

## This Week's Focus: Turning observations into stories

Last week, we worked to hone students' observational skills. They can then use those skills as an information-gathering technique to make their narrative writing more interesting. But observation on its own isn't necessarily journalism; however, it can lead to some great story ideas.

Just as a reminder, [here's the example](#) of an observation I wrote several years ago in our school's media center computer lab. From those observations, I generated [this list of journalistic questions](#) based on that observation. You'll note that each of those questions could serve as a possible story idea or *angle*. An angle, after all, is defined as the journalistic question you want readers to think *about* a specific topic.

### THE LESSON: TURN OBSERVATIONS INTO ANGLES

Last week's activity, as you may recall, was to have your students be a "fly on the wall" to practice their observational skills. For this week's activity, see if your students can do what I did — craft several potential journalistic questions based on those observations. Then have them pick their best one and try to further develop the angle. What students could they interview who might be affected by that angle? What experts? What research could they conduct to add credibility and timeliness to the story?

### FIND IT AT JEA.ORG

#### Managing Equipment and Collaborating with Others

##### Description

During this lesson, students will address the question, "If I were in charge of the photography section of a publications lab, what would the photo gathering process look like?" Students will see examples and evaluate the positives and negatives of different systems for planning photography, communicating with writers, working with the Maestro process and checking equipment out and in.

##### Objectives

- Students will think critically about what an equipment checkout policy needs to address.
- Students will learn how to work with a writer to develop specific needs and ideas when it comes to planning photos.

##### 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.



CLICK HERE TO  
JOIN  
JEA  
NOW

## New C:JET issue on the way

*Winter issue features several articles with direct ties to JEA curriculum, including this one*

### Media Literacy: Trust

Chris Waugaman, MJE, says, in a time of artificial intelligence, trust remains the guiding principle for coverage.

### Reporting: Extraordinary Stories

Veteran journalism adviser Phillip Caston, CJE, states what should be obvious: Every school is full of students with extraordinary stories. It's up to student journalists to uncover the details, details, details. | By Kate Plows, CJE

### Writing: Courage and Curiosity

Bobby Hawthorne offers some advice when it comes to teaching writing: Lighten up. Make it fun. Focus on real, relatable people. | By Katrina Berry-Ivy

### Yearbook: The End

It's clear what should be on the title page of a yearbook. But what should be on the last page of the yearbook? Yearbook advisers from across the country share their ideas.



**Buying a classroom set of cameras is challenging. The winter 2023 issue features a camera-buying guide to help you search for the right equipment.**

## You've Got Style

Suggestions from Cindy\*

### TIME, DATE, PLACE

Use that order most of the time if a sentence includes all three elements.

### Example

*NFL football kicks off at 7:20 p.m. Sept. 7 in Arrowhead Stadium.*

### Note

Don't insert a comma between the time and date.

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