

staffyearbook

Name: _____

PROJECT OVERVIEW: In Weeks 3-5 you will be learning all the roles of a yearbook staff while creating a spread with a team. Together we will be making a yearbook about our yearbook staff!
Use this opportunity to get to know your team and meet deadlines!

WEEK 3: PHOTOGRAPHY

You and your partner will photograph each other in different settings to gain experience using a camera and planning a photo shoot. You will shoot candid and posed group portraits as well as learn editing techniques to enhance your images. You will submit seven images that tell the story of your partner and use a variety of lighting and composition techniques.

My Partner: _____ Deadline: _____

WEEK 4: WRITING

You and your partner will interview and write a feature story about each other using the traditional journalistic format of 'Lead, Quote, Transition, Quote.' You will also be writing headlines and captions during this unit as well as creating an infographic about your partner for secondary coverage.

My Partner: _____ Deadline: _____

WEEK 5: DESIGN

You will work with your partner's photographer and writer to gather all content for their yearbook spread. You will create a spread about your partner using a modular grid layout and following the style guide for our yearbook. You will proofread and submit a final PDF to be printed for our Staff Yearbook.

My Partner: _____ Deadline: _____

DIRECTIONS FOR ACCESSING MATERIALS AND STORING/SHARING/SUBMITTING FILES:



NAME:

GRADE:

BIRTHDAY:

PRONOUNS: (SHE, HER, THEM, THEY, HE, HIM)

EMAIL:

PHONE:

INSTAGRAM HANDLE:

EXTRACURRICULAR ACTIVITIES:

AFTER SCHOOL AVAILABILITY:

DO YOU DRIVE?

DO YOU HAVE A CAMERA?

FAVORITE SNACKS?

DIETARY RESTRICTIONS / FOOD ALLERGIES?

WHAT MOTIVATES YOU?

3 WORDS THAT DESCRIBE YOU:

ANY QUESTIONS YOU HAVE FOR ME?

ANYTHING ELSE I SHOULD KNOW ABOUT YOU?

WHAT YEARBOOK POSITION WOULD YOU LIKE?



NAME:

GRADE:

BIRTHDAY:

PRONOUNS: (SHE, HER, THEM, THEY, HE, HIM)

EMAIL:

PHONE:

INSTAGRAM HANDLE:

EXTRACURRICULAR ACTIVITIES:

AFTER SCHOOL AVAILABILITY:

DO YOU DRIVE?

DO YOU HAVE A CAMERA?

FAVORITE SNACKS?

DIETARY RESTRICTIONS / FOOD ALLERGIES?

WHAT MOTIVATES YOU?

3 WORDS THAT DESCRIBE YOU:

ANY QUESTIONS YOU HAVE FOR ME?

ANYTHING ELSE I SHOULD KNOW ABOUT YOU?

WHAT YEARBOOK POSITION WOULD YOU LIKE?

Yearbook Staff Code of Ethics and Commitment Contract

I, (print full name) _____ commit to following these seven principles of the National Scholastic Press Association Code of Ethics. As a yearbook staff member, I will:

- Be Responsible.
- Be Fair.
- Be Honest.
- Be Accurate.
- Be Independent.
- Minimize Harm.
- Be Accountable.

1. I understand that I will need to work before and/or after school, on weekends, or during school breaks if necessary in order to meet my deadlines.
2. I realize that working on the yearbook requires a professional attitude.
3. I will accept fair criticism of my work and strive to keep learning and improving my skills.
4. I agree that yearbook production requires teamwork.
5. Whenever possible, I will help others achieve their goals and deadlines.
6. I will participate in fundraising activities and help to sell ads and books.
7. I will make a commitment to excellence and timeliness regarding yearbook work.
8. I will be responsible for school-owned equipment, including digital cameras, lenses, SD cards, batteries, scanners, camera bags, computers, and software. Computer equipment must be cared for in a careful manner and misuse will not be tolerated.
9. I understand that if, at any time, I fail to meet these expectations, I may be relieved of staff duties and risk class failure.
10. I will maintain confidentiality by not sharing information with those outside of the staff.
11. I will avoid using materials that are copyright protected and making libelous statements.

