

## This Week's Focus: Everybody Has a Story

Starting in the 1960s, journalist Charles Kuralt started a segment on "The CBS Evening News with Walter Cronkite" called "[On the Road.](#)" For the next quarter-century, Kuralt traveled the back roads of America in an RV "just to see what he could see."

Starting in 1998, journalist Steve Hartman did something similar. For his series titled "[Everybody Has a Story.](#)" Hartman would throw a dart at a map of the United States, drive to the place where the dart landed, pull out a phone book and conduct an interview with whomever answered the phone.

The concept for both journalists was that *all* people have interesting stories to tell; it's up to the journalist to find them.

### THE LESSON: FIND THE STORIES

Using that idea that everyone has a story to tell, assign students a random person from the school. If you have a numbered student name list, you can use something like the [integer generator on Random.org](#) and then assign your students the corresponding numbers of the students it spits out. Then have them seek out the student and interview them, trying to find a coherent, focused story.

### FIND IT AT JEA.ORG

#### Newsgathering for a Profile Story

##### Description

This lesson focuses on news gathering strategies to write an effective profile story. Emphasis is given to choosing subjects, performing background research, using observation as a key news gathering technique, live interviewing and fact-checking. This lesson begins with an analysis of a student-written profile story and a short slideshow on news gathering techniques for profiles, including how to find and focus upon the subject of a profile and how to use research, observation and interviewing to gather facts and details.

##### Objectives

- Students will learn best practices for writing a profile.
- Students will understand how the profile differs in content and approach from other story types.
- Students will evaluate profile stories for technique and approach.
- Students will create their own plan for a profile story.

##### The link

The link to the full lesson is [HERE](#). NOTE: This lesson is available free to **everyone** during the dates listed at the top of this page. Want to have access all the time? If you're not a member yet, consider joining JEA today for access to all of the resources.



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## Team-Building

*Megan Kelley, North Platte (Nebraska) HS*

On the first day, students on my publication staffs made their own nameplates (think the block on the desk with the principal's name on it). Each student is unique, so each of their nameplates should be too. Some of the students who join staff are fluent in InDesign at this point, and some are not. They can use any means to make these nameplates. At the end of the period, they'll email them to me and I'll print them, get them laminated, and they'll be hung over their station for the year. I have kids who use InDesign, Illustrator, Google Sheets and Canva, among other tools. They all turn out awesome, and I get to see the personality of each staff member shine through.

JEA members, I want YOU to share your awesome ideas with journalism teachers around the country. Fill out this [GOOGLE FORM](#) to be a part of this newsletter.

## You've Got Style

*Suggestions from Cindy\**

### ONE SPACE OR TWO? Like this

Use only one space between sentences when you write. It used to be common to put two spaces between sentences, and there's a long history you can research if you want to know why. Journalistic style has long prescribed one space, and research style guides, such as MLA and APA, have made the switch as well. APA changed its recommendation in 2019, and Microsoft Word made the switch in 2020.

Use one space after colons and bullets too.

\* Style pro Cindy Horchem, CJE, is a retired adviser and the current JEA business and projects coordinator