**Author’s note** – I feel like creating a yearbook is a year-long bootcamp. Many of the lessons on this site are geared to introductory courses, but most yearbook programs actually teach and publish as they go, reteaching and building skills as introductory skills are mastered. I’ve tried to organize this curriculum map to start with introductory teaching tools and skill-building assignments. Following these sections, you will find more advanced and in-depth resources, skill-building assignments, and lessons.

I’ve also built in some lessons used during Shelter in Place during Covid-19 from March-June 2020. Those lessons that are relatively student-centered and self guided are marked with a “\*distance-learning friendly” label in red at the end of the description. Other assignments used during a traditional school year that fit in this category are marked with the same note.

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| **High School Class Sample Map** | **Middle School Class Sample Map** | **Club Sample Map** | **Leadership/Team Sample Map** |

**Approach to starting**

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| **Boot Camp** - approximately 3-6 weeks, depending on the length of the class period and number of class meetings per week. Pacing also depends on the size of the book and the number of returning staff members. Boot camp consists of interviewing, photography, writing, design.  **Possible order of operations:**   1. Students learn first through a combination of traditional class instruction/lessons combined with readings/handouts that they study on their own time (homework reading, videos, note-taking). 2. Adviser infuses into each area of study engaging/fun practicums that give students the option to practice what they are learning and to build team. 3. Students practice on a small scale, usually a module or personality profile, or maybe start their practice on a spread 4. At the end of the boot camp, students begin to make pages. 5. For every step of the process, the adviser re-teaches and models exemplary work to reinforce the process. | **Boot Camp** - approximately 4-6 weeks, depending on the length of the class period and number of class meetings per week. Consists of interviewing, photography, writing, design.  **Possible order of operations:**   1. Students learn first through a combination of traditional class instruction/lessons combined with readings/handouts that they study on their own time (homework reading, videos, note-taking). 2. Adviser infuses into each area of study engaging/fun practicums that give students the option to practice what they are learning and to build team. 3. Students practice on a small scale, usually a module. 4. At the end of the boot camp, students begin to make pages. 5. For every step of the process, the adviser re-teaches and models exemplary work to reinforce the process. | **Learn as you go** - in a club scenario, the concentrated boot-camp scenario might shift to an incentives-based process where staffers learn as they go through their first deadline, step by step. Having a small group of reliable and knowledgeable editors or leaders will help with consistency.  **Possible order of operations:**   1. Set up weekly meetings 2. Meet with editors/leaders before the weekly meetings to discuss what has been accomplished and set goals for what needs to be done. 3. Host weekly meetings and use planning sheets to assign and follow up on progress weekly. | **Learn as you go** - Leaders and advisers can grow their leadership skills and build a team as they move through the school year. They tackle the “big picture” planning and establish processes for deadline production, as well as integrating team-building, editing, and systems to encourage a strong, deadline-based work ethic.  **Possible order of operations:**   1. In spring and summer of the previous school year, develop theme and ladder for next year. 2. Start the year with team-building activities. 3. Set up deadline dates, rubrics, and editing processes. 4. Infuse rewards and team-building into the deadline cycles   **I’m New! What do I do?**  [Advice to New Advisers](https://docs.google.com/document/d/1hdL2i_5Xowft9bkELnVZggv6_BqsRglIr7sQuMR4oqo/edit?usp=sharing): A collection of wisdom from yearbook teachers around the country. |

**Ice-Breakers and Year Beginners**

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| This list suggests ideas to begin team-building and teach some of the philosophies, goals, and ethics of Journalism   1. [7 team-building activities and ice breakers](https://advisersinla.wordpress.com/2014/07/28/seven-team-building-activities-and-ice-breakers/comment-page-1/?fbclid=IwAR2AbzDfWP2FuUMUEGQYQ9fRSVuXBzB_Ovi9vIEty53nu7E06XPAZPidDt0#comment-41) 2. [Ice Breakers and Scavenger Hunts](https://drive.google.com/open?id=1kypsf1s5157bUSXEybSkypD6gA3gKGdI) |

**Sponsors/Business Ads**

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| ***Before School or first two months - selling ads/sponsorships***  **Idea:** Host a team-building picnic with team-members assigned to drive groups to participate in an ads/sponsors-based scavenger hunt. The goals can include getting students to make face-to-face business calls, build a brand presence on social media, as well as to build a sense of team. This is a [sample scavenger hunt list](https://docs.google.com/document/d/1PLE29PRT4ZOc5y9zdEb3_joIWpXeDdNblI-NR_Xm_jc/edit?usp=sharing) with directions.  **Idea:** Assign students leads to local businesses and organizations who may be willing to purchase an ad or sponsorship or sponsor a book for a student in need. This is a [sample e-mail template](https://docs.google.com/document/d/1XWiXHCE3bxiSY5vBTQgFMkRzmbX1T5XuTcyKhq0GgmE/edit?usp=sharing) that students can use to make initial contact. A student can keep track of all e-mail contact if the staff is required to cc the publication’s email (or the student keeping track’s email) on all correspondence.  **JEA Lesson:** [Writing an Advertising Plan and Script](https://curriculum.jea.org/wp/writing-advertising-plan/) (in-person or phone sales)  Ad sales may be a dreaded, avoided requirement, but they teach us how to promote our work positively and to learn the art of confidently appealing to adults. In this lesson, students learn to prepare what they will say and how to prepare to sell business ads or sponsorships. |

**Interviewing** - some programs begin with interviewing to start the year focused on how to find stories and how to ask questions. Students will generate more meaningful content as they learn how to be observant and find stories around them, how to prepare and run an interview, and perhaps dig into finer details, such as transcribing and finding the heart of the story.

