



COVERAGE:
THE HEART OF THE YEARBOOK

Walsworth yearbooks

Yearbook
SUITE

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COVERAGE:

THE HEART OF THE YEARBOOK

STUDENT WORKBOOK

COVERAGE:

THE HEART OF THE YEARBOOK

The process of covering one year of the high school experience is the most challenging and rewarding part of the yearbook creation process. Before the year even begins, the editors and staff must determine what they think are the most crucial events, groups, sports, clubs and people that need to be covered and where they need to be covered in the book.

A skilled group of editors will develop a coverage plan that directly relates to the character of the year and ties to the flow and focus of your theme.

They will also develop a method to find the stories that have not even been thought of yet. So many amazing, unforeseen things happen every year, and a great staff has to be prepared to find them, cover them, and find a place in the book for them.

If you had an unlimited number of pages to work with and a limitless budget, you could cover what happens at your school every day of the year, but no one really wants to create a 700+ page book. So you must work within the resources available to maximize all that you do cover with words, photographs, infographics and contemporary design.

These lessons will help you understand what to include in your yearbook and how to discover the stories that define this year:

What is coverage? You make the call

Approaches to coverage – guided by your theme

The ladder: Building your coverage road map

Developing a beat system to find story ideas

Expanding your coverage – more ways to tell the story of your year

Lesson 1

What is Coverage?

Objectives – In this lesson, you will learn:

What needs to be covered in this year's yearbook, develop a working definition of coverage, and brainstorm possible methods of coverage

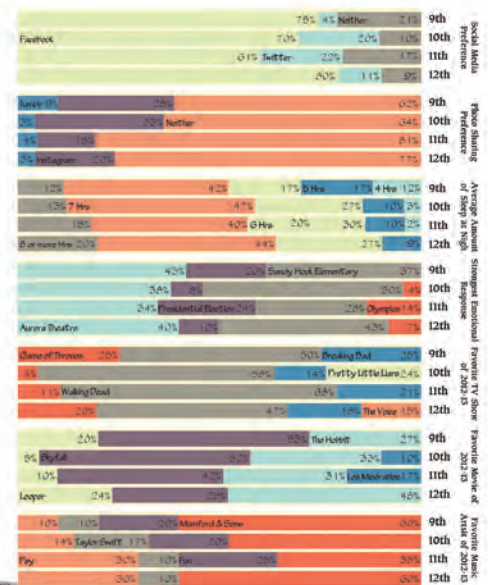
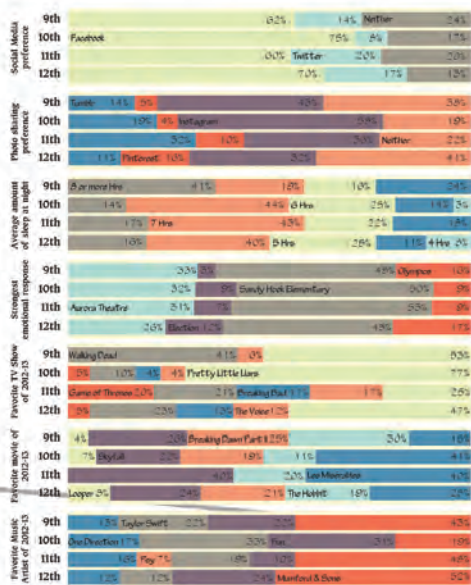
To determine how well you covered the year in your previous book and how balanced the coverage was

Before you begin the fun and challenging task of creating your yearbook, you need to consider what should be included in the contents. Forget about what you did so well last year. Put all your preconceived ideas aside and start fresh.

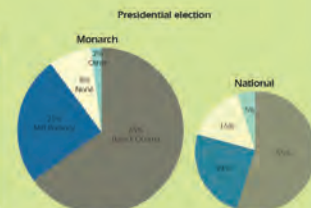
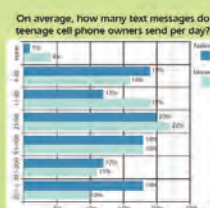
Let's step back for a moment and lay some preliminary groundwork as a staff.

Mosaic, Monarch High School, Louisville, Colo.

