

GUIDES FOR YEARBOOK JOURNALISM

CURRICULUM FOR EVERY SINGLE DAY

COLOPHON

A STATEMENT AT THE END OF THE BOOK
WITH INFORMATION ABOUT THE
production OF THE
YEARBOOK

COVER TREATMENT:
ENDSHEETS:
FONT TYPE:
COLOR TREATMENT:
VOLUME:
PAGE COUNT:
PUBLISHER:
PAPER TYPE:
SOFTWARE:
CAMERA HARDWARE:
PHOTO CREDITS:
THEME:
EDITORS:

MODULE

A distinct GROUPING
OF PICTURES, CAPTIONS,
QUOTES, AND
HEADLINES THAT RELATE
TO THE SAME STORY.

MODULE 3 MAIN HEADS
main headlines, secondary headlines

PICA

A UNIT OF MEASUREMENT USED
IN PRINTING. 1 PICA EQUALS 12
POINTS.



LIFESTYLES
ATHLETICS
PORTRAITS
SENIOR SECTION
ADVISOR

student list

STORY WRITING
YEARBOOK 101

Yearbook copy is just as important as design and photography. Without the stories and captions the readers would miss a huge part of the behind the scenes of the activity you are covering. Writing a story for a yearbook is a much different style than writing a paper. Follow the below rules to help write engaging content for your yearbook readers!

Short and Sweet: Keep your sentences and paragraphs short and your sentences structure simple. Break up your story with quotes, facts, lists, or similar. Make your content easy to consume!

Active Voice: Make your story more engaging by making the subject of your sentence do the action. For example, change "These watercolor paintings were created by seniors in the Introduction to Art class" to "In the Introduction to Art class, senior students created watercolor paintings."

CAPTION WRITING
YEARBOOK 101

Storytelling Caption: The best type of caption includes a lot of background information about the photograph. These captions tell the stories behind the pictures in addition to identifying all those pictured.

Group Caption: Captions that are grouped together, often numbered or similar, to identify which picture is associated with. Group captions often have to be shorter, due to space, but ideally they are still two sentences long, provide background information, and lists all those pictured.

Short Caption: Captions that simply list the names and grades of those pictured. These captions should be used only when needed due to a shortage of space.

Good Caption:

NO EXPERIENCE NEEDED

YEARLONG CURRICULUM: RECRUITMENT, DEADLINES, DESIGN TEMPLATES, POSTERS, & MORE



Yearlong Timeline

Dates will vary based on your school calendar and due dates with your publishing company.

MAY THE YEAR BEFORE:

- Meet with editorial staff for the following year's yearbook
 - Brainstorm theme, tone, organization, section titles, fonts,
 - Try to select 1-3 possible theme ideas to explore later in the year
 - Share the yearbook workshop dates, strongly encourage all editors to attend, they need to set the example for the rest of the staff
 - If a summer yearbook workshop isn't offered through your company, plan a summer workday.
- Meet with senior section editor:
 - Develop a plan for collecting information from parents over summer.

- Parent letters (if included)
 - Senior ads (if included)
- Reach out to staff members:
 - Express your excitement for the upcoming year.
 - Ask them to bring a camera the first day of school, and start taking pictures from the beginning of the day to include in the yearbook.
- Reach out to editor-in-chief(s)
 - Tell them to prepare a presentation on the theme to introduce to any students who couldn't attend the summer workshop. It should include all details already set in place for the book (cover design, folio, fonts, colors, etc.)
 - Have them map out the ladder and the deadline assignments for the year. (when each section needs to be submitted)
 - Have them sketch out a rough set of guidelines (set of rules the students have to follow when creating modules, pages, and spreads. — font size and style).

- Brainstorm ideas for everyday stories, academic stories, and student spotlight stories.
- TIP: go ahead and divide up all assignments for the entire year. This makes students aware of all responsibilities they have, and they can get started on coverage as soon as the activity starts. They can also collect info ahead of time (coaches, team moms, field trip dates, etc.)
- Day 3: Personal Highlights assignment introduction:
 - Introduce the assignment and show the spread you created about you. This will help your students get to know you better.
 - Go through basics of the website and the requirements of the assignment, including the guidelines your editor-in-chief(s) has already sketched out.
 - Assign their interview pair to place them in their big, lil group or pair

YEARBOOK WEEKLY TIMELINE

(1 School Year, 36 weeks)

ADVISOR TO DO ITEMS

EDITOR TO DO ITEMS

ADVISOR FALL SEMESTER TO DO:

- Take all club pictures.
- Take all athletic pictures for Fall sports.
- Take all student, faculty, and staff portraits.
- Submit the cover by your yearbook company's deadline.
- Submit the emblems by your yearbook company's deadline.
- Write and submit deadline pages.
- Oversee yearbook layouts.
- Collect all senior section information (work with senior section editor on this).
- Class pictures.
- Formal pictures.
- Baby pictures.
- Parent notes.
- Senior Ads (if included).
- Senior quotes.
- Give out senior yearbook, dedication and senior superlatives.

WEEK 1:

- First day of school:
- Hand out syllabus and staff contracts. They must turn them in signed by the day for a homework grade.
 - Play icebreaker games.

- Assign their interview pair (place them in their big group or pair them within their family group).
 - Pass out checklist to help them make sure they are meeting all requirements.
 - Have them meet with their family group to reinforce basics of the website, guidelines, and answer questions. Share website login information with each student individually.
 - 1 person get to work as soon as they feel comfortable.
 - 1:20 hrs as needed.
- Day 4: Personal Highlights worksheets.
- Day 6: Personal Highlights presentation.
- Have each student get up and present their spread design and information about the student they covered.
 - Have staff provide feedback about things they like on things they may want to incorporate into the yearbook.

WEEK 2:

- Day 1: Assignments**
- From here on out the editors-in-chief should lead the class. You are available for support to add additional comments, and make sure all boxes are covered. In your book, students should go to their "biggie" first, editors-in-chief second, and you last.
 - First, go through and ask the staff who is involved in what. It's easier for them to cover things if they are already there.
 - Fill in any gaps.
- _____ for everyday stories, academic stories, and student spotlight stories.
_____ for sports, arts, and life events.

- Work on collecting information, filling out information, making initial contacts with coaches, teachers, parents, and students.
- Day 5: Check assignment sheets and interview sheets as a participation grade. They should have completed at least one assignment sheet completed per assignment.

WEEK 3:

Theme development may have already happened at this point. If so, ask the group to introduce the theme to staff members and better flesh it out by brainstorming theme stories, lessons, and designs as a group.

- If you have not yet developed a theme, use this time to develop the planning. *Assignments are prioritized so that you can use them as a guide to develop the theme. The reason deadline 1 assignments are prioritized over theme development is because activities are already going on, and it's easier to cover assignments as they happen, not after.*
- Day 1: Concept and Theme**
- Use the concept and theme worksheets to introduce these ideas to students and brainstorm ideas for concept and theme.
 - Give students a 50-50 participation grade per worksheet.
- Day 2: Theme and Text**
- Use the theme and tone worksheets to brainstorm ideas.

- The first check in they need to complete a student information sheet per student on their list, at the end of week 8.
- DAY 2: Layout Assignment Introduction:**
- Have the editor(s) introduce the layout editor introduce the layout assignment.
 - Each staff member needs to design a spread, page, and half page layouts. The staff members can pick which topic they want to focus on for each student list.
- DAY 3-5: Layout Assignment Work, Deadline 1 work for Student List Work**
- Students can work on their layout assignment (due the following Monday) or deadline one, or their student list.

WEEK 5:

- DAY 1: Layout Assignments**
- Gather as a group and go through each student's layouts.
 - Have each student quickly explain their favorite parts, why they chose the topic, and how the topic is reflected.
 - **Have students in 4's (chief, editor, scribe, or staff) organizer take notes on what they like in each layout as they are assigned.**
 - **Tip as the students go through their layouts take notes on their rubric and grade as you go.**
 - After the layouts presentation the students can work on whatever assignment they want.
 - **Have the editors-in-chief and layout editor meet and discuss what they liked/disliked.**
- 2. Cover Assignment**
- If the cover was already designed at a yearbook camp/workshop over the summer, use this time for deadline 1.*
- 3. Daytime for deadline 1** *(see item 1 in the Yearbook-Planning Folder)*

- If you are planning on blank endsheets, use this as an opportunity for students to sketch out table of contents and colophon pages.
- Layouts: After the layout assignment the editors-in-chief and/or the layout editor needs to start finalizing the layouts for the yearbook. I strongly recommend the layouts are preapproved and inserted for the staff members. This prevents a lot of clean up on the back end of editing.

DAY 2-3/4: Endsheets and Deadline Work

- Let students have time to work with the editors to further discuss the cover.
- DAY 4 (optional)**
- If your staff don't have the opportunity to work with a graphic designer at a yearbook camp/conference over the summer, set up a time now to meet with them in person or via video conference.
 - Present the ideas the staff developed to the designer for them to refine.
- DAY 5: Mini Deadline 1.1**
- At least one interview sheet for each assignment needs to be submitted for each assignment.
 - Athletics layouts due by the editors (dropped into the yearbook website).

- WEEK 8:**
- DAY 1: Story Assignment Due and Photography Tips:**
Story assignment graded as a 50/50 participation grade.
Photography assignment:
- Introduce the Rules of Composition PowerPoint and assignment.
 - They will work on their scavenger hunt photos throughout this week, they will be due the following Monday.
 - They will also complete a deadline photo assignment due the following Friday.
- DAY 2: Photo Assignment.**
Student list check in 1
- A student information sheet needs to be submitted per student on the staff member's 100/100 participation grade.
 - Explain the next assignment, at least half the students on their list should be in the book two times.
 - By the final check every student on their list should be in the book two times and your staff is going for three times next week.

- ✶ **Color and enddate final design due.** *If you haven't set up a time with a professional final color designer, assign company you want to help you design. (GIG) They will create the endcolor to finalize their.*
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 - ✶ **Color and enddate final design due.** *If you haven't set up a time with a professional final color designer, assign company you want to help you design. (GIG) They will create the endcolor to finalize their.*
- DAY 2-4: Have students work on their deadline photo assignment and finalizing their mini-portfolio assignment sheets.**
- DAY 5: Mini Deadline 1-2**
- The mini deadline sheet needs to be submitted for each assignment.
 - At least one story and quotes need to be added to the yearbook website in the assigned module space.
 - Final Ane Layouts and Deadline One Layouts: Added to the yearbook website.
 - Deadline assignments photographs due (50/50 participation grade)
- WEEK 10:**

- DAY 12:**
- Every story assignments due.
 - **Layouts** of stories need to layout group shots and portraits. These need to be added to the website, website by the end of the following week.
- DAY 2-4:**
- Students should be working on deadline one assignments.
- DAY 5: Staff Deadline 1**
- As you approach the first deadline keep reminding students of the date and what needs to be completed.
 - o All pictures, captions, stories, and headlines need to be completed on the website for all assignments.
 - o If there are any holes the student should have let their editors or you know ahead of time and informed you they were going to plan to complete the assignment (or if something the event they were assigned happens right before the website submission deadline, 2 weeks later. They may have to take a quick turnaround to add pictures, etc. to the website).
 - Have the official deadline be at the end of class 2 weeks out from your website deadline.