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| ***Weeks 1/2 - Interviewing and Reporting***  **JEA Lesson:** [Interviewing: The Power of How and Why](https://drive.google.com/drive/folders/1U6SKJHRS6XT-zYyar_P1HkTuIn5V_zPQ?usp=sharing)  Running an interview requires journalists to think on their feet and to be skilled with multiple facets of asking questions and helping the subject feel comfortable enough to open up.  The finished product of a good story doesn’t show the hardest parts of interviewing. The reality is that even the best journalists struggle with parts of their job. In this lesson, students will be encouraged to think of themselves as “explorers of the world” and will consider the value of asking “how” and “why” in an interview. They will also consider the importance of anticipating that things will not always go smoothly.  **JEA Lesson:** [The Personal Narrative](https://drive.google.com/drive/folders/121pd_bdghnj9BRu40I0bxhS-FYeCZO3Q?usp=sharing) This lesson teaches interviewing, transcribing, writing, and critiquing/editing. It sets up the philosophy that stories are meant to be told, and gives a chance to be storytellers without worrying about putting the pen to the page. Before Steinbeck wrote *The Grapes of Wrath*, he spent years working as a journalist and interviewing people. No wonder he was so good at dialogue. Transcription gives you a place to truly study how people speak. **This assignment** helps students better understand themselves and the writing process. It encourages them to create an essay that captures who they are — and helps them understand how to tell other people’s stories. It also fosters a community of writers  **JEA Lesson:** [Peer Staffer Personality Profile](https://drive.google.com/drive/folders/1Qn8S0AwUhfuc4ocxRh0yfGByD8Z8lU9N?usp=sharing) The process of building credibility and interest in yearbook journalism starts with the ability to run a good interview, starting with basic questions and then building toward a genuine conversation rooted in curiosity. Yet many students are inexperienced at both asking questions and listening, and may be anxious about the experience. **This assignment** starts with yearbook staffers who are in a mutual community that provides a safe environment to begin to practice those skills. Students will have the opportunity to prepare for and run an interview, to peer edit, and to learn about the importance of a follow-up interview and revisions.  **Extra Practice Assignment:** When students are nervous about interviewing for a story, practice is key.[This slideshow assignment](https://drive.google.com/file/d/1Iaxl8xIExaJl-Ea590e9K9lnwyCun60C/view?usp=sharing) introduces students to the mission of StoryCorps and walks them through the StoryCorps bank of interview questions. Students will be invited to interview a family member, transcribe it, and evaluate the experience. \*distance-learning friendly | ***Week 1 - Interviewing and Reporting***  **JEA Lesson:** [Peer Staffer Personality Profile](https://drive.google.com/drive/folders/1Qn8S0AwUhfuc4ocxRh0yfGByD8Z8lU9N?usp=sharing) The process of building credibility and interest in yearbook journalism starts with the ability to run a good interview, starting with basic questions and then building toward a genuine conversation rooted in curiosity. Yet many students are inexperienced at both asking questions and listening, and may be anxious about the experience. **This assignment** starts with yearbook staffers who are in a mutual community that provides a safe environment to begin to practice those skills. 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[This Planning Sheet](https://drive.google.com/file/d/1ER7p1CMeHrPjc0AEY9ZsGqBxbg2cRETC/view?usp=sharing) is one way to organize and monitor spread progress.  **JEA Lesson:** [Peer Staffer Personality Profile](https://drive.google.com/drive/folders/1Qn8S0AwUhfuc4ocxRh0yfGByD8Z8lU9N?usp=sharing) The process of building credibility and interest in yearbook journalism starts with the ability to run a good interview, starting with basic questions and then building toward a genuine conversation rooted in curiosity. Yet many students are inexperienced at both asking questions and listening, and may be anxious about the experience. **This assignment** starts with yearbook staffers who are in a mutual community that provides a safe environment to begin to practice those skills. 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[This Article](https://vajta.org/1197/showcase/chronological-coverage-how-my-editors-convinced-me-it-was-time-to-try-it/) discusses traditional vs. chronological.  **Deadline Checklists and Grading:** Advisers and Editors often collaborate to design checklists for deadlines. [This Folder](https://drive.google.com/open?id=1_V-xLA8GFVCr87konxsE_9vRLXBj-Oc_) contains some sample deadline and grading rubrics. |

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| ***Weeks 2/3 - the personality profile***  **JEA Lesson:**[Humans of your School Assignment](https://drive.google.com/open?id=13KETQ-G04kEoWu8NA6Fb1ln6fn_hgMzQ)  Complete an interview, take a candid photo of the person in their environment, and publish an edited version of both, to be displayed in the halls and featured in online storytelling. Profiles may also be included in the yearbook. Following these steps will teach you the process of yearbook journalism and will allow your adviser and editors to evaluate your work and give you helpful feedback. |  |  | [Problem-solving for Interviewing:](https://podcasts.apple.com/us/podcast/s2e5-interview-issues-with-margie-raper/id1332045204?i=1000430930332) When staffers bemoan that subjects don’t want to be interviewed for the yearbook. A 40-minute podcast discussion in which two seasoned advisers discuss how to help students with this issue. |

**Introduction to Photography** - some programs begin with photography, pair it with interviewing, or follow up interviewing with a photography unit. Each program has its own unique needs for photo equipment and its own deadlines for photographing fall events. Regardless of equipment and staffing, photos are the heart of the yearbook and students will benefit from learning about equipment and processes for borrowing and handling equipment, photo types, composition, and editing.

**\*See “Work Cycle” section below for more lessons/ideas for more experienced photographers**

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| ***Weeks 3/4: DSLR Photography***  **JEA Lesson:** [Intro to Basic Exposure](https://curriculum.jea.org/wp/introduction-to-basic-exposure/)  This lesson is three days long. At the beginning of each class period, students will learn about one of the different aspects of exposure (ISO, Shutter Speed, Aperture). Then, the teacher will provide opportunities for students to practice those techniques and think critically about how the techniques can be adapted in many different photo-taking scenarios.  **JEA Lesson**: [Lighting in Photography](https://curriculum.jea.org/wp/lighting-in-photography/) Students will examine different sources of light in photography to decide how lighting affects a photo’s impact. Then, students will learn different skills about lighting in photography. Finally, students will practice using lighting tips and tricks by taking photos and discussing those photos during an in-class activity.  **Extra Lesson:**  Pierre Andrews: [How to Shoot in Manual Mode.](https://youtu.be/4PH8spP4bO8) This 21-minute video explains the advantages of shooting in manual mode. It also breaks down the exposure triangle and explains aperture, ISO, and shutter speed.  **Homework or Bell-ringer:** Bethany Kay:[Mistakes to Avoid as a Beginning photographer.](https://youtu.be/G60VlLsmCUs) In this 4-minute video, students learn tips to improve their photo shoots.  **Homework or Bell-ringer:**  Karl Taylor: [Photography Lighting Tutorial](https://youtu.be/u9prcUCHlqM). In this 11-minute video, students will learn how hard and soft light affect photos, as well as how to use a light reflector to light a subject. | ***WeeK 3: DSLR PHOTOGRAPHY***  **JEA Lesson:** [Intro to Basic Exposure](https://curriculum.jea.org/wp/introduction-to-basic-exposure/)  This lesson is three days long. At the beginning of each class period, students will learn about one of the different aspects of exposure (ISO, Shutter Speed, Aperture). Then, the teacher will provide opportunities for students to practice those techniques and think critically about how the techniques can be adapted in many different photo-taking scenarios.  **JEA Lesson**: [Lighting in Photography](https://curriculum.jea.org/wp/lighting-in-photography/) Students will examine different sources of light in photography to decide how lighting affects a photo’s impact. Then, students will learn different skills about lighting in photography. Finally, students will practice using lighting tips and tricks by taking photos and discussing those photos during an in-class activity.  **Homework or Bell-ringer:** Bethany Kay. [Mistakes to Avoid as a Beginning photographer.](https://youtu.be/G60VlLsmCUs) In this 4-minute video, students learn tips to improve their photo shoots.  **Homework or Bell-ringer:**  Karl Taylor. [Photography Lighting Tutorial](https://youtu.be/u9prcUCHlqM). In this 11-minute video, students will learn how hard and soft light affect photos, as well as how to use a light reflector to light a subject. | **Extra-curricular Learning:** For students who would like to deepen their understanding of DSLR photography and practice shooting in manual mode, [this website](http://www.canonoutsideofauto.ca/learn/) features easy-to-follow explanations of aperture, shutter speed, iso, and exposure meter. It also features a live “play” area to experiment with these 4 camera functions and a quiz to test understanding.  **Extra-curricular Learning:**  Bethany Kay. [Mistakes to Avoid as a Beginning photographer.](https://youtu.be/G60VlLsmCUs) In this 4-minute video, students learn tips to improve their photo shoots. | Organizing check-out, check-in, downloading procedures.  Organizing files for use.  Feedback Form  PHOTOSHOP/EDITING (Maybe after boot camp?) |