Your signature confirms you understand all of the information detailed above and serves as your commitment to uphold the ethics and responsibilities involved in being a student journalist.

Student Signature

Date

Parent/Guardian Acknowledgement

I have read the above contract and agree to support the yearbook program as detailed.

Signature of Parent/Guardian

Contact Information

Date

Date Due: _____

people pages worksheet

HELP SET UP OUR LADDER

Name: _____

Fill out this worksheet using the information from your advisor to help plan out how many pages you will need for each section. People Pages are usually the biggest chunk of your book, so it's important to start here when planning your ladder.

Total Number of: (get this from your advisor)

a. Seniors: _____

b. Juniors: _____

c. Sophomores: _____

d. Freshmen: _____

e. Staff: _____

How many portraits will be on each page: (get this from your advisor)

a. Seniors: _____

b. Juniors: _____

c. Sophomores: _____

d. Freshmen: _____

e. Staff: _____

How many pages will you have for each grade:

a. Seniors: _____

b. Juniors: _____

c. Sophomores: _____

d. Freshmen: _____

e. Staff: _____

About how much extra space is left in each section:

a. Seniors: _____

b. Juniors: _____

c. Sophomores: _____

d. Freshmen: _____

e. Staff: _____

Write 3 ideas you could do with the extra space in each section:

a. Seniors:

b. Juniors:

c. Sophomores:

d. Freshmen:

e. Staff:



yearbookcritique

Name: _____

Book: _____

Excellent
Average
Needs Work
Missing

✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X

I. REFERENCE

1. Yearbook Theme/Concept is clear throughout the book and reflects the school/current year.
2. The book title and year appear on the front cover and spine.
3. The end sheets are cohesive with the book (plain or contain illustrative/informative content that ties into the theme/concept of the book).
4. The title page is visually and verbally connected to the theme/concept/look package. It includes book title, volume number, year, school name, complete address, city, state, zip code, telephone and fax numbers, school population (broken down by students and staff), email address, and website.
5. Opening, closing, and divider pages reflect the theme/concept of the book.
6. The table of contents listing is accurate and visually goes with the theme/concept of the book.
7. Folios appear on at least one page of each spread. Folio tabs identify section/spread content.
8. All captions identify the people in the photograph by first and last name and title if appropriate.
9. Each page includes photo, design, and copy credits.
10. Each faculty member is identified by title (Dr., Miss, Mrs., Ms., Mr.) with information about the subjects taught/positions held.
11. A complete scoreboard appears with each sport's coverage or in a reference section with the team picture, including complete season and league win-loss-tie records.
12. The index includes every person in captions and copy, students, faculty, staff and administration, all spread topics, sections of the book, and advertisers.
13. The colophon contains number of copies printed, price book sold for, software/hardware used, font families, paper stock used, editorial philosophy, advertising policy, staff listing, and appears in or after the index.

Excellent
Average
Needs Work
Missing

✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X
✓+	✓	✓-	X

II. VERBAL

1. The Verbal element of the book must emphasize telling the story of the year in a journalistic matter. All copy should be written in the voice of a student writer and feature quotations.
2. Sentences are short and paragraphs are brief. Transitions lead the reader smoothly from one paragraph to the next.
3. Run-on sentences or sentence fragments do not appear in the copy.
4. Correct punctuation, usage, spelling, and capitalization of proper nouns appear in all forms of copy.
5. Main headlines are not labels and do not state the obvious.
6. The journalistic writing format of "lead-quote-transition-quote" is followed in traditional body copy.
7. Staff does not vary tense use in copy. Past tense, third person is used consistently.
8. The staff has avoided use of clichés such as hard work and dedication, blood, sweat and tears, takes a break, a night to remember, a night we will never forget, and such words as diligently, dedicated, and successful.
9. All copy begins with an impact lead and leads vary so that no pattern is established.