- [illegible]

- Once you are satisfied with a page, submit it to your yearbook company. *Submission says will vary based on which yearbook company you use. Contact them with questions regarding this.*
 - Layouts: Senior section layouts completed and uploaded to the website *this can be done by the senior section editors.* Due at the end of the following week.
- DAY 2: Deadline 1 celebration:**
- Bring in food, have a party.
 - Recommended activity: Yearbook reflection. Have students fill out a reflection sheet and their favorites of the pages submitted and how they feel about their own pages.
- DAY 3-4: Work on deadline 2 assignments.**
- DAY 5: Mini Deadline 1:**
- At least one interview sheet for each assignment needs to be submitted.
 - The assignment sheet or general information sheet needs to be submitted for each assignment.

- WEEK 15:**
DAY 1: Caption Assignment:
- Have students select 10 photographs in their deadline assignment to write captions for according to the caption writing tips.
 - Pass out the caption writing tip handout.
- EDITORS' Divider Pages Assignment:**
- Have the Editors work on designing and laying out the divider pages. This can be done on one computer, or on a laptop, or on a tablet.

WORK COMPLETED BY THE END OF THE YEAR:

HOMEWORK: 10%

- Signed syllabus
- Signed contract
- Ad sales business ideas

PARTICIPATION: 25%

- Deadline 1 Check In (20 points)
- EDITOR GRADE: Athletics layouts completed
- Mini Deadline 1.1 (100 points)
- EDITOR GRADE: Student life layouts completed
- Mini Deadline 1.2 (100 points)
- EDITOR GRADE: Fine arts and deadline one layouts completed
- Yearbook Reflection Sheet (20 points)
- EDITOR GRADE: Academics and miscellaneous layouts completed
- EDITOR GRADE: Deadline 1 editing
- EDITOR GRADE: Group shots and portraits layouts completed
- Concept Worksheet (50 points)

- Ad Sales Contact Two (50 points)
- Mini Deadline 3.1 (100 points)
- Student List Check in 2 (30 points)
- Mini Deadline 3.2 (100 points)
- Mini Deadline 4.1 (100 points)
- EDITOR GRADE: Letter from the editor written and laid out on the point)
- Student List Check in 3 (40 points)
- Mini Deadline 4.2 (100 points)
- EDITOR GRADE: Create slideshow and dedication video (100 points)
- EDITOR GRADE: Write theme announcement and dedication speech for yearbook ceremony. (100 points)

DEADLINES: 65%

- Deadline 1 (100 points)
- EDITOR GRADE: Deadline 1 editing (50 points)
- Deadline 2 (100 points)
- EDITOR GRADE: Deadline 2 editing (50 points)

YEARBOOK DEDICATION CEREMONY

TEACHER NOTES/TIMELINE

DEDICATION:

- **DEDICATION:**
 - Seniors (or entire school depending on your tradition) votes on a faculty or staff member to dedicate the yearbook to.
 - Senior section editor or editor(s)-in-chief handle the voting, tallying, etc.
 - Contact the family after the person is determined to let them know, make sure they are aware it's a secret until the dedication ceremony.
 - Ask family for pictures of the dedicatee growing up, with family, etc.
 - Use these pictures in the dedication spread in the yearbook as well as the slideshow.
 - Have your senior section editor create the dedication slideshow. Include pictures of the dedicatee growing up with family, during the current school year, in past years at the school. Include video clips of interviews with students about the dedicatee (the staff must be sly getting these interviews, no one but the editorial staff knows who the dedicatee is until the ceremony).
 - Make sure the dedicatee attends the ceremony, they are unveiled and celebrated at the ceremony.

YEAR OVERVIEW:

IN-DEPTH TIMELINE, ADVISOR & EDITOR ROLES,
YEARBOOK & DEDICATION CEREMONIES



COURSE OVERVIEW:

The main objective of this course is to create a yearbook that reflects our school community and equally reflects each student in the student body. Our goal is to present a yearbook in May to the faculty, staff, and student body that reflects the experiences of this school year and is an accurate representation of all.

GOALS:

- To create a yearbook that reflects our entire student body.
- Develop journalistic skills, including writing, interviewing, and gathering information.
- Develop design skills, including layout, graphic design, and photography.

EXPECTATIONS:

• Meet all deadlines

IN CLASS EXPECTATIONS:
Class time is meant for working on the yearbook. If you have completed your assignments you should be helping other staff members complete theirs.

- Homework passes: Each semester you have two homework passes you can use use class time to work on other assignments. In order to use your homework passes you must get permission from your yearbook instructor, editor-in-chief, and section editor.
- Tardiness: All students are expected to be in the classroom when the bell rings.
- Behavior: All school rules apply while in the yearbook classroom and while outside of school when you are representing our yearbook by attending events, recruiting advertisers, etc.
- Out of class expectations: You should have a camera with them in school and a school events. You should be willing to attend school events in order to cover them in the yearbook and work on yearbook assignments outside of class in order to meet deadlines.

WHAT HAPPENS IF I MISS CLASS?

It is the responsibility of the students to make up any missed work due to an excused absence. You have three days to make up any missed assignments. If your absence is unexcused, you must delegate your work to another staff member.



APPLICATION DUE DATE: _____

Name: _____ Date: _____

Grade: _____ Current English Teacher: _____

Current or Past Art Teachers (if involved in art): _____

MEMBERS ARE EXPECTED TO DO THE FOLLOWING:

- Work as a part of a team to complete the yearbook.
- Develop layout and design skills.
- Learn to use the yearbook website in order to create and complete pages.
- Develop journalistic skills, including gathering information, writing stories, and editing pages.
- Arrive to class prepared and on time.
- Use class time wisely in order to complete work and meet deadlines.
- Maintain confidentiality regarding all things yearbook, including but not limited to the theme, stories, and photographs included in the yearbook.
- Sell ads to raise money for the yearbook.
- Work on the yearbook outside of class, as necessary, to meet deadlines.
- Create a yearbook that accurately and respectfully represents all students at the school.

CHOOSE ONE ANSWER FOR THE FOLLOWING QUESTIONS:

1. How knowledgeable are you with Photoshop or other photo editing software?
EXPERT INTERMEDIATE NOVICE
2. What is your experience with digital cameras?
EXPERT INTERMEDIATE NOVICE
3. How comfortable are you taking pictures of students you don't know?
VERY COMFORTABLE COMFORTABLE UNCOMFORTABLE
4. How comfortable are you with interviewing or talking with students you don't know?
VERY COMFORTABLE COMFORTABLE UNCOMFORTABLE

List all extracurricular activities you are involved in:



ROLE, RESPONSIBILITIES, & EXPECTATIONS

As the editor of this year's yearbook, you will be responsible for the following items. You will receive additional grades for your additional work. If you fail to complete tasks, it will be reflected in your grade, and more importantly, in the quality and final product of our school's yearbook. Being an editor is an incredibly important leadership role, with a lot of responsibility and reward.

By signing this form both you and your parent/guardian agree to the following:

- Oversee completion of all assignments
 - Check in with staff members
 - Proofread and edit all pages
 - Ensure that all spreads are complete
 - Keep the staff on task
- Meet with yearbook instructor approximately once a month.
- Stay outside of class to ensure yearbook progress, as needed.
- Communicate regularly with staff members, including questions, concerns, and expectations.
- Supervise staff and section editors
 - Answer questions.
 - Provide feedback, encouragement, and support.
 - Assist with brainstorming and other items that may be needed.
 - Provide technical support and training.
- Set a positive example for all staff members.
- Promote a positive image of the yearbook to the student body, faculty members, and the community.

Signature of Editor



ROLE, RESPONSIBILITIES, & EXPECTATIONS

As a section editor of this year's yearbook, you will be responsible for the following items. You will receive additional grades for your additional work. If you fail to complete tasks, it will be reflected in your grade, and more importantly, in the quality and final product of our school's yearbook. Being a section editor is an incredibly important leadership role, with a lot of responsibility and reward.

By signing this form both you and your parent/guardian agree to the following:

I agree to recognize the role you will be taking on: I will be responsible for my section. I will keep track of progress. I will submit my work on time. I will follow correct guidelines. I will make sure all guidelines are met. I will work with the editor-in-chief outside of class time during the school year. I will complete, during lunch, before and after school, and during working on your section about my section and expectations. I will seek help and assistance as work is completed. I will provide copy, story ideas, gathering information, and photos. I will use my website, cameras, and other computer equipment. I will create and create a positive work environment. I will work on my section and school when talking with staff, and I will help find potential advertisers.

Date



ROLE, RESPONSIBILITIES, & EXPECTATIONS

As a member of the yearbook staff I agree to the following:

1. I will use my class time wisely. Unless my yearbook instructor has given me permission, I will use class time to complete my yearbook assignments.
2. I understand that I am responsible for taking pictures for yearbook and for having a camera with me each day.
3. I must accept the assignments given to me and complete them before or on the day of their deadlines. I understand that failure to complete my entire assignment by the deadline, including any editing or photo-retakes, will result in a lower grade. If I am unable to meet a deadline because of illness or other excused absence, I will delegate my work to another staff member.
4. I understand and accept that in order to meet deadlines I may need to work at school, as well as outside of school hours. I may have to help other staff members take pictures, gather information, and layout spreads in order to meet deadlines.
5. I agree to help other staff members finish their deadlines if I have completed mine.
6. I agree that if any yearbook equipment is damaged while in my care, including cameras, camera equipment, computers, and other items, it is my responsibility to replace or pay for the repair of these items.

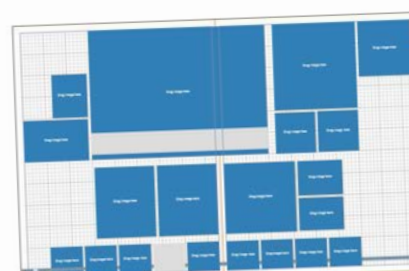
FIRST DAY OF SCHOOL:

APPLICATIONS, SYLLABUS, CONTRACTS



YEARBOOK 101: Layout & Design

MODULES, STORY, HEADLINES, CAPTIONS



Step One: Start by adding photo boxes. Make sure you include 5 modules. Try to put at least 2 picas between your modules. Keep 1-1/2 a pica between picture boxes within the modules. Make sure you have sizes 1-4 modules.