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| ***Week 4/5 - photo composition, captions***  **JEA Lesson:** [Capture the Moment](https://curriculum.jea.org/wp/capture-the-moment/). In this lesson, students will learn about the importance of storytelling in journalistic photography. Using selected student photography, they will discuss the visual impact that can occur when photojournalists capture unique storytelling moments  **JEA Lesson:** [Composition Basics](https://curriculum.jea.org/wp/composition-basics-for-photojournalism/)  In this lesson, students will learn basic composition techniques (rule of thirds, framing, leading lines, strong subject, angles, repetition, selective focus) as well as common composition errors. After that, students will work with partners to take a sample photo of each of the seven composition rules, and the class will discuss and critique photos together. Students will then write a short reflection about what they have learned during this lesson. They will also look at sample photo stories to determine how to tell an effective story through photography.  **JEA Lesson for Homework:** [10 or 30 Questions to Ask Before Taking a Photo.](https://curriculum.jea.org/wp/10-questions-to-ask-before-taking-a-photo/) This lesson will encourage photographers to move away from simple point-and-shoot, selfie-rich photography to making several critical decisions before taking each photo.  **JEA Lesson:** [Photo Scavenger Hunt - Boot Camp Edition](https://drive.google.com/drive/folders/1Tgy3SP9P0KS4NeKvyTRoUuO1-fX45eNw?usp=sharing)  After teaching students the basics of composition, this lesson gives students an opportunity to work solo, in pairs, or in small groups to gain and hands-on experience. If the adviser chooses to extend the lesson by collectively looking at and critiquing some or all of the photos taken during the challenge, it is also an opportunity to “publish” work before it is actually used in a publication. Students will be challenged to produce their best photo for 16 categories. The assignment sheet asks them to explain their photo and teaches them the value of photo credit.  **JEA Lesson:**  [Caption-writing and Headlining Photos](https://curriculum.jea.org/wp/caption-writing-headlining-photos/) In this lesson, students will discuss the importance of including a caption for each photo included in a publication. Then, students will learn about AP Style for writing captions and headlines for photos as well as how to expand photo captions for traditional yearbook photo captions. They will finish the lesson by practicing writing their own captions and headlines to go along with photos.  **Homework or Bell-ringer:** Steve McCurry: 9 composition tips - [Photo composition video](https://www.youtube.com/watch?v=7ZVyNjKSr0M) This 3-minute video reinforces composition lessons.  **Homework or Bell-ringer:** Joshua Cripps: 7 Powerful Photography tips - [Photo composition video.](https://youtu.be/YZPuc3HV5O8) This 7-minute video reinforces composition lessons. | ***Week 4 - photo composition, captions***  **JEA Lesson:** [Composition Basics](https://curriculum.jea.org/wp/composition-basics-for-photojournalism/)  In this lesson, students will learn basic composition techniques (rule of thirds, framing, leading lines, strong subject, angles, repetition, selective focus) as well as common composition errors. After that, students will work with partners to take a sample photo of each of the seven composition rules, and the class will discuss and critique photos together. 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**Writing** - some programs emphasize a lot of writing and others choose to include less writing. Regardless of a program’s needs or ethos, every yearbook benefits from verbal storytelling and a style guide that outlines the program’s requirements for i.d.’s, captions, headline packages, standout/pull quotes, non-traditional, and traditional stories. Every program benefits from systems that ensure accuracy and non-biased reporting. **\*See “Work Cycle” section below for more lessons/ideas for more experienced photographers**

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| ***Week 6 - Storytelling, headlines,***  ***Leads, and Closings***  **Leads and Closings:** Avoid cliched openings and conclusions to yearbook stories by teaching students to strive for these types of [Leads and Closings](https://docs.google.com/presentation/d/16tpYxiAAsjT3H6GyE9hDHR_JN4ANSs84pCA35-PwJUU/edit?usp=sharing). This slideshow gives samples as well as tips for how to use an interview transcript to turn quotes into leads. [This handout](https://docs.google.com/document/d/1h00b2sEwJP12x7NIJhZn3tYtTQ2nVZxYWDkN1LHR_rA/edit?usp=sharing) gives other types and examples of desirable leads. [This website](http://blog.bleacherreport.com/2011/04/14/br-101-how-to-write-a-good-lede/) gives an explanation of the lead/lede and offers advice to write a good lead.  **JEA Lesson:** [Writing Headlines](https://curriculum.jea.org/wp/writing-headlines/)  This lesson includes a 40-minute slideshow with various headline techniques and examples, as well as directing students through various guided practices and discussions |  |  |  |

**Design -** some programs use templates and some design their own pages from scratch. Depending on the size and skill level of the staff, some programs appoint specific designers to create pages while other programs teach all staffers how to design spreads. Regardless of a program’s needs, yearbooks can follow basic rules of design to create a cohesive look that is easy for the reader to process and navigate.