Three hundred and twenty students express their preferences



Monarch stats vs. national stats



Your Name: _____

TIME TO BRAINSTORM

What needs to be covered?

Without looking back at what you did last year, brainstorm EVERYTHING that you feel needs to go into this year's book. Brainstorm as a group with the rest of the yearbook staff, and have one staff member write everything down (use a whiteboard or large sheets of paper). Think about your school specifically. What will be memorable this year? After this initial brainstorming, consider how you might group what you have listed.

Groupings may fall into traditional sections but be open to other possibilities. When you are done, be sure to capture this list, either on paper or by snapping a picture with your smartphone camera.

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How are we going to cover it?

Now it's time to brainstorm the possible ways that you can cover all of your ideas. Coverage methods include stories, photographs, words, captions or infographics. Which coverage ideas are the most important? Why are they important? Challenge yourself to imagine new ways and approaches. Think about magazines and online publications you are familiar with. Bring in examples of fresh ideas you find in professional publications.

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ACTIVITY

DEFINING YEARBOOK COVERAGE

My definition of yearbook coverage

Your Name:

After going through this entire brainstorming process, create a unique definition of yearbook coverage in 30 words or more. You may also draw or use magazine clippings to support your definition.

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LISTEN TO YOUR AUDIENCE

Create a questionnaire and poll your audience. Find out what they liked and did not like in your previous year's book. Poll the school soon after the book comes out and get feedback on what they liked best, what they would like to see more of. Try to word the questions to keep their responses positive but be prepared. Once you ask, you may or may not like what you hear, but whatever they say, it will definitely help you make a better book next time. You can use a paper survey, or put the survey online using tools like Facebook, Twitter, Survey Monkey or Naviance. Whatever method you use, you want to be sure to maximize the number of students who will participate.

DEVELOP/USE A COVERAGE EVALUATION

Evaluate your book with an in-depth coverage evaluation tool. A great place to find a tool like this is the CSPA or NSPA evaluation guidebook. Create an objective list of what you hope to see in your book and see how you measure up. From this you can begin to set goals for areas for improving the coverage in your next book. You can use this questionnaire or create one that better suits what you hope to see in your book.

Your Name:

COVERAGE EVALUATION CHECKLIST

Have you covered everything and is your coverage balanced? Take a look at last year's book to see if you have balanced coverage throughout the book. Also check to see if every photo, story, caption and graphic serves a purpose in telling the story of the year.

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Is your coverage balanced, giving adequate space to each section and covering all students? Use this guideline: student life 20-25%, academics 8-10%, people/mugs 25%, clubs/organizations 12-15%, athletics 18-22% (this does not include theme, index or ads pages). |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Are all spreads designed so related content is on facing pages within the same section? Do spreads contain secondary coverage packages? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Are all aspects of school life covered without over-emphasizing some areas? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Are all varsity sports given equal coverage? Are all non-varsity sports covered? Individual sports? Is there a scoreboard for every school team sport with both district and non-district games? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Does sports copy tell what happened and how rather than just rehashing the scores? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Does the book reflect a 12-month year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Are out-of-school activities included? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Does the book include national and community coverage that is student-focused, which helps date the year? Does copy on these subjects show student reaction and/or the way that these things affected their lives? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Is the full scope of the academic program reflected in an interesting and creative way? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Does academic coverage look at academics from a student/learning point of view rather than a teacher/instructing point of view? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Does every people section spread have a headline, copy and photographs? |



- ☐ ☐ **12.** Does the people section coverage add to the telling of the story of the year, covering a wide range of student interests and a wide gamut of people?
- ☐ ☐ **13.** Does your faculty portion of the people section provide insight into teachers and show their contributions to the school/community as well as showing teachers as people?
- ☐ ☐ **14.** Does your clubs and organizations coverage bring their activities to life with specifics about what they did rather than a list of activities and officers?
- ☐ ☐ **15.** Are significant club activities highlighted either in copy or in photographic coverage?
- ☐ ☐ **16.** Are group shots downplayed, making action shots the dominant photographs? Have you created a reference section for group shots, scoreboards and other significant sports and clubs information?
- ☐ ☐ **17.** Does the clubs and organizations section truly reflect the year?
- ☐ ☐ **18.** If you have an ad section, have you designed ads consistently and integrated national and community coverage?
- ☐ ☐ **19.** Does the advertising section include some feature coverage along with ads?
- ☐ ☐ **20.** Does the book have a full index that lists every reference to students and staff in stories and captions?
- ☐ ☐ **21.** Is there a staff list and colophon with significant publishing details without over-emphasizing the staff itself?