Step Two: Add your headline, story, and quote boxes. Make sure you are using the correct fonts and sizes for each.



Step Three: Start adding stat areas and point, you are still experimenting with sizes. Things will change as you add



Step Four: Upload and add your pictures. Play around with size and placement. Add a mix of black and white and color photos. Consider having a module with images for emphasis.

YEARBOOK 101 LAYOUT AND DESIGN

BIG IDEA:

- Layout and design

ESSENTIAL QUESTIONS:

- How can you create a design that balances text and images?
- How can the built eye rule help improve your layout?
- How can you create 5 interesting modules for your assignment?

OBJECTIVES: Students will...

- Look at examples on how to set up a successful layout.
- Practice using the yearbook website to create a layout.
- Practice gathering information and writing stories for the yearbook with a partner in class.
- Submit a completed yearbook spread about their partner.
- Present their yearbook spread to the staff.

STANDARDS: <http://www.nationalartsstandards.org/>

Middle School:

- ART:**
 - Visual Arts/Creating, 6th, VA:Cr2.1.6, Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
 - Visual Arts/Creating, 7th, VA:Cr2.1.7, Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
 - Visual Arts/Creating, 7th, VA:Cr2.3.7, Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
 - Visual Arts/Creating, 8th, VA:Cr2.1.8, Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
 - Visual Arts/Creating, 8th, VA:Cr2.3.8, Select, organize, and design images and words to make visually clear and compelling presentations.

High School:

COMMON CORE, Writing:

Middle School:

- CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

High School:

- CCSS.ELA-LITERACY.WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.WHST.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task and audience.

SUPPLIES:

- Computers and projector to display PowerPoint and display yearbook website
- Computers for students to work on
- DSLR cameras, SD cards, USB cables

PRODUCT:

- Interview sheet
- Yearbook spread (created on your yearbook website)

PRINTABLES:

- Student instructions
- Teacher instructions
- Interview sheet
- Tips sheet
- Yearbook vocabulary
- Rubric

BONUS:

- Personal Highlights PowerPoint

VOCABULARY:

- Tone:** The feeling of the yearbook. Words you would use to describe your yearbook.
- Theme:** The central idea of the yearbook. A concept that drives the look, feel, content, and photograph style of the yearbook.

Personnel Highlights: Getting to Know You Rubric

Spread features 5 easily identifiable modules.	15
Correct fonts are used on spread.	5
Headlines are included for all modules; they vary in size based on the size of the module.	5
Three headline styles are used: tripod, kicker, and hammer.	3
A story is included with every module.	10
Student has included captions for all pictures. Captions are complete sentences.	10
Includes "everyday story" module that covers a different person than their partner.	10
At least 3 candid shots are included on the page.	3
There is an obvious dominant photo on spread.	2
Folio design is included on the spread.	5
Correct colors and number of colors are used on spread.	5
The spread design echoes the theme.	10
The spread generally follows the built eye rule.	5
Good use of white space on spread.	2
Grammar / Spelling is correct. Spelling has been checked.	

YEARBOOK: STARTING THE YEAR

VOCABULARY

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?

Tone: The feeling of the yearbook. Words you would use to describe your yearbook.

Theme: The central idea of the yearbook. A concept that drives the look, feel, content, and photograph style of the yearbook.

Topical coverage: Formatting the yearbook in a chronological order. All categories are mixed together. Example: a spread represents the week September 23rd-28th and includes coverage of Homecoming, an art exhibit, a science project, cafeteria food stats, and students with matching cars.

Sectional coverage: Formatting the yearbook based on categories. Example: all athletics are in one section, chronological order is not required in each section.

Spread: When a book is open, the two facing pages create a spread.

Ladder: A tool used to help plan out pages, sections, and content order. A ladder can be on paper or electronic. Example: Pages 1 and 2: blank page, title page; Pages 3 and 4: Letter from the Editor, Table of Contents; Pages 5 and 6: Yearbook Dedication.

Title page: The first page of your yearbook. Includes information like the theme, title of your yearbook, school name, volume number, year, school address, school phone number, etc.

Divider page: Pages that introduce the next section of the book. They can be as simple as a full spread picture and title or as complex as multiple pictures and quotes. Example: The spread before the athletics section starts, with the title "Athletics" or similar. The spread before the spring section starts.

Colophon: A statement at the end of the book that includes information such as staff names, printer name, printing quantity, edition number, and printing specifications (size, paper weight, etc.).

Serif font: A font that has "feet" coming off the letters. Example: Times New Roman is a serif font.

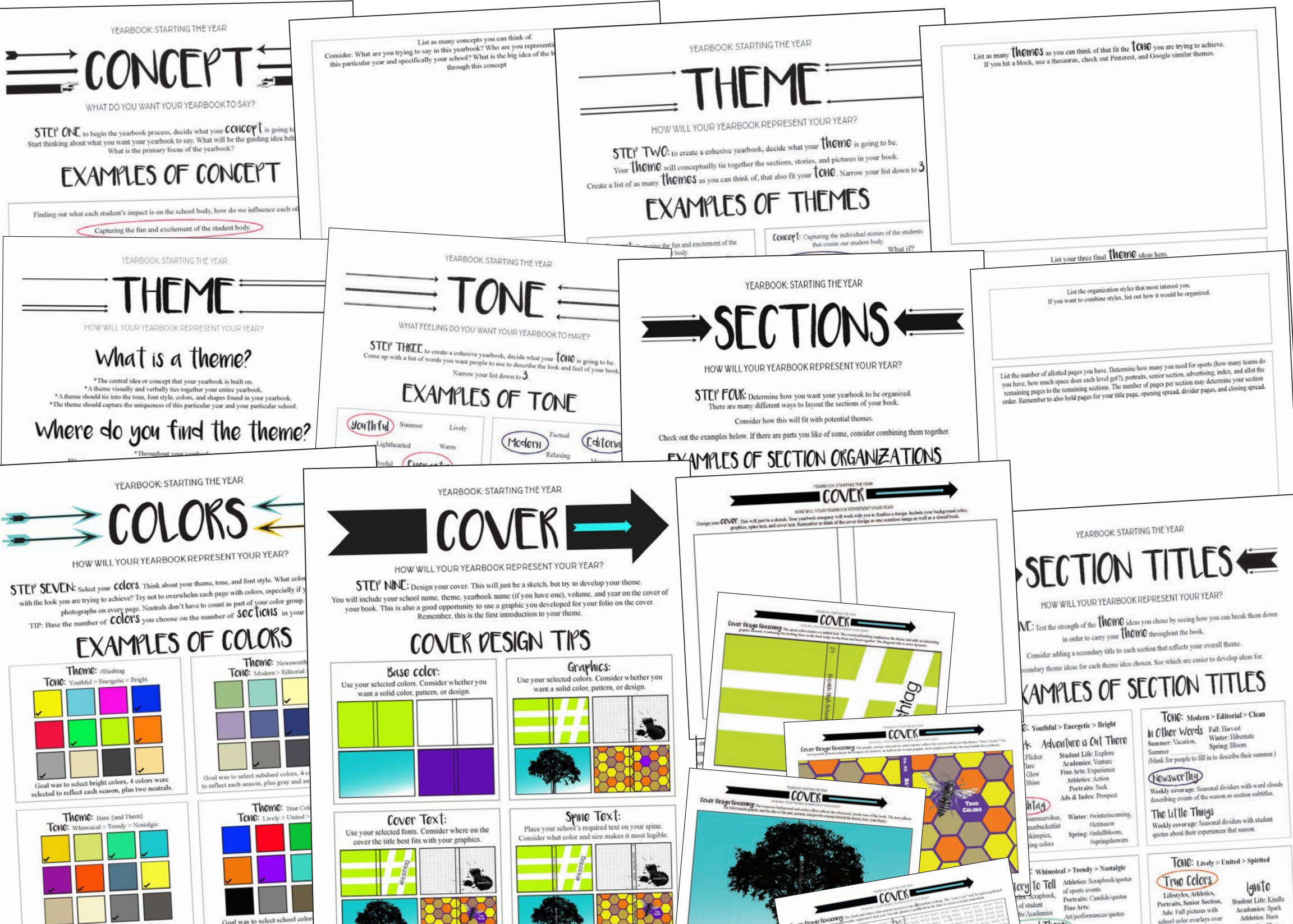
Sans serif font: A font that has no "feet" coming off the letters. Example: Arial font is a sans serif font.

Folio: A design, graphic, image, text, or similar that repeats on every page of your yearbook. Your folio helps emphasize your theme.

Book spine: When your book is closed, the edge of the book that binds it. Often has information such as the volume number, year, school address, school phone number, etc.

INTRO ASSIGNMENT:

INTERVIEW STAFF, DESIGN A LAYOUT



PLANNING THE BOOK:

CONCEPT, TONE, THEME, COLORS, FONTS, SECTIONS, SECTION TITLES, COVER DESIGN, & MORE



COLLECTING INFO:

GATHERING INFORMATION FOR STORIES

yearbook
Interview Sheet-Athletics

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you been involved in this sport?

yearbook
Interview Sheet-Academics

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade/Class Name: _____
What do you enjoy about this class?

yearbook
Interview Sheet-Student Spotlight

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you attended school here?

yearbook
Interview Sheet-Student Life

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
What is the name and purpose of the event you were involved in?

yearbook
Interview Sheet-Clubs

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you been involved in this club?

What is your role in the club?

yearbook
Interview Sheet-Chorus

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you been involved in chorus?

What section are you a part of?

yearbook
Interview Sheet-Band/Marching Band

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you been involved in the band?

What instrument do you play?

What is your favorite piece of music you play? Why?

yearbook
Interview Sheet-Theater

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
How long have you been involved in theater? If any, what past roles have you had?

What role are you playing in the upcoming show?

What is your favorite part of performing?

yearbook
Interview Sheet-Visual Arts

Student Name: _____ Deadline: _____
Assignment: _____
Interviewee Name/Grade: _____
What visual arts classes have you taken?

What is your favorite art class to date? Why?

What is your favorite medium (material) to work with? Why?

What is your favorite work of art you created so far? Why?

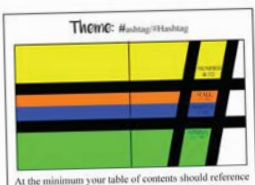
INTERVIEWING:
INTERVIEW TRAINING, GUIDES,
PRINTABLE HANDOUTS

ENDSHEETS

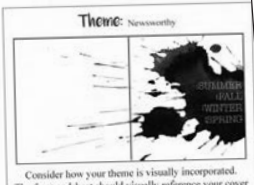
HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?

An **endsheet** is a thick paper that attaches to both the cover and the pages inside the yearbook.
Endsheets are in the front and back of the yearbook.
Endsheets can be left blank to allow space for signatures or it can be designed in a way to emphasize the theme.
TIP: If adding to your **endsheet** put your table of contents in the front and your **colophon** in the back.

