

## This Week's Focus: Alternative Coverage

Sometimes called “infographics” (see lesson at right) or “sidebars,” alternative coverage is a visual way to share information with your audience. Our audiences are visual people, and large chunks of written text just aren't appealing. So when your story involves a lot of data, statistics, numbers, etc., considering pulling that information out of the story and instead sharing it in a visual way.

### THE LESSON: PLAN FOR ALTERNATIVE COVERAGE

Adding alternative coverage shouldn't happen as an afterthought; rather, plan for visual coverage during your budgeting/planning/maestro meetings. For example, instead of assigning a 1,000-word story about a proposed \$10 million budget cut in your school district, consider only writing a 400-word story and using the rest of your space for items like charts or graphs or by-the-numbers or any of a myriad of other choices that will make those numbers make sense and get more readership. Feel free to use [this presentation](#) I created to get you started on the journey to more visual coverage.

## FIND IT AT JEA.ORG: Designing an Infographic

### Description

Students will learn the importance and value of using infographics in publications by studying different samples of infographics in student media. Finally, students will use data they collect to create an infographic of their own.

### Objectives

- Students will be able to name and identify the four main parts of an infographic.
- Students will brainstorm topics that would make good visual graphics in a student publication.
- Students will research data on a specific topic and cite their sources for their research.
- Students will convert data into a visually appealing infographic.

### 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.



## Team-Building

*Kristin Taylor, MJE,  
The Archer School for Girls, Los Angeles*

### JOURNALISM SPEED DATING

We do this activity at the beginning of the year when new staff members (especially freshmen) are joining the team. I split the staff into circles, placing the majority of my returning students on the outside and new students on the inside, facing each other. I then read a series of fun, silly “speed-dating” questions (things like “What's the best breakfast food?” and “What song best describes your life right now?” and “If you were an animal, what would you be?”). I give one minute for each question (each person in the pair has about 30 seconds) and then ring a bell. The outer circle rotates clockwise, and the inner circle stays still for each question. By the time they've rotated completely around, every new student has had a chance to talk to multiple returning students about these low-stakes topics, and the whole staff feels closer. At the end, I ask everyone to share one fun thing they learned about each other and one time they felt a connection to someone else.



**Remember journalism is a team sport. If you want a great product, build the relationships at the core of your program and help students to see the big picture — why journalism matters and how they have to work as a team toward those goals. Don't worry if you don't know all the answers at first. Be honest with your students that you are learning, too, and use the JEA community (curriculum, Listserv, etc.) to find answers.**

## You've Got Style

*Suggestions from Cindy\**

### WHO V. WHOM

Grammatically speaking, *who* is the subject (never the object) of a sentence, clause or phrase. *Whom* is the correct word when someone is the object of a verb or preposition.

There are various tricks for remembering which word is correct. One is to change your sentence and substitute he, she, they/his, hers, theirs. If he/she/they works, then *who* is the right word. If his, hers, theirs is correct, then use *whom*.

### Examples:

*Who* made the decision to cancel the show? (*She* made the decision to cancel the show.) To *whom* do we direct our request for a refund? (Direct your request for a refund to *him*.)

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