WRITING CONNECTIONS

Every yearbook staff member should have a journal to write and record thoughts on topics throughout this unit.

Coverage Journal 1:1 – What do you think of when you hear the word “coverage” in the context of a yearbook? What do you think “coverage” is? What do you think it means?

Coverage Journal 1:2 – What are some of the limitations of trying to cover the year at your school? Develop possible solutions to each limitation you name.

Coverage Journal 1:3 – What story was your favorite in the current edition of your book? Explain what made it your favorite. What was your favorite photo in the book? What qualities does it have that drew you to it?

Coverage Journal 1:4 – What one aspect of your previous book did you like best? Explain what you liked about it. What part did you like least and how might you go about improving it?

Coverage Journal 1:5 – List five specific goals for improving the coverage in your next book. What strategies will you use to achieve these goals?

Lesson 1
SCORE

RATE YOUR PROGRESS

4.0 ☐ I can do all tasks in 3.0 and I can teach others!

3.0 ☐ I can demonstrate an ability to conduct brainstorming sessions and research to determine what topics to cover in the yearbook. I can...

a. gather and integrate relevant information from multiple authoritative sources to help determine coverage topics

b. analyze the coverage topics in last year's book to help identify weaknesses and achieve a better balance of coverage

I can demonstrate an understanding of the different methods of incorporating coverage into the yearbook.

2.0 ☐ I understand what coverage is and why it is important, but I am still unsure how to determine what needs to be covered and how to analyze whether or not the coverage in the yearbook is effective.

1.0 ☐ I still don't understand what coverage is, why it is important, or how to evaluate coverage in my yearbook.

NOTES!

Lesson 2

Approaches to Coverage

Objective – In this lesson, you will learn:

The different approaches to coverage organization, and then will determine which approach best fits the theme chosen

The prime directive for any yearbook staff is to tell the complete story of the year through words and photographs — all packaged in a reader-friendly, contemporary design. The challenge is that our time and resources are limited. We only have so many pages available and only so much time to put them together. It would be great if we had the resources to cover EVERY day of a school year. But on second thought, that would take more time and effort than any of us have. So the trick is to maximize the people, events and experiences you need and want to cover with the pages and time you have available.

At some point you must also decide what approach to coverage best fits your year and, more specifically, how the theme you have chosen will guide the development of your book and its coverage. The coverage structure in the best yearbooks is always theme-driven and connected.

Here are the five most commonly used approaches to coverage, with most schools using numbers one and two.

Safari, North Allegheny Senior High School, Wexford, Pa.



BREAKING AWAY

SUMMER VACATIONS TARGETED SUN, SURF, AND MUCH MORE

By Adam Dickter, Taehyung Kwon, and Sarah Wetzel

FROM THE BEACHES OF FLORIDA TO THE cobblestoned streets of London, vacation destinations beckoned to students eager to shake off the lingering anxieties of another completed school year. Summer had arrived, and the luggage was already packed.

"What a party!" raved Lena Probert about her trip to Fort Lauderdale. "We went to the beach every day and walked the boardwalk."

Kaitlyn Sanguini also luxuriated in the Florida rays. "The sun is hotter and brighter there, great for tanning," said the junior.

A few hours up the coast, two students girded up for adventure in the Carolina surf.

I tried boogie-boarding at Myrtle Beach," said Miranda Golt. "But it was a major fail, and I ended up falling on my face."

Lowell Smith cast his fishing line into the waters near Topsail Beach, North Carolina, and hooked a surprise. "I caught a shark," said the senior. "It was only twelve inches long, but it could have taken off my finger."

But for those vacationers less inclined to coastal recreation, opportunities abounded nonetheless.

