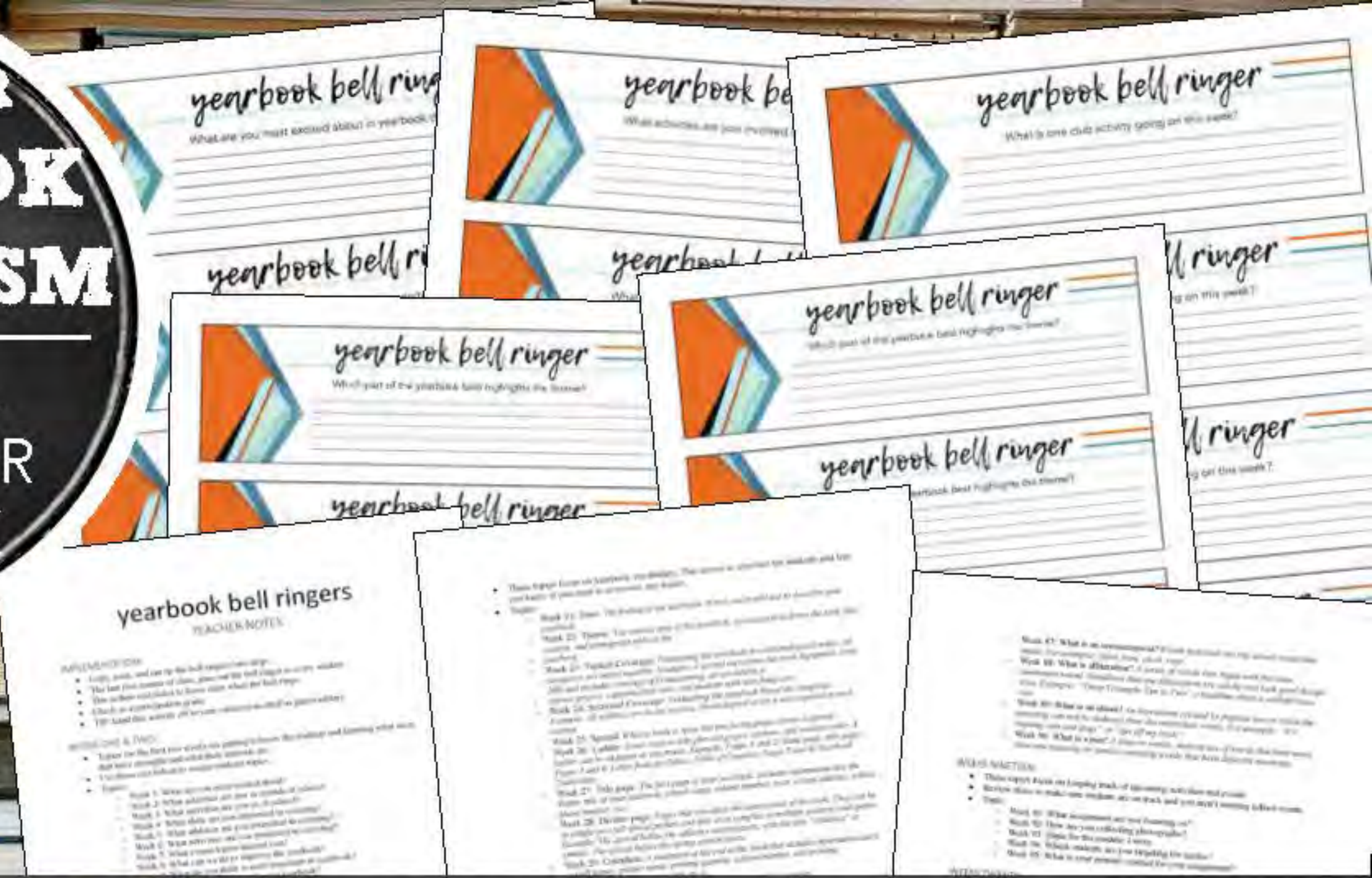


GUIDES FOR YEARBOOK JOURNALISM

180 BELL
RINGERS FOR
YEARBOOK



180 BELL RINGERS EVERY DAY COVERED
REVIEW VOCAB, SET GOALS, & MORE



YEARBOOK BELLRINGERS



This lesson pack is geared towards yearbook classes in middle or high school.



4 bell ringers per sheet, print, cut up, & pass out.



Enough bell ringers for every single day of a school year.



180 bell ringers on a variety of topics.

yearbook bell ringers

TEACHER NOTES

IMPLEMENTATION:

- Copy, print, and cut up the bell ringers into strips.
- The last five minute of class, pass out the bell ringer to every student.
- This is their exit ticket to leave class when the bell rings.
- Check as a participation grade.
- TIP: hand this activity off to your editor(s)-in-chief or junior editors.

WEEKS ONE & TWO:

- Topics for the first two weeks are getting to know the students and learning what areas that have strengths and what their interests are.
- Use these exit tickets to assign students topics.
- Topics:
 - Week 1: What are you most excited about?
 - Week 2: What activities are you in outside of school?
 - Week 3: What activities are you in, in school?
 - Week 4: What clubs are you interested in covering?
 - Week 5: What athletics are you interested in covering?
 - Week 6: What activities are you interested in covering?
 - Week 7: What events/topics interest you?
 - Week 8: What can we do to improve the yearbook?
 - Week 9: What do you think is most important in yearbook?
 - Week 10: What are your strengths as a yearbook?

