

YBK LESSON PLAN

Class: Yearbook	Time: 30–60 minutes (depending on staff experience)
Unit: Covering Your School	Lesson title: Understanding coverage strategies
<p>Objective: SWBAT identify and understand the three basic types of yearbook coverage: traditional, chronological and umbrella and connect the style of coverage to the theme of the yearbook. After this lesson, the staff can 1) decide which coverage method works for this year and 2) start charting out how the yearbook pages will be used.</p>	
<p>Materials needed: Yearbooks from previous years and other schools. (If you can, pre-select yearbooks with a variety of coverage strategies.) Wall ladder. PDF ladder printouts for each group. (LearnYBK.com>Covering Your School) https://yearbookdiscoveries.com/wp-content/uploads/2019/05/Core-YBD-Ladder.pdf</p>	
<p>Staffers or teams involved: Entire class. This is a great time to have editors and team leaders help lead the activity.</p>	
<p>Prior knowledge: It's best if this year's theme is decided before beginning this activity, however this activity can be used to turn a theme idea into an actual plan for the year. Basic yearbook vocabulary is helpful. See glossary section of Covering Your School booklet.</p>	<p>Key understanding: Your theme and coverage strategy go together. The structure of your book helps you allocate and plan page use. The ladder is your tool for charting this.</p>
<p>Introduction: Depending on skill-level and experience of your staff, assign sections of the Covering Your School curriculum booklet as homework or warm-up reading. Pages 6–8 review the concept of coverage and how it connects to theme. Use the PowerPoint on LearnYBK.com to provide a quick overview of the three main types of coverage. https://yearbookdiscoveries.com/customeraccess-curriculum-covering-your-school/</p>	
<p>Instructional activities:</p> <ol style="list-style-type: none"> 1. Break students into small groups and assign a leader to each. Provide each group with a stack of yearbooks – the more variety the better. Have them complete the organizer and report their findings to the class. 2. If you have returning staffers, task them with allowing their team members explore the books before providing the answers. Then have them explain the theme/coverage connections they see. 3. Have each group choose one book to present to the class. Ensure that they present examples of chronological and umbrella coverage, as well as traditional coverage. 4. Now, switch the conversation to this year's theme. Using the questions on the organizer as a guide, discuss how your theme and coverage strategy will work together. 5. As a next step, complete the ladder planning sheet and brainstorm coverage sheet found here: https://yearbookdiscoveries.com/customeraccess-curriculum-covering-your-school/ 	

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Wrap-up/closure: For each group or student, evaluate the details they provided in completing the Content Strategy Organizer. Working with this year's theme will help reinforce the reading and concepts.

Differentiation options: The lesson is geared toward all learners and can be completed in mixed-level teams.

Assessment: Using a book you have set aside, have students complete the organizer independently to show mastery of the subject matter. Have them add an explanation of the differences between the three coverage strategies.

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Coverage Strategy Organizer

RECORD THE BASIC INFORMATION ABOUT THE YEARBOOK YOU ARE REVIEWING:	
Book name:	Year:
Theme:	
Beyond the theme words, what other elements are used throughout the book to reinforce the theme:	
LIST THE DIVIDER TOPICS, WHAT'S ON EACH OF THEM, AND THE PAGE NUMBERS BELOW:	
Divider 1:	
Divider 2:	
Divider 3:	
Divider 4:	
Divider 5:	
Describe the coverage model used by the yearbook you are reviewing and HOW YOU KNOW.	
Consider the theme and the coverage strategy. Do they go well together? Why or why not? Could the staff have used a different coverage strategy to better represent this theme? Explain:	