TABLE OF CONTENTS:



At the minimum your table of contents should reference your back and include page



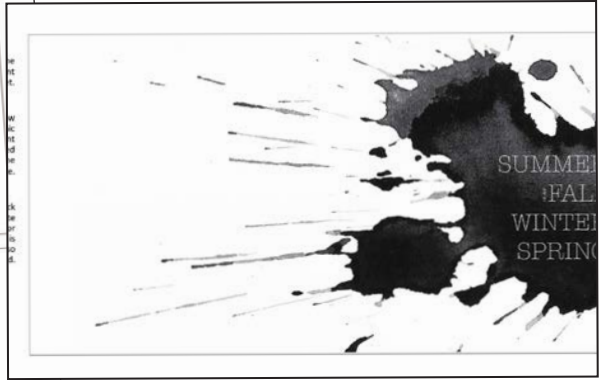
Consider how your theme is visually incorporated. The front endsheet should visually reference your cover. Since it is the first page you see when opening the book.

Consider how the design ties to your yearbook cover. Consider how it visually ties to your yearbook cover. If including the table of contents, what do you want to include?

Sketch our your front **endsheet** concept here.

List out ideas for what to include on the back endsheet. Consider how the design ties thematically into your yearbook. Consider how it visually ties to your yearbook cover and the front endsheet. If including the colophon, what information do you need to include?

Sketch our your back **endsheet** concept here.



YEARBOOK PLANNING

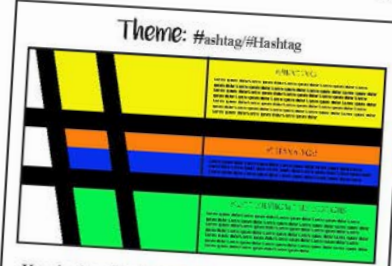
ENDSHEETS

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?

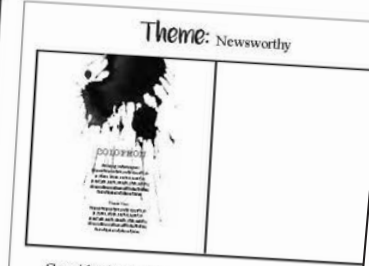
An **endsheet** is a thick paper that attaches to both the cover and the pages inside the yearbook.
Endsheets are in the front and back of the yearbook.
Endsheets put your table of contents in the front and your **colophon** in the back.
A colophon is a collection of the printing information of the yearbook.

COLOPHON:

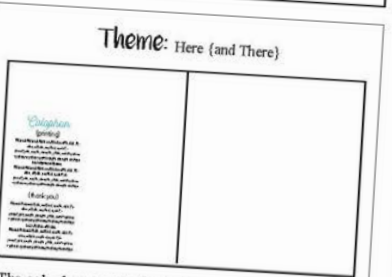
The colophon should include: software and hardware info, camera info, concept/theme synopsis, cover and endsheet specifications, paper type and weight, typefaces used, press run, name of the printer, location of the plant, name of your yearbook rep, number of books printed, cost of the book, size, awards received, and specific thank yous. The letter from the editor can also be included if not added elsewhere.



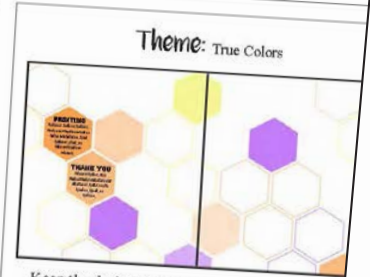
Your back endsheet can simply be a mirror reflection of the original design.



Consider how the back endsheet will also reflect your theme and cover.



The colophon could simply follow your font style with limited or no graphics for a clean look.



Keep the design simple and light to allow students to add their signatures on top of the design.

ENDSHEETS ASSIGNMENT

DUE DATE: _____

Create designs for front and back endsheets. Before starting your final design take into consideration...

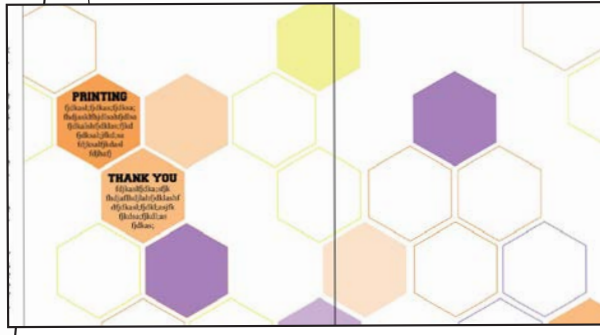
- Research examples of endsheets, table of contents, and colophons.
 - Check out a Pinterest board here for ideas: <https://www.pinterest.com/whitneywpanetta/look-yearbook-endsheets/>
- Think outside of the box! This is a space for you to be creative with.
- Think of ways to visually tie in to the theme.
- Think of how you can visually tie it to the cover of the book.
 - You can repeat graphics, colors, and patterns from the cover on your endsheets.
- Consider what needs to be included in your table of contents and what the page ranges are.
- Consider what information needs to be included in your colophon.

ENDSHEETS ASSIGNMENT

DUE DATE: _____

Create designs for front and back endsheets. Before starting your final design take into consideration...

- Research examples of endsheets, table of contents, and colophons.
 - Check out a Pinterest board here for ideas: <https://www.pinterest.com/whitneywpanetta/look-yearbook-endsheets/>
- Think outside of the box! This is a space for you to be creative with.
- Think of ways to visually tie in to the theme.
- Think of how you can visually tie it to the cover of the book.
 - You can repeat graphics, colors, and patterns from the cover on your endsheets.
- Consider what needs to be included in your table of contents and what the page ranges are.
- Consider what information needs to be included in your colophon.



DESIGNING ENDSHEETS:

EXAMPLE TEMPLATES, DESIGN TIPS, MORE

TITLE PAGE

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?

A **title page** provides general information about your yearbook.

The **title page** is generally the first page of the yearbook after the endsheet and is a single page.

The **title page** should include the below information, reference your theme, and include visuals through graphics, photographs, or similar. This is another opportunity to get student coverage, try to use the page creatively.

WHAT TO INCLUDE

Theme Name

This should be the largest font on the page.

Yearbook Name

The name of your school's yearbook.

Yearbook Volume Number

The Year

The year the yearbook was made.

Guidelines

The colors, fonts, and general look follows the theme and guidelines set by the editors.

Coverage

A photograph of students was included to help increase coverage. A caption was also included in the bottom right corner of the picture.

School Name

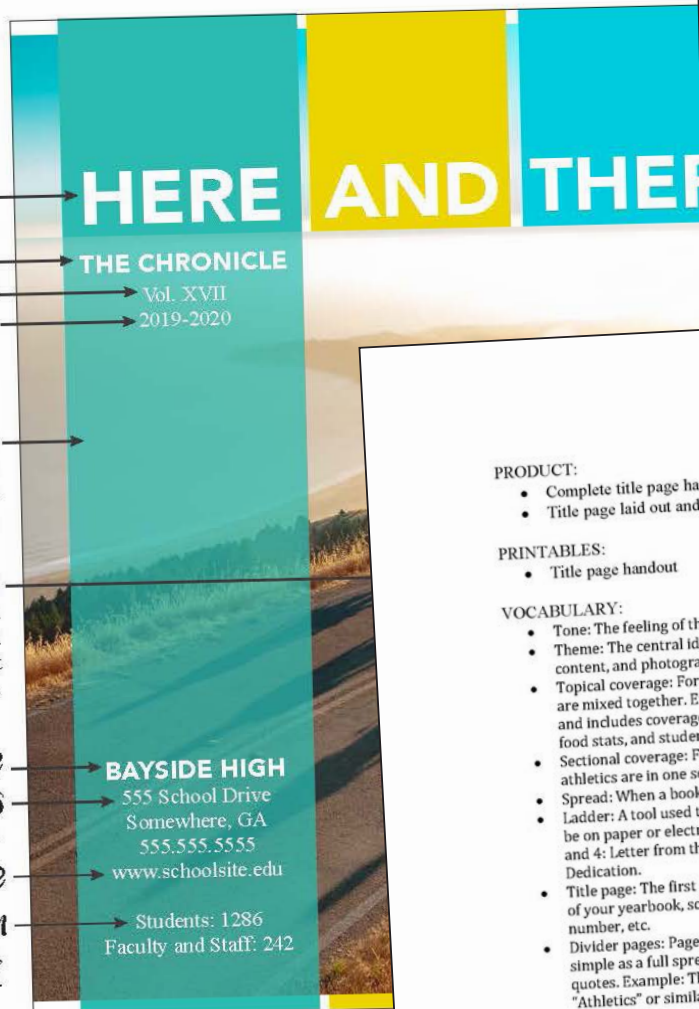
School Address

Include the phone and fax number.

School Website

School Population

Number of students, faculty, and staff at the school.



Fill out the below information based on your school's yearbook. After thinking through the information you need to include, consider how you want the design and layout to look. Sketch out ideas in the blank page boxes at the bottom before laying it out in the website.

THEME NAME: _____
 YEARBOOK NAME: _____
 VOLUME: _____
 YEAR: _____
 SCHOOL NAME: _____
 SCHOOL ADDRESS: _____
 SCHOOL PHONE NUMBER: _____
 SCHOOL FAX NUMBER: _____
 SCHOOL WEBSITE: _____

STUDENT
FACULTY

GUIDE

THEME

TITLE PAGE ASSIGNMENT INFORMATION AND DESIGN

BIG IDEA:

- Combining information and design

ESSENTIAL QUESTIONS:

- What is the purpose of a title page?
- What information needs to be included on the title page?
- How can you reflect your theme in your title page?

PRODUCT:

- Complete title page handout.
- Title page laid out and complete in the yearbook website.

PRINTABLES:

- Title page handout

VOCABULARY:

- Tone:** The feeling of the yearbook. Words you would use to describe your yearbook.
- Theme:** The central idea of the yearbook. A concept that drives the look, feel, content, and photograph style of the yearbook.
- Topical coverage:** Formatting the yearbook in a chronological order. All categories are mixed together. Example: a spread represents the week September 23rd-29th and includes coverage of Homecoming, an art exhibit, a science project, cafeteria food stats, and students with matching cars.
- Sectional coverage:** Formatting the yearbook based on categories. Example: a spread represents the week September 23rd-29th and includes coverage of Homecoming, an art exhibit, a science project, cafeteria food stats, and students with matching cars.
- Spread:** When a book is open, the two facing pages create a spread.
- Ladder:** A tool used to help plan out pages, sections, and content order. A ladder can be on paper or electronic. Example: Pages 1 and 2: blank page, title page; Pages 3 and 4: Letter from the Editor, Table of Contents; Pages 5 and 6: Yearbook Dedication.
- Title page:** The first page of your yearbook. Includes information like the title of your yearbook, school name, volume number, year, school address, school phone number, etc.
- Divider pages:** Pages that introduce the next section of the book. They can be as simple as a full spread picture and title or as complex as multiple picture spreads. Example: The spread before the athletics section starts, with the title "Athletics" or similar. The spread before the spring section starts.
- Colophon:** A statement at the end of the book that includes information like the printer name, printing quantity, edition number, and printing size (size, paper weight, etc.).