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| ***Week 7 - Design***  [Design Guide](https://drive.google.com/open?id=1AdrR9J2fedIkZVKe_N72S5D0kDZv86cX) - Basic spread design and modular design  [Design Style Guide](https://drive.google.com/file/d/1w_Pkt7adUk_ZOr6HdvwJAeUTHVuhADQ6/view?usp=sharing) - sample style for design shared with permission by Stacy Wildman of Louisa County High School  **JEA Lesson:** [Dissecting Design](https://curriculum.jea.org/wp/design-foundations-day-1-dissecting-design/). Students learn the basics of design, from mood to hierarchy to module use.  **JEA Lesson:** [Digging into Typography.](https://curriculum.jea.org/wp/design-foundations-day-2-digging-into-typography/) This lesson introduces students to 4 basic categories of type, alignment styles, and the concept of contrast.  **JEA Lesson:** Understanding Color. This two-day lesson helps designers understand how to use color in design. [Day 1](https://curriculum.jea.org/wp/design-foundations-day-5-understanding-color/) is dedicated to the color wheel, hue/tone, and feeling of color. [Day 2](https://curriculum.jea.org/wp/design-foundations-day-6-understanding-color/) engages students in an assignment that invites them to analyze color use.  **JEA Lesson:** [Principles of Design Basics](https://curriculum.jea.org/wp/principles-of-design-basics/). Students will receive vocabulary for foundational design principles: composition, components, concept, placement, harmony, balance, proportion, scale, unity, rhythm, divisions, grouping, emphasis, contrast, balance, direction, spatial relationship, alignment, proximity and flow. Students will analyze examples of designs [with this assignment](https://curriculum.jea.org/wp/wp-content/uploads/design/handout-2.2-spread-evaluation.pdf) that demonstrate strong and weak design based on these principles. They will use sample spreads to identify principles of design.  **JEA Lesson:** [Sidebars and Alternative Mod Storytelling Formats](https://curriculum.jea.org/wp/sidebars-supplemental-design/). In this lesson, students will learn about the different types of alternative story forms, also called sidebars, alts or charticles. After studying samples from student media, they will suggest alternative story forms for a common topic. Then students will have the opportunity to sketch their own alternative story form idea to improve an existing page or spread in student media. This [supplemental slideshow and assignment](https://curriculum.jea.org/wp/designing-infographic/) digs deeper into the topic. \*distance-learning friendly | ***Week 7 - Design***  [Design Guide](https://drive.google.com/open?id=1AdrR9J2fedIkZVKe_N72S5D0kDZv86cX) - Basic spread design and modular design  [Design Style Guide](https://drive.google.com/file/d/1w_Pkt7adUk_ZOr6HdvwJAeUTHVuhADQ6/view?usp=sharing) - sample style for design shared with permission by Stacy Wildman of Louisa County High School  **JEA Lesson:** [Dissecting Design](https://curriculum.jea.org/wp/design-foundations-day-1-dissecting-design/). Students learn the basics of design, from mood to hierarchy to module use.  **JEA Lesson:** [Digging into Typography.](https://curriculum.jea.org/wp/design-foundations-day-2-digging-into-typography/) This lesson introduces students to 4 basic categories of type, alignment styles, and the concept of contrast. ***Note the Middle School-differentiated slideshow.***  **JEA Lesson:** Understanding Color. This two-day lesson helps designers understand how to use color in design. [Day 1](https://curriculum.jea.org/wp/design-foundations-day-5-understanding-color/) is dedicated to the color wheel, hue/tone, and feeling of color. [Day 2](https://curriculum.jea.org/wp/design-foundations-day-6-understanding-color/) engages students in an assignment that invites them to analyze color use.  **JEA Lesson:** [Principles of Design Basics](https://curriculum.jea.org/wp/principles-of-design-basics/). Students will receive vocabulary for foundational design principles: composition, components, concept, placement, harmony, balance, proportion, scale, unity, rhythm, divisions, grouping, emphasis, contrast, balance, direction, spatial relationship, alignment, proximity and flow. Students will analyze examples of designs [with this assignment](https://curriculum.jea.org/wp/wp-content/uploads/design/handout-2.2-spread-evaluation.pdf) that demonstrate strong and weak design based on these principles. They will use sample spreads to identify principles of design. ***Note the Middle School-differentiated slideshow.***  **JEA Lesson:** [Sidebars and Alternative Mod Storytelling Formats](https://curriculum.jea.org/wp/sidebars-supplemental-design/). In this lesson, students will learn about the different types of alternative story forms, also called sidebars, alts or charticles. After studying samples from student media, they will suggest alternative story forms for a common topic. Then students will have the opportunity to sketch their own alternative story form idea to improve an existing page or spread in student media. This [supplemental slideshow and assignment](https://curriculum.jea.org/wp/designing-infographic/) digs deeper into the topic. \*distance-learning friendly | ***Week 7 - Design***  [Design Guide](https://drive.google.com/open?id=1AdrR9J2fedIkZVKe_N72S5D0kDZv86cX) - Basic spread design and modular design  [Design Style Guide](https://drive.google.com/file/d/1w_Pkt7adUk_ZOr6HdvwJAeUTHVuhADQ6/view?usp=sharing) - sample style for design shared with permission by Stacy Wildman of Louisa County High School  **JEA Lesson:** [Dissecting Design](https://curriculum.jea.org/wp/design-foundations-day-1-dissecting-design/). Students learn the basics of design, from mood to hierarchy to module use.  **JEA Lesson:** [Sidebars and Alternative Mod Storytelling Formats](https://curriculum.jea.org/wp/sidebars-supplemental-design/). In this lesson, students will learn about the different types of alternative story forms, also called sidebars, alts or charticles. After studying samples from student media, they will suggest alternative story forms for a common topic. Then students will have the opportunity to sketch their own alternative story form idea to improve an existing page or spread in student media. This [supplemental slideshow and assignment](https://curriculum.jea.org/wp/designing-infographic/) digs deeper into the topic. \*distance-learning friendly |  |

**Marketing**

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| **Instagram Challenge**: In this [assignment](https://docs.google.com/document/d/1iZhlAJildfAcmhP58m3JQBcaXyWC1X_gA0TaW9QD5Ks/edit?usp=sharing), students research ways to use social media platforms and implement their research into posts for a month-long challenge  **JEA Lesson:**  [Using your theme to develop your brand](https://curriculum.jea.org/wp/using-theme-develop-brand/). All great publications work with visual and verbal themes to create an identity that distinguishes not only their content but who they are — their ethos (credibility), their type of storytelling and their vision. This lesson walks students through four aspects of using their theme to create an image/brand that can be used to promote the work and the staff.  **JEA Lesson:** [Branding your staff through social media.](https://curriculum.jea.org/wp/branding-staff-social-media/) Musician Brian Eno coined the term “scenius” to describe a group of creative individuals — artists, curators, thinkers, theorists, writers, tastemakers. He said this group makes up “an ecology of talent.” Your staff is a scenius. You are the creative talent that packages the story, the genius on the scene.Instead of maintaining absolute secrecy and hoarding your work until it’s published, be open about what you’re working on. Post bits and pieces of your work, your ideas and the blood, sweat and tears that your staff puts into the process of what they do.  **JEA Lesson:** [Selling Yearbooks](https://curriculum.jea.org/wp/selling-yearbooks/)  Students will review strategies for yearbook sales, including timelines, incentives, promotion and methods for increasing demand. After this, students will complete an activity about overcoming objections that will continue into the second day and create a sales plan for different incentives to offer to their audience at various points during the school year.  **JEA Lesson:** [Involving Alumni in growing and promoting your publication](https://curriculum.jea.org/wp/involving-alumni-publication/). The very nature of journalism creates lifelong connections and skills that translate into stronger scholastic programs. This lesson focuses on how your staff can tap into the resources of your journalism community to build your identity, your program, resources and interest in your publication. This lesson provides several examples of programs, publications and opportunities that can be built into the traditions and calendar of your publication year. | **JEA Lesson:**  [Using your theme to develop your brand](https://curriculum.jea.org/wp/using-theme-develop-brand/). All great publications work with visual and verbal themes to create an identity that distinguishes not only their content but who they are — their ethos (credibility), their type of storytelling and their vision. This lesson walks students through four aspects of using their theme to create an image/brand that can be used to promote the work and the staff.  **JEA Lesson:** [Branding your staff through social media.](https://curriculum.jea.org/wp/branding-staff-social-media/) Musician Brian Eno coined the term “scenius” to describe a group of creative individuals — artists, curators, thinkers, theorists, writers, tastemakers. He said this group makes up “an ecology of talent.” Your staff is a scenius. You are the creative talent that packages the story, the genius on the scene.Instead of maintaining absolute secrecy and hoarding your work until it’s published, be open about what you’re working on. Post bits and pieces of your work, your ideas and the blood, sweat and tears that your staff puts into the process of what they do. | **JEA Lesson:** [Selling Yearbooks](https://curriculum.jea.org/wp/selling-yearbooks/)  Students will review strategies for yearbook sales, including timelines, incentives, promotion and methods for increasing demand. After this, students will complete an activity about overcoming objections that will continue into the second day and create a sales plan for different incentives to offer to their audience at various points during the school year. |  |