Excellent
Average
Needs Work
Missing

III. VISUAL

✓ ⁺	✓	✓ ⁻	X	
✓ ⁺	✓	✓ ⁻	X	1. The cover creates a unique impression through the use of type, color, and graphics. The cover introduces the theme/concept/look of the book.
✓ ⁺	✓	✓ ⁻	X	2. A specific grid/modular plan has been used throughout the book.
✓ ⁺	✓	✓ ⁻	X	3. A dominant visual element/photograph has been used on each spread. Other elements/photographs contrast in size and shape and are varied to avoid visual monotony.
✓ ⁺	✓	✓ ⁻	X	4. Adequate and consistent margins have been designed for each section.
✓ ⁺	✓	✓ ⁻	X	5. Photographs which cross the gutter do not split eyes, noses or mouths.
✓ ⁺	✓	✓ ⁻	X	6. All photographs are clear and sharp. No fuzzy or blurred photographs appear.
✓ ⁺	✓	✓ ⁻	X	7. Photographs showing only tops of heads and/or backs do not appear. No heads are cut off in photos.
✓ ⁺	✓	✓ ⁻	X	8. The staff has kept white space to the outside of the layout unless intentionally using "rail(s)" of isolation to call attention to a specific element in the spread design.
✓ ⁺	✓	✓ ⁻	X	9. Group photographs do not dominate the spread or have busy backgrounds which detract from faces.
✓ ⁺	✓	✓ ⁻	X	10. Headline type selection for each section is contemporary and readable, and complements the look of the book.
✓ ⁺	✓	✓ ⁻	X	11. Body type is easy to read and consistent in size and leading in each section.
✓ ⁺	✓	✓ ⁻	X	12. Each section of the book has a personality.
✓ ⁺	✓	✓ ⁻	X	13. Posed shots (excluding portraits and group photographs), especially those of students "mugging" or "hamming it up" for the camera, have been avoided.
✓ ⁺	✓	✓ ⁻	X	14. Overprinted or reversed captions are easily readable. Overprints appear only on solid, light backgrounds and reverses only on solid, dark backgrounds.

BASED ON THE COLUMBIA SCHOLASTIC PRESS ASSOCIATION YEARBOOK CRITIQUE

e yearbookgoals

1. After completing this critique, what do you think are the top three goals that will improve our book and why?

2. What are your top three PERSONAL goals for yearbook? Explain how you will achieve each goal.

themed development

Name: _____

BRAINSTORM:

List as many theme ideas as you can. Consider the following to keep your school in mind: traditions, honors, mascot, location, community, school colors, population, trends, and words/phrases that describe your school.

CHOOSE TWO FAVORITES:

Remember the Five R's: Make sure it is Recognizable, Repeatable, Relevant, Refreshing, and Realistic

THEME CHOICE 1:

VERBAL:

List at least 10 associated words/phrases

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

VISUAL:

List at least 10 associated images/shapes/symbols:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



THEME CHOICE 2: _____

VERBAL:

List at least 10 associated words/phrases:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

VISUAL:

List at least 10 associated images/shapes/symbols:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

APPLYING THE THEME: _____

Choose the theme you think will best fit our year and create thematic titles for each section of the book. Use the words from your verbal list to help. Make sure the titles relate to each section as well as the theme.

1. Title of the Book (Theme): _____
2. Opening: _____
3. Closing: _____
4. Academics: _____
5. Sports: _____
6. Organizations: _____
7. Student Life: _____
8. Seniors: _____
9. Grades 9-11: _____
10. Faculty/Staff: _____

RATIONALE: Explain why you think this theme will be a good fit for our book. Use the 5 R's for in your response and provide examples for your reasoning. Attach paper if you need more space.