- Captions:** Copy that goes along with a picture that identifies those pictured and offers additional information about the picture.
- Ident:** A caption used only for identification of those pictured.

IMPLEMENTATION: For a 50 minute class, times may vary.
 Decide if you want this to be an editors' only assignment or an entire staff assignment. Either meet with just the editors or present the assignment to the entire group. Have old yearbooks available for them to reference for the title page information and examples.

DAY 1: Introduction

- Start class by passing out the title page handout.
- Explain that they will be working on collect information for and laying out the title page.
- Emphasize the importance of the title page:
 - It includes information specific to the school and important archival information.
 - It may be the first designed page of the yearbook, unless there are designed endsheets.
 - It should reflect the theme, there aren't many pages that can be laid out to very specifically reflect the theme and this is one of them.
 - It should also tie to the cover design through photographs, colors, fonts, and/or graphics.
 - Make sure it follows the guidelines set by the editors.
- Explain the assignment:
 - They need to research title page examples to get ideas for a creative design.
 - They need to find all the information that needs to be included on the title sheet.
 - They need to fill out the information portion of the handout and sketch out ideas.
 - Finally, as an editor, they need to lay out the title page.

DESIGNING TITLE PAGE:

EXAMPLE TEMPLATES, DESIGN TIPS, MORE

YEARBOOK

SIMPLE DIVIDER PAGES

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?



YEARBOOK

MIXED FOCUS DIVIDER PAGES

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?



YEARBOOK

GRAPHIC FOCUSED DIVIDER PAGES

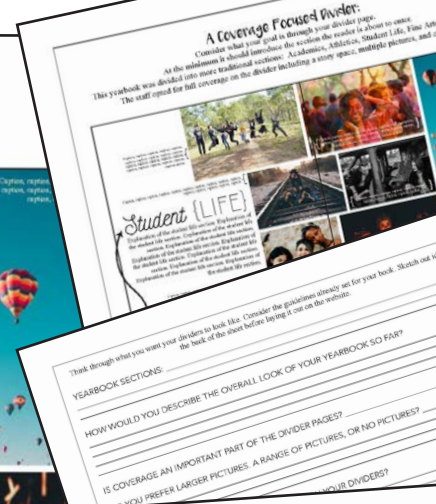
HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?



YEARBOOK

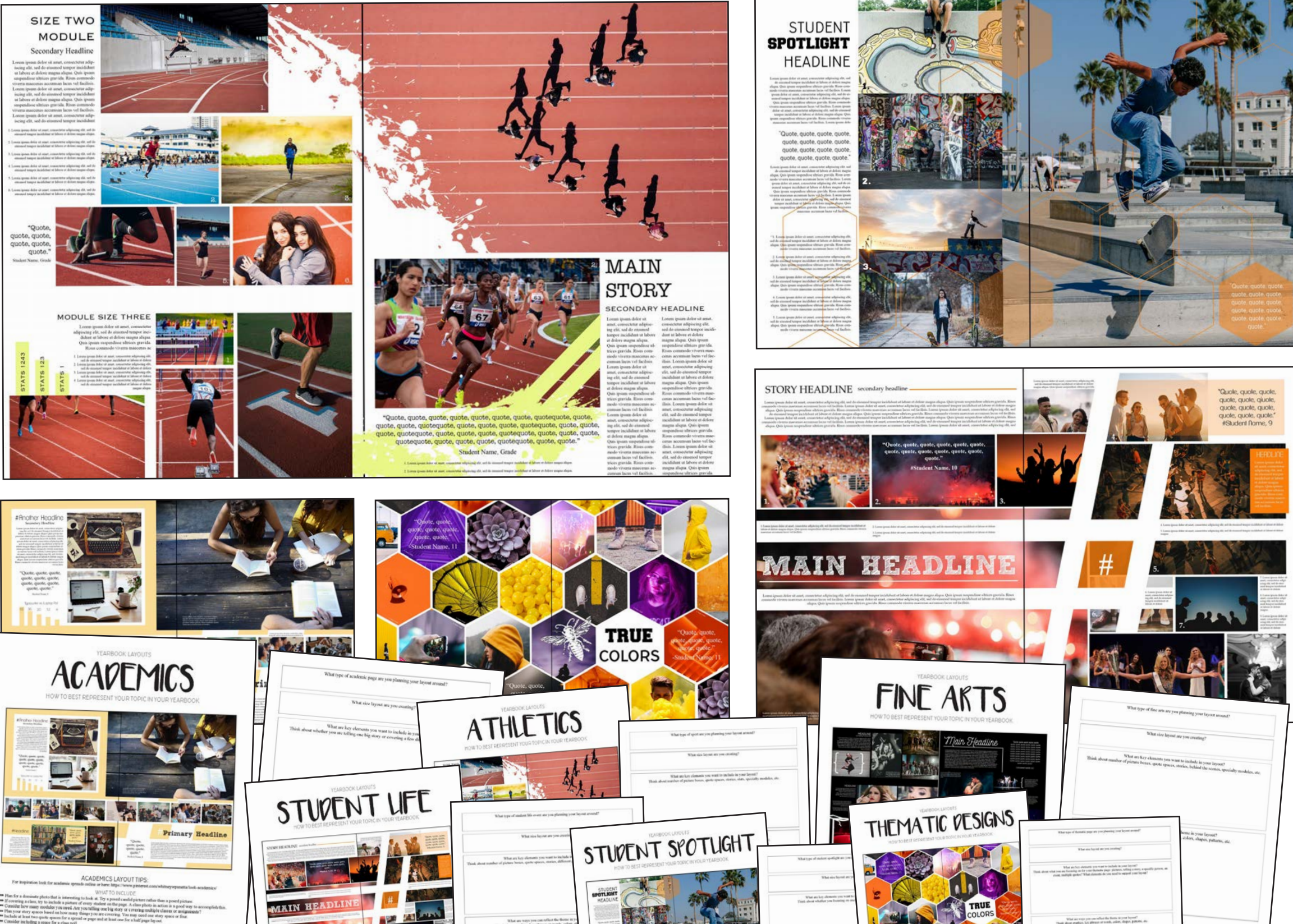
COVERAGE FOCUSED DIVIDER PAGES

HOW WILL YOUR YEARBOOK REPRESENT YOUR YEAR?



DESIGNING DIVIDERS:

EXAMPLE TEMPLATES, DESIGN TIPS, MORE



LAYOUTS PROJECT:

HOW TO DESIGN LAYOUTS, TIPS, TEMPLATE EXAMPLES, ASSIGNMENTS, & MORE

[illegible][illegible]

Yearbooker Name: _____ Grade Level: _____

Student Name: _____

How long have you attended school here? What is your favorite class and teacher so far?

What classes are you taking this year?

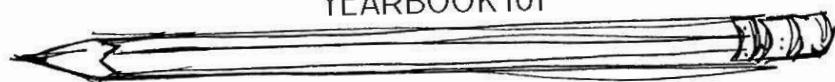
What are your hobbies?

Other information:

GETTING STUDENT COVERAGE PROJECT

STORY WRITING

YEARBOOK 101



Yearbook copy is just as important as design and photography. Without the stories and captions the readers would miss a huge part of the behind the scenes of the activity you are covering. Writing a story for a yearbook is a much different style than writing a paper. Follow the below rules to help write engaging content for your yearbook readers!

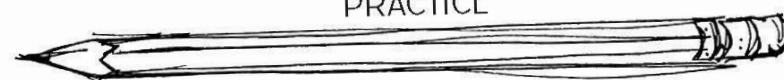
Short and Sweet: Keep your sentences and paragraphs short and your sentence structure simple. Break up your story with quotes, facts, lists, or similar. Make your content easy to consume!

Active Voice: Make your story more engaging by making the subject of action. For example, change "These watercolor paintings were created by artists in the class" to "In the Introduction to Art class, artists used watercolors to paint landscapes."

Report: Don't be vague! Avoid language such as some, many, a lot, use real numbers. For example, change "five different colleges in the southeast" to "five different colleges in the southeast." TIP: spell through nine and use numerals for 10 and above.

STORY WRITING

PRACTICE



Pick one of your deadline assignments and write a story for it following the story writing guide on the front. Try to include all six tips in your story. See the below example for how to include them all.

Short & Sweet Active Voice Report Lede Language Style Guide

On April 20, the Bayside Hornets took

Story Author: _____

STORY WRITING

PEER EDITING

As a yearbooker your job is to create the best yearbook possible. In order to do this you have to work as a team family! Look out for your fellow yearbookers. Help them improve their writing by peer editing. Read their stories and add your comments below. Include POSITIVE FEEDBACK as well as CONSTRUCTIVE CRITICISM. If you suggested changes be specific and explain it in a positive way.

Story Writing Tips	Peer Editor 1:	Peer Editor 2:	Peer Editor 3:

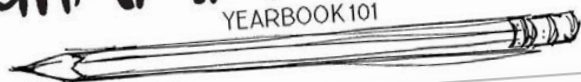
Story Author: _____

Lede: The first sentence grabs your attention. The first few sentences have the most important information included in them.

Language: The way language is written past tense in the third

GRAMMAR TIPS

YEARBOOK 101



Use the below guide to help avoid common yearbook writing mistakes.

Capitalization:

Do Capitalize:

- Proper nouns, days of the week, months, and holidays (ex: John Smith, Monday, May, Halloween)
- Professional titles (ex: Assistant Principal James)
- Names of schools, clubs, and organizations (ex: Bayside High School, Art Club, Quill and Scroll)
- Nicknames for athletic teams (ex: Hornets)
- Titles of books, movies, plays, and songs (ex: A Tale of Two Cities)
- Course titles (ex: Introduction to Art, Yearbook)

Do Not Capitalize:

- School subjects, unless it's a language (ex: math, science vs. English, Spanish)
- Titles without names attached (ex: The assistant principal gave high fives.)
- Seasons of the year (ex: fall, spring)
- Names of classes (ex: junior, tenth grade, middle schooler, high school)

Dates and Numbers:

- Write the date as follows: September 4. Don't add a th, st, or change the order.
- Don't add the year to any date that occurs within the year the yearbook represents.
- Numbers one through nine should be written out. Numbers 10 and above should use numerals.

SPELLING TIPS

YEARBOOK 101



Use the below guide to help avoid common yearbook spelling mistakes.