**Work Cycle** - Story Writing, and Editing

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| **JEA Lesson:**[Beyond the Snore: Covering Annual Events](https://curriculum.jea.org/wp/beyond-the-snore-covering-annual-events/)  This is a two-day lesson on how to find a fresh angle for covering events, occasions and issues that come up every year, using a strategy called story paths. Students will use a brainstorming technique to analyze eight ways to look at a routine story such as homecoming, prom or Valentine’s Day.  **Team Building and teaching photo and story components from example:** This [sample slideshow](https://docs.google.com/presentation/d/1t29oH-OybU6nHc6pMP6LlAq5t2bwYZl05uHf5d8_xdI/edit?usp=sharing) from a single deadline is created by editors to reward the **“best of” in copy and photography categories.** It is presented to the class for kudos as well as re-teaching purposes. This can be done for every deadline or for mini-deadlines. | **Team Building and teaching photo and story components from example:** This [sample slideshow](https://docs.google.com/presentation/d/1t29oH-OybU6nHc6pMP6LlAq5t2bwYZl05uHf5d8_xdI/edit?usp=sharing) from a single deadline is created by editors to reward the **“best of” in copy and photography categories.** It is presented to the class for kudos as well as re-teaching purposes. This can be done for every deadline or for mini-deadlines. |  | **JEA Lesson:** [Using Reading Strategies to Peer Edit](https://curriculum.jea.org/wp/use-reading-strategies-to-peer-edit/)  In this lesson, students will learn to consider readers’ needs when writing stories and designing pages. Struggling students will learn a method of peer editing that breaks down the process into manageable chunks.  **Adviser/Editor Project:** [Developing a Style Guide](https://docs.google.com/presentation/d/1vPRaZ_Il8YR7_yeNgAGeUjTEVv1yJJtlPTD93urWbxA/edit?usp=sharing). Style Guides ought to be tailored to the culture of a school and program. This link provides a sample style guide in powerpoint form, and reflects several AP Rules, as well as specifics to that particular yearbook program.  **Editor/Staffer goals/Check-in Assignment**: [This assignment](https://docs.google.com/document/d/12NKLVRh0Y89D9A1cpCRsuRxQfvSyBHWOlXfp_2j0fvY/edit?usp=sharing) can be given weekly, bi-weekly, or with every deadline depending on how often the adviser wants to check in with students. It’s particularly useful to get a group on the same page and focused on what needs to be done. It’s also useful to teach students how to use a calendar to plan their work time and assignments.\*distance-learning friendly |

