

## This Week's Focus: More Localization

In [Issue 13](#), I asked for your ideas about how your staffs localize events like the conflict between Israel and Hamas. Below are some results from that request. If you have more ideas, share them [here](#).

*Debra Klevens, CJE, Clayton High School*

At the NHSJC I spoke to a student from Elon University, Madison Powers, who was a war correspondent over the summer. She shared [this link](#) with me. CSPA executive director Jennifer Ha wrote [this post](#) as well.

*Ellen Austin, MJE, Kent State*

Try publishing a basic and multi-sourced “explainer feature” that just lays down the history in the region. Before you start, do a brainstorming session with your staff — What are the questions that our community has about what’s going on? — and get that list of questions as your core pieces to explain.

Stay away from taking a side; instead, treat it as a “history lesson” to get your community up to speed. Include data on major military flare-ups over the past 40 years and include casualties — both sides — in those incidents.

This also may be a moment when it’s challenging to ask community in your school who have roots in Gaza or Israel to respond to your questions if it’s an explainer — so think of asking outside experts and members of these communities instead

### FIND IT AT JEA.ORG: Question and Answer

#### Description

This lesson covers how to effectively perform a one-on-one interview in Q&A format. The lesson will show the various types of coverage that can be provided with a Q&A, how to prepare for the interview and how to conduct this style of coverage.

#### Objectives

- Students will understand the difference between a Q&A and other interview formats.
- Students will comprehend, analyze and evaluate professionally published Q&A interviews.
- Students will comprehend the difference between hard news and soft news.
- Students will effectively conduct both a hard news and soft news Q&A.

#### 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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## Lesson Idea

*Danielle Allen, Colonia (New Jersey) High School*

### HOLIDAY PHOTO SHOOT

During this event, the students dress up in ugly sweaters, Santa hats, antlers, holiday lights, etc. They then get to bedazzle the teacher and take the teacher’s picture in various poses.

Once all of the pictures are uploaded, the students have to make a holiday card that incorporates the teacher and the class to thank their readers and social media followers. I review how to use our photo-editing software with them prior to this assignment. Then I bring in surprise judges to vote on the best card, and the class also votes. That is the card that goes in our newspaper, but all students must post their card on our school’s social media accounts.

Students will need about a week to design their cards. I have also offered a gift card to the winner to increase the competition.



**Develop a routine/schedule. For a while I would edit, grade and publish articles only on Tuesdays and Fridays. It helped me be mentally prepared for the week. Have sign-up and sign-out sheets for your equipment. Definitely create a newspaper log on Excel or Google Sheets so students can sign up for their article ideas and brainstorm ideas and so you can keep track of the status of the articles.**

## You've Got Style

*Suggestions from Cindy\**

### ADVISER OR ADVISOR

AP Stylebook says: Not advisor

The world of academia seems to go with the -or ending, but -er is actually the original according to multiple sources. It might help to remember that the adviser is there to give advice, which ends with an “e.”

### THEATER OR THEATRE

Spell it with “er” unless the proper name is Theatre: *Wilbur Theatre*.

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