Affect vs. Effect

Affect: A verb that influences something (ex: The medicine affected her headache)
Effect: The outcome of an action (ex: The effect the medicine had was immediate)

Farther vs. Further

Farther: Represents a physical distance (ex: The farther she ran the better she felt.)
Further: Represents a metaphorical or figurative distance (ex: We can discuss this further tomorrow.)

Its vs. It's

Its: Possession (ex: The dog was small and its fur had a mix of black and gold.)
It's: Contraction of it and is (ex: It's taking longer than I expected.)

Lay vs. Lie

Lay: Transitive verb, requires a direct object to complete the meaning (ex: She laid in a bed of roses.)
Lie: Intransitive verb, doesn't require a direct object to complete the meaning (ex: Lie down if you are tired.)

There vs. Their vs. They're

STORY WRITING ASSIGNMENT

WRITING IN JOURNALISM

BIG IDEA:

- Writing in journalism

ESSENTIAL QUESTIONS:

- How can you capture the importance of an event in a concise, informative way?
- What grammar rules apply to writing in journalism?
- How can you maintain your reader's attention?

OBJECTIVES: Students will...

- Discuss examples of good story writing in yearbook.
- Review grammar and spelling rules, especially in yearbook instances.
- Practice writing for a deadline assignment of their choice.
- Edit each other's writing.

COMMON CORE, Writing:

Middle School:

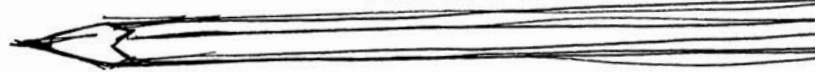
- **CCSS.ELA-LITERACY.WHIST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHIST.6-8.5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHIST.6-8.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STORY WRITING:

HOW TO WRITE IN JOURNALISM ASSIGNMENT & OVERVIEW

HEADLINE TIPS

YEARBOOK 101



Creative headlines are what draws the reader into the story. Try to think outside the box and brainstorm multiple headlines and secondary headlines that directly relate to the content.

Keywords: List keywords that stand out in your copy. See if any make sense grouped together for a headline. **Example:** "Aim, Breathe, Shoot, Score" a headline about a soccer game. These words were highlighted in the story.

Action Phrases: Read through your copy, make a list of phrases that jump out at you. Use active verbs instead of passive phrases. **Example:** "Painting Van Gogh" a headline about a painting project instead of "The student painted Vincent Van Gogh as the exemplar."

Alliteration: A series of words that begin with the same consonant sound. Headlines that use alliteration are easy to remember and look good design wise. **Example:** "Team Triumphs Ten to Two" a headline about a softball team.

Onomatopoeia: Words that look like the actual sound they make. For example: Splat, boom, crash. Onomatopoeia headlines provide descriptors that give the reader a sense of actually being there. **Example:** "Feet" a headline for cheering on the football team during the homecoming game. Think ahead for even more ideas. **Example:** "Twinkle Toes" vs. "Stomp Your Feet."

Puns: A play on words; making use of words that have more than one meaning or similar sounding words. Puns are used to create a humorous effect. Think of phrases you could use and swap out words. **Example:** "Hoops, They did it Again" (Brittany Spears song reference, "Oops, I Did it Again") or "Hoop reference to a soccer story."

Rhymes: Words that sound similar, especially the ends of words. Rhyming headlines create a catchy phrase. Use a rhyming dictionary to help develop your headline. **Example:** "Pin it to Win It" for wrestling, "No student spotlight on working towards becoming a college athlete."

Idiom: An expression created by popular use in which the meaning can not be deduced from the individual words. For example: "It's raining cats and dogs" or "get off my back." Use an idiom dictionary to help develop your headline. **Example:** "A Balancing Act" for a theater headline that accompanies a headline of actors performing a performance.

Pop Culture: Create catchy and interesting headlines by referencing pop culture. Focus on current events or do a throwback. **Example:** "Walk Like an Egyptian" for a headline about an history project that features a reference to a 1980's song by The Bangles.)

Theme: Use your theme to help drive headline ideas. **Example:** The yearbook theme is #Hashtag. Create hashtag based headlines such as #Blessed, #PhotoOfTheDay #TBT.

Secondary Headline: Use the secondary headline to further explain the headline. It should be a headline that identifies important parts of the story. The primary and secondary headlines create a headline package.

HEADLINE PRACTICE Name: _____

Create primary headline and secondary headline examples for three different assignments using different headline tactics for each one.

Assignment One:

Keywords: Use keywords from your story to develop headline ideas.

Alliteration: Use words that begin with the same consonant sound to create headline ideas.

Puns: Play on words and phrases to create headline ideas.

Secondary headlines: Write three options for secondary headlines for this story.

Assignment Two:

Action Phrases: Use phrases from your story to create headline ideas.

Onomatopoeia: Use descriptive words to create headline ideas.

Idiom: Use an expression that tie into your story to create headline ideas.

Secondary headlines: Write three options for secondary headlines for this story.

Assignment Three:

Rhymes: Use words that sound similar to create headline ideas.

Pop Culture: Make pop culture references to create headlines.

Theme: Consider ways to incorporate your theme into headline ideas.

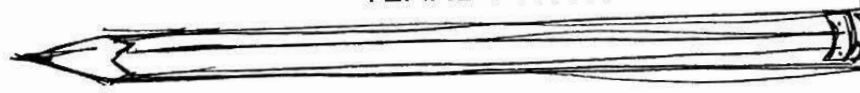
Secondary headlines: Write three options for secondary headlines for this story.

HEADLINES:

HOW TO WRITE INTERESTING TITLES

CAPTION WRITING

YEARBOOK 101



Storytelling Caption: The best type of caption includes a lot of background about the photograph. These captions tell the stories behind the pictures in addition to identifying those pictured.

Group Caption: Captions that are grouped together, often numbered or similar, to describe a group of people or things. Group captions often have to be shorter, due to space, but ideally they should be longer, provide background information, and list all those pictured.

Ident Caption: Captions that simply list the names and grades of those pictured. They should be used only when needed due to a shortage of space.

Good Caption: ← Examples
Bad Caption:

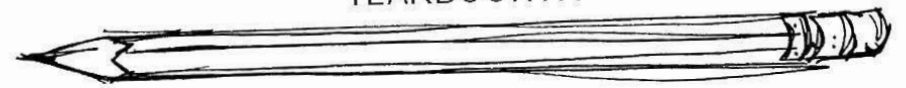
Jane Smith, Holly Jones, Leslie Ash, and Jackie Hall, 11, spent Jane's 16th birthday in San Diego. This picture was taken just after Holly, Leslie, and Jackie surprised Jane for her birthday. Jane says, "My birthday was already wonderful having the chance to spend it in a city I love. But when my three girls showed up I knew it was going to be an epic weekend."

Jane Smith, Holly Jones, Leslie Ash, and Jackie Hall, 11, spent Jane's 16th birthday in San Diego. This picture was taken just after Holly, Leslie, and Jackie surprised Jane for her birthday. Jane says, "My birthday was already wonderful having the chance to spend it in a city I love. But when my three girls showed up I knew it was going to be an epic weekend."



CAPTION WRITING

YEARBOOK 101



Yearbook copy is just as important as design and photography. Without the stories and captions the readers would miss a huge part of the behind the scenes of the activity you are covering. Writing a good caption for a picture can be harder than you think. Follow the below rules to help write engaging content for your yearbook readers.

Five W's: Ask the who, what, when, where, and why questions when talking to those pictured. This will help you collect other information than what you simply see in the photograph. Ask who is pictured (triple check the name spelling), what they are doing, when it happened, and why they are together, at that specific location.

Quote: Quotes are the easiest way to provide background information about the picture. Try to gather quotes from all people pictured, and select the best one or two to include. Have at least three questions lined up to ask them and don't be afraid to ask follow up questions. The more questions you ask, the more detailed quotes you will get. And don't forget, when in doubt, add a quote!

Don't Describe: Never describe what is going on in a picture. A caption that reads "Jane Doe smiles at John Doe" gives no information you can't tell just by looking at the photograph. Instead, a caption should give details to enhance the picture. What happened just before or after the picture was taken? What led up to this moment? Why are all of those people gathered together? How can you share what the viewer can't see?

Go for Three: If there is space, write at least three sentences in your captions. Sentence 1: write in present tense, list the people photographed, and fill in the 5 W's. Sentence 2: fill in the background information. Sentence 3: add a quote from one of the people pictured.

Active Voice: Make your caption more engaging by making the subject of your sentence do the action. For example, change "These watercolor paintings were created by artists in the Introduction to Art class" to "In the Introduction to Art class, artists used watercolors to paint landscapes."

Style Guide: Make sure you follow the style guide developed by your editors to be specific to your yearbook. Your style guide will provide guidelines for how to use names, titles, list grades, format quotes, and more.

CAPTIONS:

HOW TO WRITE CAPTIONS FOR PICTURES



PHOTOGRAPHY TIPS

YEARBOOK 101

Use the below guide to help take strong photographs to include in the yearbook

Framing

- Check your composition, does it follow the rules of composition?
- Look for mergers or other distracting elements in the background
- Don't cut off heads!
- Remember, you can always crop your photograph later, but you can't add to it after it's

Lighting

- Make sure your subjects are well lit, especially their faces.
- Place them near a window, lit lamp, or use your smart phone light to help illuminate them

Action Shots

- Action shots are a must, especially covering athletics. Take pictures while things are actually happening
- Don't be afraid to get down low or up high for interesting angles of the action.

Portraits

- Candid shots are best, used posed candid shots if an actual candid isn't possible.
- Include props, when it makes sense, that can provide additional information about the event or person
- Let your subject try different poses to get comfortable before starting. Walk them through the poses
- Always focus on the eyes! This ensures everyone is looking at the camera and the lens is focusing on the subject
- Take a lot of pictures so you can choose the best option.

Backgrounds

- Avoid photographing a person on a blank wall.
- If possible, allow the background to provide information about what's happening in the picture
- If possible, place your subject in natural light and with a natural background.
- Avoid chaotic and distracting backgrounds.

Edit

RULES OF COMPOSITION SCAVENGER HUNT

Go out and capture photographs that reflect the rules of composition. Once you have captured your photographs, you will upload them to your computer. Title each photograph with the rule of composition it is meant to capture. Save the 7 photographs in a folder titled: **Your Name-Rules of Composition.**

- Your focus is the photography rules of composition. You will have 7 photographs in total to take, each photograph should highlight the rule you have assigned to it.
1. Rule of thirds
 2. Balancing elements: Formal (or symmetrical) balance.
 3. Balancing elements: Informal (or asymmetrical) balance.
 4. Leading lines
 5. Viewpoint
 6. Inclusion and exclusion: Include one before picture and one after picture. The after picture should reflect a cropped image or repositioning to capture the image.
 7. Experimentation: Try something risky and new. Don't be afraid to break some rules.