**Work Cycle** - Building Photography Skills

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| **Photo Inspiration Gallery:** [this gallery](https://l.facebook.com/l.php?u=https%3A%2F%2Fjeaphoto.smugmug.com%2F%3Ffbclid%3DIwAR2rUcLaaTp0fq_sMAt_mFfG72r4EuZOcc79QzqEQXKnXRAf5St9EPa6Lko&h=AT2fN_uK0jjYE2cubxmHYmS55Jxidq_1rQYBDGZiCP_cNVheL_IOqbEtEsLRdELjsBDT7EVlHr8fKg3Tlp9ALUvDXSN1OhMJXw4v0fU6sqoHcnjwNmg3LKesvlTX3LFFChSzCcSzLcXBLxTp39RX449ohlFPquRl) contains more than 1000 photos of JEA Write-off photo contest winners from recent JEA conventions. \*distance-learning friendly  **Environmental Photography poses for all body types** - [this site](https://digital-photography-school.com/now-you-can-have-perfectly-posed-portraits/) helps students consider how to plan and execute varied poses for the best shot and story. \*distance-learning friendly  **Sports Photography** - [This site](https://spark.adobe.com/page/vwi3ChPHQ1ASZ/?fbclid=IwAR1LWrz9Jk1jGn0z6Dthslxwhc8hevVoKoSXImpv6yjojHuj1YJ4bPeT5dA) provides ideas of where to stand to get the best photos, what to expect, safety, being prepared for the best shot, and more.  **JEA Lesson: Photo Challenge** - [Fantastic Foto Friday Challenge: Creative Lighting with Intentional Posing.](https://drive.google.com/drive/folders/1Awgv3aviMpi-3Hfc3x03mtbHYHn0ZIUC?usp=sharing)  As the school year develops and students become more comfortable with cameras, their photography may grow stagnant or uninspired. This photo challenge is great to assign on a Friday and have students present to each other the following Friday or a couple of Fridays later. ***In this lesson*,** students will learn first from an expert, the iconic portrait photographer, Platon. They will then be introduced to a few samples of creative lighting and purposeful posing, and be challenged to produce one image to share to a google slideshow for a critique session. The group will vote for people’s choice awards.  **JEA Lesson:** [What Makes a Photo Powerful.](https://curriculum.jea.org/wp/what-makes-a-photo-powerful/) Students will examine a variety of photos and pick a photo that speaks to them. Then, students will answer a variety of questions about that photo, including why they think the photo is so powerful. \*distance-learning friendly | **Photo Inspiration Gallery:** [this gallery](https://l.facebook.com/l.php?u=https%3A%2F%2Fjeaphoto.smugmug.com%2F%3Ffbclid%3DIwAR2rUcLaaTp0fq_sMAt_mFfG72r4EuZOcc79QzqEQXKnXRAf5St9EPa6Lko&h=AT2fN_uK0jjYE2cubxmHYmS55Jxidq_1rQYBDGZiCP_cNVheL_IOqbEtEsLRdELjsBDT7EVlHr8fKg3Tlp9ALUvDXSN1OhMJXw4v0fU6sqoHcnjwNmg3LKesvlTX3LFFChSzCcSzLcXBLxTp39RX449ohlFPquRl) contains more than 1000 photos of JEA Write-off photo contest winners from recent JEA conventions.  **Environmental Photography poses for all body types** - [this site](https://digital-photography-school.com/now-you-can-have-perfectly-posed-portraits/) helps students consider how to plan and execute varied poses for the best shot and story. \*distance-learning friendly  **Sports Photography** - [This site](https://spark.adobe.com/page/vwi3ChPHQ1ASZ/?fbclid=IwAR1LWrz9Jk1jGn0z6Dthslxwhc8hevVoKoSXImpv6yjojHuj1YJ4bPeT5dA) provides ideas of where to stand to get the best photos, what to expect, safety, being prepared for the best shot, and more. \*distance-learning friendly  **JEA Lesson: Photo Challenge** - [Fantastic Foto Friday Challenge: Creative Lighting with Intentional Posing.](https://drive.google.com/drive/folders/1Awgv3aviMpi-3Hfc3x03mtbHYHn0ZIUC?usp=sharing)  As the school year develops and students become more comfortable with cameras, their photography may grow stagnant or uninspired. 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The group will vote for people’s choice awards. | **Photo Inspiration Gallery:** [this gallery](https://l.facebook.com/l.php?u=https%3A%2F%2Fjeaphoto.smugmug.com%2F%3Ffbclid%3DIwAR2rUcLaaTp0fq_sMAt_mFfG72r4EuZOcc79QzqEQXKnXRAf5St9EPa6Lko&h=AT2fN_uK0jjYE2cubxmHYmS55Jxidq_1rQYBDGZiCP_cNVheL_IOqbEtEsLRdELjsBDT7EVlHr8fKg3Tlp9ALUvDXSN1OhMJXw4v0fU6sqoHcnjwNmg3LKesvlTX3LFFChSzCcSzLcXBLxTp39RX449ohlFPquRl) contains more than 1000 photos of JEA Write-off photo contest winners from recent JEA conventions.  **Environmental Photography poses for all body types** - [this site](https://digital-photography-school.com/now-you-can-have-perfectly-posed-portraits/) helps students consider how to plan and execute varied poses for the best shot and story.  **Sports Photography** - [This site](https://spark.adobe.com/page/vwi3ChPHQ1ASZ/?fbclid=IwAR1LWrz9Jk1jGn0z6Dthslxwhc8hevVoKoSXImpv6yjojHuj1YJ4bPeT5dA) provides ideas of where to stand to get the best photos, what to expect, safety, being prepared for the best shot, and more.  **JEA Lesson: Photo Challenge** - [Fantastic Foto Friday Challenge: Creative Lighting with Intentional Posing.](https://drive.google.com/drive/folders/1Awgv3aviMpi-3Hfc3x03mtbHYHn0ZIUC?usp=sharing)  As the school year develops and students become more comfortable with cameras, their photography may grow stagnant or uninspired. 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**Work Cycle** - Coverage

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| **Assigning and Gathering Photos and Stories**: [this folder](https://drive.google.com/open?id=1KuITrl6VWxljybUm4nBSBbCPTMFQvA11) contains some ideas to infuse event coverage into your work cycle.  **Sources:** Helping students understand the importance of finding the best sources to interview and to tell the story. [This lesson](https://docs.google.com/document/d/1rdzHt9YwqGGBxd7jO-p80u-zOo-IJKbJi6R3FC33_9g/edit?usp=sharing) includes a brainstorming graphic and short slideshow about finding sources. \*distance-learning friendly  **JEA Lesson:** [Featuring Underrepresented students in the yearbook](https://curriculum.jea.org/wp/featuring-underrepresented-students/). Feature Pages and Feature Sections provide contemporary and meaningful forums to include personal coverage and varied forms of storytelling in your publication. When a staff can target students who are not covered well in the publication and seek out these individuals with a focus or angle that is meaningful, it can be a great way to include underrepresented students in the publication and increase the chances that they will want a copy of the publication  **Story Pitch Assignment:** While reporting from quarantine, staffs had to shift pitch meetings and story editing online. [This assignment](https://docs.google.com/document/d/1osUD6Rub0BbFZsMv24U5Nny1GwPMAWhrRF6ad_3ETCY/edit?usp=sharing) refreshes students about the importance of a good pitch. The [sample story pitch grid](https://docs.google.com/spreadsheets/d/1JbFRkHssTkxLy41Y8AuxQnnHx7uvEvzityQTOe9P6UI/edit?usp=sharing) shows how it worked for a deadline. The [blank grid](https://docs.google.com/spreadsheets/d/1ASfZB2momPLbthPVnnCCNkbuCuPScESRdmSoTGYo5e8/edit?usp=sharing) can be used for your own coverage and story pitch planning. ***This project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/ check-in points from adviser*.** \*distance-learning friendly | **Assigning and Gathering Photos and Stories**: [this folder](https://drive.google.com/open?id=1KuITrl6VWxljybUm4nBSBbCPTMFQvA11) contains some ideas to infuse event coverage into your work cycle.  **Sources:** Helping students understand the importance of finding the best sources to interview and to tell the story. [This lesson](https://docs.google.com/document/d/1rdzHt9YwqGGBxd7jO-p80u-zOo-IJKbJi6R3FC33_9g/edit?usp=sharing) includes a brainstorming graphic and short slideshow about finding sources. \*distance-learning friendly  **Story Pitch Assignment:** While reporting from quarantine, staffs had to shift pitch meetings and story editing online. [This assignment](https://docs.google.com/document/d/1osUD6Rub0BbFZsMv24U5Nny1GwPMAWhrRF6ad_3ETCY/edit?usp=sharing) refreshes students about the importance of a good pitch. The [sample story pitch grid](https://docs.google.com/spreadsheets/d/1JbFRkHssTkxLy41Y8AuxQnnHx7uvEvzityQTOe9P6UI/edit?usp=sharing) shows how it worked for a deadline. The [blank grid](https://docs.google.com/spreadsheets/d/1ASfZB2momPLbthPVnnCCNkbuCuPScESRdmSoTGYo5e8/edit?usp=sharing) can be used for your own coverage and story pitch planning. ***This project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/ check-in points from adviser*.** \*distance-learning friendly | **Assigning and Gathering Photos and Stories**: [this folder](https://drive.google.com/open?id=1KuITrl6VWxljybUm4nBSBbCPTMFQvA11) contains some ideas to infuse event coverage into your work cycle.  **Sources:** Helping students understand the importance of finding the best sources to interview and to tell the story. [This lesson](https://docs.google.com/document/d/1rdzHt9YwqGGBxd7jO-p80u-zOo-IJKbJi6R3FC33_9g/edit?usp=sharing) includes a brainstorming graphic and short slideshow about finding sources.  **Story Pitch Assignment:** While reporting from quarantine, staffs had to shift pitch meetings and story editing online. [This assignment](https://docs.google.com/document/d/1osUD6Rub0BbFZsMv24U5Nny1GwPMAWhrRF6ad_3ETCY/edit?usp=sharing) refreshes students about the importance of a good pitch. The [sample story pitch grid](https://docs.google.com/spreadsheets/d/1JbFRkHssTkxLy41Y8AuxQnnHx7uvEvzityQTOe9P6UI/edit?usp=sharing) shows how it worked for a deadline. The [blank grid](https://docs.google.com/spreadsheets/d/1ASfZB2momPLbthPVnnCCNkbuCuPScESRdmSoTGYo5e8/edit?usp=sharing) can be used for your own coverage and story pitch planning. ***This project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/ check-in points from adviser*.** \*distance-learning friendly |  |