WEEKS THREE & FOUR:

- These topics focus on the theme, gathering ideas to support the theme, graphics, and similar.
- Have your editor(s)-in-chief and layout editor review these for ideas.
- Topics:

- These topics focus on yearbook vocabulary. This serves as a review for students and lets you know if you need to re-review any topics.
- Topics:
 - Week 21: *Time*: The feeling of the yearbook. Words you would use to describe your yearbook.
 - Week 22: *Theme*: The central idea of the yearbook. A concept that drives the look, feel, content, and photograph style of the yearbook.
 - Week 23: *Typical Coverage*: Formatting the yearbook in a chronological order. All categories are mixed together. Example: a spread represents the week September 23rd and includes coverage of Homecoming, an art exhibit, a science project, cafeteria food stats, and students with matching cars.
 - Week 24: *Sectional Coverage*: Formatting the yearbook based on categories. Example: all athletics are in one section, chronological order is not required in each section.
 - Week 25: *Spread*: When a book is open, the two facing pages create a spread.
 - Week 26: *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: Mast page, title page; Pages 3 and 4: Letter from the Editor, Table of Contents; Pages 7 and 8: Yearbook Dedication.
 - Week 27: *Title page*: The first page of your yearbook. Includes information like the theme, title of your yearbook, school name, volume number, year, school address, web phone number, etc.
 - Week 28: *Divider page*: Pages that introduce the next section of the book. They can be 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 end of the book that includes information on staff names, printer name, printing quantity, edition number, and printing specifications (size, paper weight, etc.).
 - Week 30: *Three types of fonts: serif, sans serif, and decorative*
 - Week 31: *Folio*: A design graphic, image, text, or similar that repeats on every page of your yearbook. Four folios help emphasize your theme.
 - Week 32: *Info on book spine*: When your book is closed, the edge of the book is made the pages together. On a yearbook, the spine often has information such as a volume number, school name, yearbook name, and year.
 - Week 33: *Module*: One story and picture grouping within a page or spread. Each spread is typically broken down into smaller modules. Each module focuses on a story. Ex: One game on a spread about the baseball season.
 - Week 34: *3 types of modules: module 1, the main story with the largest image; Module 2, the second largest story with images smaller than module 1. Module 3, the third largest story; Module 4, the smallest story with only one or two in the spread.*
 - Week 35: *Endpapers*: The paper between the cover and the first page. It is often for signing, but can also be used to help introduce the theme and include the table of contents. Example: two facing pages where content may

- These topics focus on keeping track of upcoming activities and events.
- Review these to make sure students are on track and you aren't missing school events.
- Topics:
 - Week 71: What assignment are you focusing on?
 - Week 72: How are you collecting photographs?
 - Week 73: Topic for the module 1 story.
 - Week 74: Which students are you targeting for quotes?
 - Week 75: What is your primary contact for your assignment?

WEEKS SIXTEEN:

- These topics focus on keeping track of upcoming activities and events.
- Review these to make sure students are on track and you aren't missing school events.
- Topics:
 - Week 76: What is one athletic event going on this week?
 - Week 77: What is one academic activity going on this week?
 - Week 78: What is one student life activity going on this week?
 - Week 79: What is one club activity going on this week?
 - Week 80: List one student you plan to get a quote from this week for your student coverage.

WEEK SEVENTEEN:

- These topics focus on good photography.
- Review these to make sure students understand the basics of capturing photographs and understand vocab words.
- Topics:
 - Week 81: What is composition? The arrangement of the subjects in your photograph.
 - Week 82: What are leadings lines? Lines that bring focus to the subject in the photograph.
 - Week 83: What is a candid shot? Action shots rather than posed pictures.
 - Week 84: What are posed candid shots? Photographs that are posed but look like candid.
 - Week 85: What is photojournalism? Using photographs that tell a story and capture an event.

WEEK EIGHTEEN:

- These topics focus on writing strong headlines.
- Review these to make sure students understand the basics of writing a headline and understand vocab words.

TEACHER NOTES

TIP FOR IMPLEMENTING,
A LIST OF THE PROMPTS, ANSWER KEY



BELL RINGERS

180 DIFFERENT BELL RINGERS

FOCUS ON PLANNING THE BOOK, TRACKING ASSIGNMENTS,
REVIEWING VOCAB WORDS, BRAINSTORMING, & MORE

BUYERS LOVE MY PRODUCTS:



““This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!”



“My students love this resource and added another area of dimension to my unit. Thanks!”

CHECK OUT MORE PRODUCTS:

GUIDES FOR YEARBOOK JOURNALISM
CURRICULUM FOR EVERY SINGLE DAY

NO EXPERIENCE NEEDED

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

GUIDES FOR YEARBOOK JOURNALISM
PLANNING YOUR BOOK WORKSHEETS

10 WORKSHEETS TO FOR PLANNING THE YEARBOOK: THEME TO COVER TO SECTIONS

GUIDES FOR YEARBOOK JOURNALISM
WRITING CAPTIONS TIPS

YEARBOOK TIPS: HOW TO WRITE INTERESTING, INFORMATIVE CAPTIONS

GUIDES FOR YEARBOOK JOURNALISM
OVERVIEW FOR WRITING & DESIGN

NO EXPERIENCE NEEDED

OVERVIEW CURRICULUM: MONTHLY TIMELINE, FIRST DAY, LAYOUT PROJECTS, COLLECTING INFO

GUIDES FOR YEARBOOK JOURNALISM
INTRO TO LAYOUT & INTERVIEWS

FIRST ASSIGNMENT IN YEARBOOK: GET TO KNOW THE STAFF, LEARN THE SOFTWARE, & INTRO TO DESIGN

GUIDES FOR YEARBOOK JOURNALISM
DESIGNING LAYOUTS PROJECT

TEACH DESIGN LAYOUT & DESIGN: DESIGNING FOR ATHLETICS, FINE ARTS, ACADEMICS, STUDENT LIFE, MORE

Check out more projects for middle and high school yearbook classes.

Grab ready to go lessons or full curriculums & skip the lesson planning.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.