RULES OF COMPOSITION SCAVENGER HUNT

Capture photographs that reflect the rules of composition. Once you have captured your photographs, you will upload them to your computer. Title each photograph with the rule of composition it is meant to capture. Save the 7 photographs in a folder titled: **Your Name-Rules of Composition.**

PHOTOJOURNALISM

Photograph in the style of a photojournalist. The main goal of a photojournalist is to tell a story with their pictures, not words. I'd like you to focus on capturing the "majesty of everyday life" while participating in the thrilling process of documenting living history. Think about choosing images addressing our shared humanity, triumphs, and struggles. What story is worth telling?

Consider which topic can be well captured through a series of photographs. Think an event: game, dance, student spotlight activity. What story are you trying to tell? How many people are telling it?

Here is one way to approach this project:

- 1) Choose one of your topics. Take your camera to the event with the intent to "find a story."
- 2) Instead of simply snapping a bunch of random pictures, pretend that you were hired to document the event and your clients are expecting to see a unique perspective of that event through your photographs. You are a photojournalist.
- 3) Then, decide on an "angle." Not how to hold the camera, but what kind of angle are you coming from on photojournaling this specific event? Trying to record every aspect of the event would take hundreds of rolls of film. Think of one part that would be interesting to you and focus on that. For example: if you choose the football game as your event, one option could be to focus on one major group – the players, the



3 PHOTO PROJECTS:

TIPS, TECHNIQUES, ASSIGNMENTS

ON PHOTOJOURNALISM



SENIOR PACKET

SENIOR INFORMATION FOR THE YEARBOOK

SENIORS:

Submit your senior quote using this Google Form: [ADD YOUR GOOGLE FORM LINK HERE](#)

PLEASE NOTE:

- It must be 30 words or less
- It must have a speaker listed, even if it's anonymous
- It has to be appropriate content to print in the yearbook. *Any quotes deemed inappropriate will be removed and you may lose your opportunity to have a quote in the yearbook if you don't choose wisely. All quotes will be read and approved by yearbook adviser and administrators.*
- Your senior quote has to be submitted by [ADD YOUR DATE HERE](#). Late quotes will not be accepted.

PARENTS:

Submit your parent information using this Google Form: [INSERT LINK HERE](#)

The following is requested from you, prepare each part before submitting the form.

PARENT/GUARDIAN NOTE:

- It must be 40 words or less
- Double check spelling, grammar, and word count before you submit.

SENIOR BABY PICTURE:

- Consider whether or not you child will be happy with your selection!

OPTIONAL THROUGH THE YEARS PICTURES:

- You can submit up to five pictures of your child growing up.
- Preference will be given to pictures that include groups of kids who are also from this school.
- Try not to submit picture of just your child or your child with students from other schools.

- These pictures will be used in the yearbook as well as other senior celebration projects.

CASUAL SENIOR PORTRAIT

Submit the file name of the casual portrait you and your child want to print in the yearbook.



- When you click the links below you will be taken to a screen that prompts you to click "make a copy." Click the button. This will open the form under your Google account and allow you to edit it to reflect your yearbook needs.
- A notification may pop up claiming that file upload folders can't be found. Click "no" to resolve this issue, this connects the form to your Google Drive.
- You can delete sections and add sections based on your yearbook staff needs.
- To delete a section, click the trashcan icon when you hover over a question box.
- To add a question click the plus symbol in the toolbar to the right of the form.
- To edit text boxes, simply click on the text to make the box live and ready for edits.
- If adding a question you can create a multiple choice question, short answer, long answer, or file upload. Consider what type of information your yearbook staff needs to collect and the form based on that. *Have your senior section editor or editorial staff work on this and send it out to students and parents.*
- Once you are ready to send the form to seniors and parents, click the send button, copy and paste parent and student e-mails into the form, and click submit. *Send the parent form to parents and the senior quote form just to senior students.*
- Once you get your first response, open your Google forms account.
 - Under "recent" you should see your Senior Packet-Parents and Student Quotes. Select the one you want to view.
 - You could see the number of responses in the "responses" tab. Click the tab.
 - Click the green icon under the tab title, to the right.
 - Select "Create a new spreadsheet," click the "create" button.
 - A spreadsheet will automatically be created with the responses.
 - Any future responses will auto populate in the spreadsheet.
 - If you want to export the data, when all the responses are recorded, open the spreadsheet and click "file," "download as," and select the application you want to use. Microsoft Excel is the most common application and you can continue to use it.

QUARTER PAGE
FULL COLOR AD



QUARTER PAGE
FULL COLOR AD



HALF PAGE
FULL COLOR AD



YEARBOOK

2019-2020 SENIOR ADS

Senior ads are available on a first come, first serve basis. The quantity of senior ads can include varies based on the quantity and size of the ads reserved. Your spot is not reserved until the school receives your payment.

Senior ad copy and payment are due by [ENTER DUE DATE HERE](#).

Please complete the following agreement, which authorizes [SCHOOL NAME](#) to insert the senior ad in the yearbook.

Ad Purchaser Name: _____ (Email: _____)

Student's Name: _____

I understand that my space is not reserved until the ad is paid for in full. All ads are reserved on a first come, first serve basis. [SCHOOL NAME](#) is not responsible for errors or omissions. Ad is due by [ENTER DUE DATE HERE](#).

Name (print): _____

Authorized Signature: _____ Date: _____

Ad Selection: (Circle price in chart below for ad desired)

Senior Ad Prices

Ad Size:	Price:
Full Page: 8 1/2" x 11 1/2" tall	\$400
Half Page: 8 1/2" x 5 7/12" tall	\$200
Quarter Page: 4 1/16" x 5 7/12" tall	\$100

**Yearbook senior ad space is limited, so yearbook ads will be accepted on a first come, first served basis. Refunds for yearbook ads will be given if needed.

Ad Copy: Your ad needs to be uploaded to the senior packet Google form when you upload your parent note and your child's baby picture, though the year pictures, and (email and casual portrait information). This document needs to be submitted all at once, please wait to submit it until you have all information ready to upload.

A typical senior ad includes pictures of the senior and text from friends and family members. The ad needs to be formatted to a .jpg, .gif, .png, or .pdf. Check this website for tips and questions to help you create a great ad.

SENIOR SECTION:

PARENT INFORMATION, QUOTES, ADS, PICTURE COLLECTION, GOOGLE DRIVE SUBMISSION, MORE

QUARTER PAGE FULL COLOR AD



BUSINESS NAME
SLOGAN
ADDRESS, ADDRESS, ADDRESS
WEBSITE
E-MAIL ADDRESS

QUARTER PAGE FULL COLOR AD



BUSINESS NAME
SLOGAN
ADDRESS, ADDRESS, ADDRESS
WEBSITE
E-MAIL ADDRESS

FULL PAGE FULL COLOR AD

HALF PAGE FULL COLOR AD



THANK YOU TO OUR SPONSORS

GOLD LEVEL



BUSINESS NAME
SLOGAN
ADDRESS, ADDRESS, ADDRESS
WEBSITE
E-MAIL ADDRESS

SILVER LEVEL



BUSINESS NAME
SLOGAN
ADDRESS, ADDRESS, ADDRESS
WEBSITE
E-MAIL ADDRESS

BRONZE LEVEL

BUSINESS NAME
SLOGAN
ADDRESS, ADDRESS, ADDRESS
WEBSITE
E-MAIL ADDRESS

YEARBOOK ADVERTISING LEARNING TO SELL

BIG IDEA:

- Learning to sell

ESSENTIAL QUESTIONS:

- What are important factors when selecting a business to pursue for an ad?
- What are the steps to take to try to sell an ad?
- How can you close a sale?

OBJECTIVES: Students will...

- Discuss the sales process, how to select businesses, sell an ad, and close a deal.
- Reach out to businesses to sell an ad at least two times, unless they get a firm no.
- Collect signed contracts, checks, and ad copy (or sponsorship information)

SUPPLIES:

- Computers and projector to display PowerPoint and display yearbook design website
- Printed and copied ad contracts and specs

PRODUCT:

- Ads or sponsorships

Yearbook 2019-2020 Advertising Specs

Please submit your ad copy in at least 300 dpi and full color

Commercial Ad Specs

Full Page:
8 1/2" x 11 1/3" tall

Half Page:
8 1/2" x 5 7/12" tall

YEARBOOK 2019-2020 Commercial Sponsorship Agreement

SCHOOL NAME Yearbook is pleased to offer commercial businesses the opportunity to sponsor our publication **YEARBOOK NAME**, which will be distributed to **SCHOOL SIZE** members of the school community in May. Sponsorship logos will appear in full color.

To sponsor our yearbook, please complete the following agreement, which authorizes **SCHOOL NAME** to insert the sponsorship information in its yearbook:

Sponsorship's Business Name: _____

Contact Person's Name: _____ E-mail: _____

Street Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

I understand that all sponsorships must be paid in full within 10 days of sale date (below), or ads will not appear in the yearbook. **SCHOOL NAME** is not responsible for errors or omissions.

Name (print): _____ Date: _____

Authorized Signature: _____

Sponsorship Selection: (Circle price in chart below for sponsorship level desired)

Commercial Sponsorship Prices

Sponsorship Size:	Price:
GOLD Level	\$450
SILVER Level	\$250
BRONZE Level	\$175

SELLING ADS:

PAYING FOR YOUR YEARBOOK THROUGH SPONSORSHIPS & ADS

Camera Organization System Tips:

- Number each camera and everything in the camera bag,
 - Purchase sticky dots (Similar to [these](#)) and stick them on every item in bag. The camera body, additional lenses, lens caps, batteries, battery charger, camera bag, etc.
 - Write the number on the sticky dot.
 - Number the spot on the shelf that the camera should be returned to.
- Keep all camera equipment in a cabinet that can be locked. Make sure the cabinet is locked every day.
- Place a sign out sheet on the front of the cabinet.
 - Have each camera labeled with the number, the type of camera, and the date it was checked out in the camera bag.
 - Make sure students sign in and out camera equipment every time.
- Assign two students each week to assist students with signing in and out equipment, making sure everything is accounted for, and keeping the cabinet organized.
 - Rotate this job every week.
 - Give students a participation and/or a good citizenship grade for doing this job.
- Give all students a participation and/or good citizenship grade for signing out equipment at the end of the semester.

If any students bring in their own camera make sure it is labeled with the number. Keep it locked in the cabinet and not to be used by other students.

CAMERA CABINET ASSISTANT

CHECKLIST

1. Check the camera cabinet at the beginning of class and make note of any missing cameras.
2. Help students check out cameras during class, make sure they fill out the sign out sheet.
3. When cameras are returned do a quick bag check to make sure all items are there.
4. Help students check out cameras for overnight use. Make sure they fill out the sign out sheet.
5. At the end of class make sure the camera cabinet is organized, nothing is missing, and any missing cameras are accounted for on the sign out sheet.