**Reveiw, Remediation, Re-teaching**

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| **Skills Remediation/Job Shadowing:** When students miss deadlines and produce work that is below publication standards, they might spend a deadline cycle job-shadowing a strong staffer. [This assignment](https://docs.google.com/document/d/10VHnifDIZb3VFl-AZNkt4yfEEOpmlu1-N1LJv6Rh6v0/edit?usp=sharing)  can serve as a substitute assignment for them to grow their skills and learning.  **The Power of Candid Photography. Be Present, Be Powerful**: Students may need to be reminded to be present at events they are reporting on to take candid, storytelling photos. In [this powerpoint lesson](https://docs.google.com/presentation/d/19UBaNY5GYi3vlqcbEVdAGEowW0gXVgubyHFVZXFGvKM/edit?usp=sharing), students can view and evaluate the effectiveness of candid photography as seen through the work of Pete Souza, official White House photographer from 2008-2016. \*distance-learning friendly  **JEA Lesson:** [**Ask Better, Edit Better, Write Better**](https://drive.google.com/drive/folders/1ePbb2GsbZgERF8pTA7mddrV2DW87EbqT?usp=sharing)**.** After practicing interviewing, transcribing, editing ideas, and writing, [This Lesson](https://drive.google.com/open?id=1ePbb2GsbZgERF8pTA7mddrV2DW87EbqT) helps students refine their skills. Students will learn to develop and refine their techniques for interviewing and broaden their scope of verbal storytelling.  **EXTRA LESSON: Listening, Asking Better Questions, and Using Secondary Sources in Profiles** This [4-week interviewing assignment](https://docs.google.com/document/d/1idHNQVTLz2awn4QNqZzhQ42Ej5rY36gm2zFjd4QFJmY/edit?usp=sharing)  walks students through a process of learning how to listen based on Celeste Headlee’s tips, ask better questions based on Frank Sesno’s tips, self-evaluate their role as an interviewer, read and reflect on a Washington Post profile of a teen influencer with a focus on the value of secondary sources, seek supplemental interviews, and write a personality profile. ***This project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/ check-in points from adviser*.** \*distance-learning friendly | **Skills Remediation/Job Shadowing:** When students miss deadlines and produce work that is below publication standards, they might spend a deadline cycle job-shadowing a strong staffer. [This assignment](https://docs.google.com/document/d/10VHnifDIZb3VFl-AZNkt4yfEEOpmlu1-N1LJv6Rh6v0/edit?usp=sharing)  can serve as a substitute assignment for them to grow their skills and learning.  **JEA Lesson:** [**Ask Better, Edit Better, Write Better**](https://drive.google.com/drive/folders/1ePbb2GsbZgERF8pTA7mddrV2DW87EbqT?usp=sharing)**.** After practicing interviewing, transcribing, editing ideas, and writing, [This Lesson](https://drive.google.com/open?id=1ePbb2GsbZgERF8pTA7mddrV2DW87EbqT) helps students refine their skills. Students will learn to develop and refine their techniques for interviewing and broaden their scope of verbal storytelling.  **EXTRA LESSON: Listening, Asking Better Questions, and Using Secondary Sources in Profiles** This [4-week interviewing assignment](https://docs.google.com/document/d/1idHNQVTLz2awn4QNqZzhQ42Ej5rY36gm2zFjd4QFJmY/edit?usp=sharing)  walks students through a process of learning how to listen based on Celeste Headlee’s tips, ask better questions based on Frank Sesno’s tips, self-evaluate their role as an interviewer, read and reflect on a Washington Post profile of a teen influencer with a focus on the value of secondary sources, seek supplemental interviews, and write a personality profile. ***This project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/ check-in points from adviser*.** \*distance-learning friendly | **The Power of Candid Photography. Be Present, Be Powerful**: Students may need to be reminded to be present at events they are reporting on to take candid, storytelling photos. In [this powerpoint lesson](https://docs.google.com/presentation/d/19UBaNY5GYi3vlqcbEVdAGEowW0gXVgubyHFVZXFGvKM/edit?usp=sharing), which is self-explanatory, students can view and evaluate the effectiveness of candid photography as seen through the work of Pete Souza, official White House photographer from 2008-2016.  **JEA Lesson:** [**Ask Better, Edit Better, Write Better**](https://drive.google.com/drive/folders/1ePbb2GsbZgERF8pTA7mddrV2DW87EbqT?usp=sharing)**.** After practicing interviewing, transcribing, editing ideas, and writing, this self-explanatory slideshow helps students refine their skills. Students will learn to develop and refine their techniques for interviewing and broaden their scope of verbal storytelling. |  |

