Writing, Transition/Quote on pgs. 120-128</p> <p><i>Polish profile and at least one mod of related coverage on profile partner for homework.</i></p>	<p>Vocabulary for Photo on pg. 205 Photo Composition on pgs. 210-215</p> <p>PLUS Series presentation Photography</p>
WEEK FIVE	<p>Photo Scavenger Hunt http://www.yearbookdiscoveries.com/pinterest/HerffJones_ScavengerHunt.pdf</p>	<p>Lighting, Photo Selection on pgs. 207-209</p> <p>Skill Set Card “The Best Image”</p>	<p>Photo Composition Practice on pg. 216</p> <p><i>Shoot photos to accompany your profile in or after class.</i></p>	<p>Finish Photo Composition Practice on pg. 216 by projecting and critiquing images</p> <p>Digital Camera Basics on pgs. 218-220 for homework.</p>	<p>Writing Headlines on pg. 149</p> <p>Use the Skill Set Cards “Very Punny” and/or “Visual/Verbal Connection” to have some fun and increase headline impact.</p>
WEEK SIX	<p>Writing Captions on pgs. 150-152</p> <p>PLUS Series presentation Captions</p> <p>Caption Shuffle on pg. 153</p>	<p>Vocabulary for Design on pgs. 161-162 Graphic Elements and Type Treatments on pgs. 173-177</p> <p><i>Finish for homework.</i></p>	<p>Identifying Graphic Elements & Type Treatments on pg. 181</p> <p>Graphics Notebook on pg. 182 for homework.</p>	<p>Begin eDesign training.</p> <p>Have students create a spread or page in eDesign using the profile and photos of their partner.</p>	<p>Continue eDesign training and have students complete and revise their spreads during your time spent learning eDesign.</p>

*page numbers refer to the lesson plan in Teaching Yearbook Journalism teacher’s binder; the student workbook is numbered differently

TJY 2014_MS_eDesign_have a theme