YEARBOOK

Camera Contract

I accept responsibility for all costs of camera damage or loss when I borrow the school's cameras on or off campus. I agree to check the sign out sheet of camera bag contents before signing the camera out. If the school camera is damaged, I will pay for the cost of the repair and/or replacement of the same brand and quality, as chosen by the school.

NAME: _____

DATE: _____

PARENT SIGNATURE: _____

YEARBOOK ADVISOR

TIPS AND RESPONSIBILITIES

RECRUITING STAFF:

Human-juniors currently on staff fill out a yearbook interest form. They can be used to return, one that they don't plan to return, and one for

ed in editorial roles to help determine their

many staff positions are available based on

ouncement to the school or each grade level a

are for years. Explain what to expect: real life

iting as well as art (photography, layout, and

st apply for the class, share the location of the

the deadline. Remind them that deadlines are

ations turned in after the deadline will not be

et staff members. Contact the students selected for

anyone not accepted.

f plan a lunch for the future yearbook staff before t

roduce everyone before the first day, pitch any

he summer, and explain expectations.

d up for the current year (typically in March) start mee

ing worksheets to develop their concept, theme, and ton

and get an idea of the overall look of the yearbook.

yearbook conferences to finalize theme details, cover

n editor to start preparing for data collection over the sum

ers and returning staff before the school year ends to introd

out the syllabus, camera contracts, etc.

st day to document the first day of school.

- You still act as teacher, but ideally you are last in line for help. The editor(s)-in-chief should be the first stop.

RUNNING STAFF:

- You are responsible for general teacher duties, taking attendance, grading etc.
- In addition, you must contact your yearbook company to work out details of cost, quantity, contracts, and similar.
- You will submit all pages for deadlines to the yearbook printing company.
- You will edit all pages before final submittal.
- You will be the liaison between admin and staff.
- Organize your class in a way that takes work off you and spreads it amongst your editorial team.
- FAMILIES:
 - Each editor is assigned staff members.
 - They check in with these members, answer questions, sit with them, and make sure they are on task all year.
 - This develops a repour between new and returning staff and students in different grade levels.
 - It helps spread out duties from just you and the editor(s)-in-chief.
 - Have the editors of each family check the work of their staff members and fill out an initial rubric for every deadline.
 - Use their notes as well as your notes to give them a final grade. This helps lessen the grading load on you and ensures that their first draft work is being checked.

EDITORS:

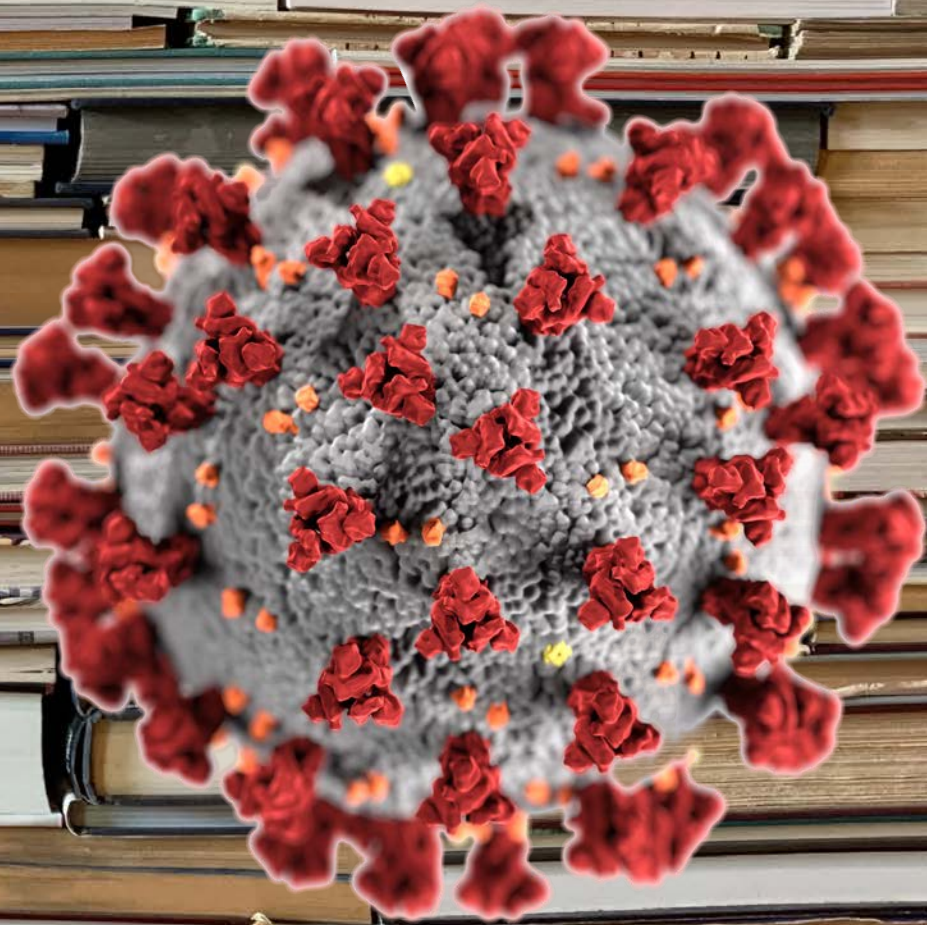
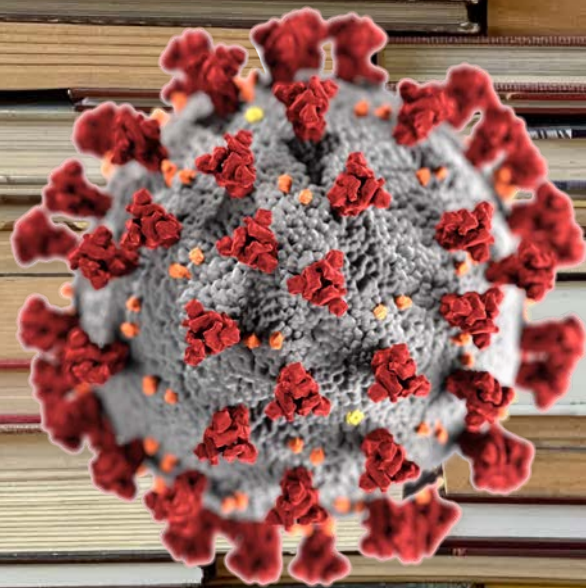
- Use your editors to run class and help edit.
- Meet with your editor(s)-in-chief once a month to create to do lists for them and check off previous to do lists for editor grades. (ex: select pages for deadline 1, assign student list, vote on yearbook dedication, etc.).
- Meet with your entire editorial staff at the start of the year to go over expectations and plans. Meet with them 1-2 times a semester.

DEADLINES:

- In the editing process have three phases.
 - Phase 1: Editorial staff other than the editor(s)-in-chief edits all pages of the deadline. Section editors pay specific attention to their assigned sections. They contact staff members to make changes. (3-5 days to edit)
 - Phase 2: Editor(s)-in-chief edit the deadline pages next. They contact staff members to make changes. If changes aren't made, they have to make them themselves. The pages should be almost perfect when they get to you for editing.

ADVISOR ITEMS:

TIPS & GUIDELINES FOR BEING AN ADVISOR



YEARBOOK

MINI DEADLINE, COVID

Student Name: _____ Deadline: _____

Assignment:

The module site will vary for each assignment. Check your assignment layout on the yearbook website and make sure all the information you plan to include in the actual layout is included below. If your event hasn't happened yet, make a note of that in the photo section. Even if your event hasn't happened yet, still start your story, gather quotes, etc. Pictures are the only thing you may not be able to include yet.

1. Copy and paste your story below:

2. If you have more than one story space for your assignment, copy and paste them below:

YEARBOOK

Major Deadline Rubric, COVID

Deadline: _____

Student Name: _____

TOPIC	POINTS	SCORE	COMMENTS
Story: Story is interesting, well written, and includes information that informs the reader about the person/event. Story reflects any COVID impacts.	15		
Captions: Captions are interesting, well written, includes information you don't get through the picture; they don't simply describe the picture.	15		
Quotes: Interesting quotes were collected that positively reflect the student and the school.	15		
Photography: Photography is mostly candid, only a few images are posed. Photographs are clear, high quality, and don't cut off heads or have awkward cropping.	15		
Spelling: Spelling is correct and errors have been corrected.	10		

GOOGLE FORMS

- When you click the links below you will be taken to a "make a copy." Click the bottom. This will open the form to allow you to edit it to reflect your yearbook needs.
- A notification may pop-up claiming that file upload for Google Forms is not supported. This is a false alarm. You can resolve this issue, this connects the form to your Google Drive.
- You can delete sections and add sections based on your needs.
- To delete a section, click the trash icon in the toolbar.
- To add a question click the plus symbol in the toolbar.
- To edit text boxes, simply click on the text to make it.
- If adding a question you can create a multiple choice question.
- Consider what type of information you want to collect.
- Once you are ready to send the form to students and have your editor-in-chief send it out to parents and students.
- Once you get your first response, open your Google Forms and click "responses" to see your Yearbook responses.
- You could see the number of responses in real-time.
- Click the green icon under the tab title, to see the responses.
- Select "Create a new spreadsheet" to see the responses.
- A spreadsheet will automatically be created.
- Any future responses will auto populate.
- If you want to export the data, when all responses are collected, click "File" > "Download" > "Microsoft Excel" to download the data.
- Microsoft Excel is the most common spreadsheet program.

TEACHER TIPS

FOR YEARBOOKING DURING COVID

IN GENERAL:

- The purpose of the yearbook is to capture and represent that respective school year. The goal is always to make it unique to the people and events happening that year. COVID is no different. Make that a focus, highlight how it is impacting the year and students. Don't shy away from the thing that makes this year one of the most unique school years ever.
- The yearbook should reflect individual stories and experiences, not simply events. Focus on the students, they are the heart of it all! If events are less than normal now is the chance to include more student spotlights, thematic pages, etc.
- If an athletic is cancelled mid-season, share the story of that happening. Include information about what happened during the season and after. What did the athletes do once their sport ended?
- Create a plan A, B, C, D, E.... You never know when something may be added or cancelled. Make a list of other story ideas that can be plugged in at anytime.
- Consider assigning your staff their standard deadline assignments plus one extra assignment. They should gather information as if it will be published. If it needs to be plugged in, you have it ready to go.

COVID TIPS:

TIPS FOR WORKING IN VIRTUAL, HYBRID,
& FACE TO FACE SITUATIONS & ADDRESSING
COVID CHANGES



12 PRINTABLE POSTERS:

8.5"x11," 11"x17," 24"x36"