**End of Year** - **Marketing, Promoting, Planning next year’s theme, extra assignments**

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| **EXTRA LESSON:** [This Theme Project](https://docs.google.com/presentation/d/1sO6W1BRELnGe2noFP1OlFQs8TLwGSqNh2pbn6gCZFs8/edit?usp=sharing) includes lessons, links to slideshows, and tips for how to think about theme verbally and visually, as well as breaking the assignment into components to build for a theme project. It can be done as a full team or in smaller groups if you choose to “vote” on theme. It is meant to be done over several weeks’ time with check-in points. *T****his project was developed for virtual learning during COVID-19 and is accessible to students, but will need guidance and mini-deadlines/check-in points from adviser*.** \*distance-learning friendly  **EXTRA LESSON: Documenting History in the Making.** This [photo analysis/practice assignment](https://docs.google.com/document/d/1OJA4nSTPaNF8hDQroMNkQIcxqFNjK8L3zuHijba8-OE/edit?usp=sharing) includes a gallery of *Time’s* top 100 photos of all time and invites students to reflect on photojournalism storytelling and practice with their own photojournalism story. ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly  **JEA Lesson:** [Individual and group goal setting for returning staff](https://curriculum.jea.org/wp/individual-and-group-goal-setting-for-returning-media-staff/). Students will reflect on last year and their experience on the media staff. They will consider the good and what needs improvement for the individual and for the group. Students will discuss these details to collectively understand where the team needs to get better. Students will write goals for them individually and collectively to improve for the next school year. By the end of this lesson, returning members should have 1-2 goals they can work on throughout the year that build off what they started previously. | **EXTRA LESSON: Documenting History in the Making.** This[photo analysis/practice assignment](https://docs.google.com/document/d/1OJA4nSTPaNF8hDQroMNkQIcxqFNjK8L3zuHijba8-OE/edit?usp=sharing)  includes a gallery of *Time’s* top 100 photos of all time and invites students to reflect on photojournalism storytelling and practice with their own photojournalism story. ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly |  | **Adviser/Editor Project:** Developing a Staff Manual. Staff manuals ought to be tailored to the culture of a school and program. [This link](https://drive.google.com/file/d/1bMLDiIB3gGo3QgHm2VXiJGguFi18qZOl/view?usp=sharing) provides a sample staff manual from an adviser in his first 5 years and reflects the scope of key guidelines and philosophies for the course. This link directs you to a sample staff manual from a big program with a history of award-winning books.  **Extra Lesson:** Preparing Leaders for the Next School Year: [Independent Reading or Reading Groups](https://docs.google.com/document/d/1WFSaF2hPHWYpxu6a_mfa7KI4K8pIfxYUiHeq0qVPEKE/edit?usp=sharing)  **Extra Lesson:** Preparing for Next Year’s Theme: [Group Project Assignment](https://docs.google.com/document/d/1wsMiRGjJp6nYHvIHo-ErgWI1ZF7IjZtuR9hstZ8jaC0/edit?usp=sharing) with resources and directives to prepare and pitch concepts - verbal and visual - for next year’s book.  **Educational Movies**: [This Article](https://l.facebook.com/l.php?u=http%3A%2F%2Fjea.org%2Fwp%2Fhome%2Ffor-educators%2Fcjet%2Fonlinesupp%2Fjclassroommovies%2F%3Ffbclid%3DIwAR0g-X6LkII-hCIdcSiGTu4BQ_0G50SDsEzn11NU_kLslAbrsgF6mk-Rm5I&h=AT2v-yIFPBZuzJRZfhSltXFQUU4dTTyhkx9M9eWs_eiu4x4aBOtW1L2O_gChSVvPaBdHj30pXvKeObELVd8SsaMrFWlgjpLS-0NHGnV_llgJg0eHtWO4RHNdROu4PTkQi7bvHc0) on the JEA website lists a series of journalism-related movies and advises how to use them in the classroom. |

**End of Year - Promoting via social media**

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| **EXTRA LESSON: Theme-based Profiles for Instagram Marketing Campaign.** This [social media (Instagram) assignment](https://docs.google.com/document/d/1uPjVYCigok7fUPCH0O8O3Nqrt6eeIfLRt7-Knov1-bU/edit?usp=sharing) provides step-by-step directions for Instagram personality profiles in the style of “Humans of New York.” Work product can be released on social media building up to yearbook distribution. ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly  **EXTRA LESSON: Yearbook Social Media Promotion.** This[social media assignment](https://docs.google.com/document/d/1qWaE6OyFb3VyqOoEtkgtXxwrRgeodK0L_7kQIt5VG4E/edit?usp=sharing) (Tic-Toc or photo illustration for any social media site) encourages students to be creative and have fun to provide teasers for upcoming distribution.  ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly | **EXTRA LESSON: Theme-based Profiles for Instagram Marketing Campaign.** This [social media (Instagram) assignment](https://docs.google.com/document/d/1uPjVYCigok7fUPCH0O8O3Nqrt6eeIfLRt7-Knov1-bU/edit?usp=sharing) provides step-by-step directions for Instagram personality profiles in the style of “Humans of New York.” Work product can be released on social media building up to yearbook distribution. ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly  **EXTRA LESSON: Yearbook Social Media Promotion.** This[social media assignment](https://docs.google.com/document/d/1qWaE6OyFb3VyqOoEtkgtXxwrRgeodK0L_7kQIt5VG4E/edit?usp=sharing) (Tic-Toc or photo illustration for any social media site) encourages students to be creative and have fun to provide teasers for upcoming distribution.  ***This project was developed for virtual learning during COVID-19 and is accessible to students with very little guidance or photo equipment.*** \*distance-learning friendly |  |  |

**Promoting and Recruiting Staff**

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| **Staffing a Class:** [Encouraging Students to Apply and Sample Applications](https://drive.google.com/drive/folders/19DvADJWSNRix5SPUbdHdrc6W7lO0KBVN?usp=sharing). Yearbook programs compete for reliable and trustworthy students to join the staff. Whether you have an application process or not, it’s critical to proactively build staff as soon as you can. This folder contains sample letters to recruit students to apply and sample applications for both new staff and for returning students who would like to be leaders/editors. |  |  |  |

**Further JEA lessons for integration into learning**

Photography

1. [Basic DSLR camera functions](https://curriculum.jea.org/wp/basic-dslr-camera-functions-and-skills/)
2. [Choosing the right lens](https://curriculum.jea.org/wp/choosing-the-right-lens/)
3. [Lighting in photography](https://curriculum.jea.org/wp/lighting-in-photography/)
4. [Sports photos](https://curriculum.jea.org/wp/sports-photos/)
5. [Photography in motion](https://curriculum.jea.org/wp/photography-in-motion/)
6. [Taking portraits](https://curriculum.jea.org/wp/taking-portraits/)

Interviewing and Writing

1. [Types of feature stories](https://curriculum.jea.org/wp/types-of-feature-stories/)
2. [Finding features: 20 stories about lockers](https://curriculum.jea.org/wp/finding-features-20-stories-about-lockers/)
3. [Introduction to personality profiles](https://curriculum.jea.org/wp/introduction-to-personality-profiles/)
4. [Developing questions for a profile](https://curriculum.jea.org/wp/developing-questions-for-a-profile/)
5. [Conducting the first interview](https://curriculum.jea.org/wp/conducting-the-first-interview/)
6. [Planning visual coverage](https://curriculum.jea.org/wp/planning-visual-coverage-to-attract-attention/)

Supplemental:

1. [5 things to spend your budget on](https://curriculum.jea.org/wp/five-things-to-spend-your-budget-money-on/)
2. [Creating ethical guidelines and procedures](https://curriculum.jea.org/wp/ethical-guidelines-and-procedure-statements-creating-the-foundation/)

Leadership:

1. [Training Leaders how to be Leaders](https://curriculum.jea.org/wp/training-leaders-how-to-be-leaders/)
2. [Creating a Leadership Commitment Contract](https://curriculum.jea.org/wp/creating-a-leadership-commitment-contract/)
3. [Assigning Job Descriptions to Leadership](https://curriculum.jea.org/wp/assigning-job-descriptions-to-leadership/)