"I went to Baltimore to participate in the Junior Olympics," said Fritz Issac, who competed in the 110-meter hurdles and triple jump. "The highlight was meeting Norman Tate, the retired American long jumper who once held the world record."

Across the Atlantic, Richa Duggirala had an Olympic experience all her own. "I was in London for the 2012 Olympic Games," said the senior. "I got to meet Olympians from Korea, Honduras, Bulgaria, and Germany. And I even got to hold the Olympic torch!"

Even after summer expeditions had ended and the school opened its doors, the sights and smells of vacation season endured. "If I close my eyes, I can still hear Aruba's beach waves and feel the warm wind," said Piyusha Sane, daydreaming from her classroom on an otherwise dull autumn day.

"I LIKE THE FRESH WATER AND MILES OF UNTOUCHED FOREST."

Victoria Davis on her trip to New Brunswick, Canada



“UNEXPECTED”

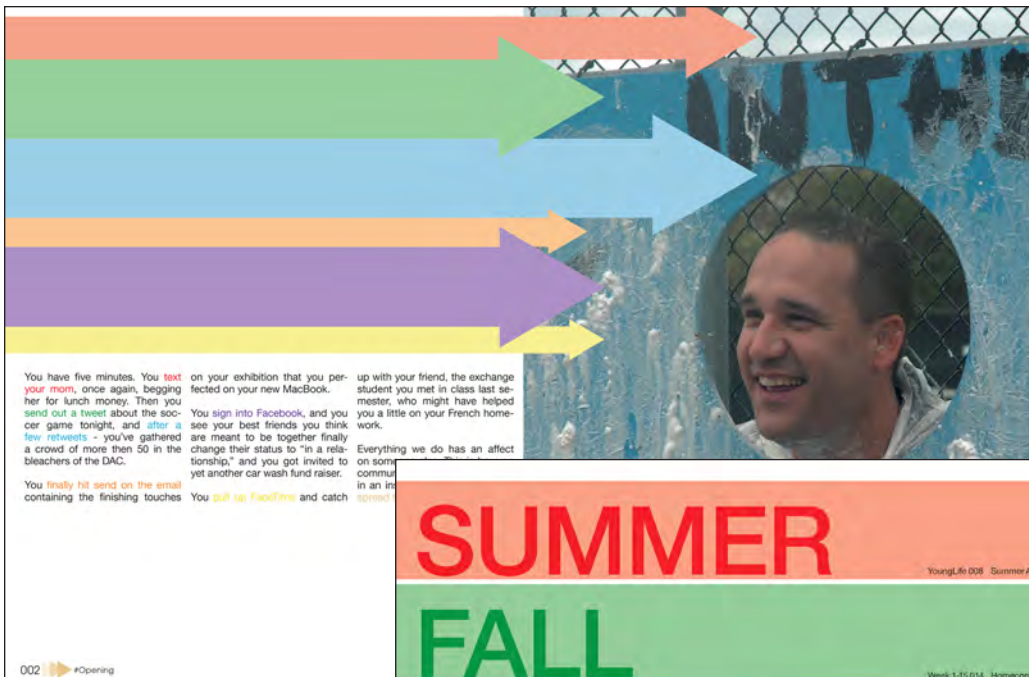
Helios, Sunny Hills High School, Fullerton, Calif.

1. TRADITIONAL

The traditional approach to yearbook coverage divides the events and chronology of the year into specific sections. This approach is the most common and has been used back as far as the 1930s and 1940s. The sections most commonly used are student life, sports, academics, people/mugs, clubs, community/advertising. To keep the coverage balanced, the following percentages are recommended: student life 20-25%; sports 18-20%; academics 8-10%; people/mugs 25%; and clubs/organizations 12-15%. These percentages do not include theme, index or ads pages.

Pros: This structure is the most common and most familiar to your reader. It allows you to allocate spread space and content to traditional groups, events and activities.

Cons: This approach can put you in a rut if you use it every year — same events, same sports, same people. It may force you to give coverage to a team, club or event that really does not have a compelling story that year. Also, you have to consider how to cover events that combine groups, such as homecoming, which involves sports, student life and clubs.



SUMMER	004
FALL	012
WINTER	066
SPRING	110
PEOPLE	150
INDEX	228

"SPREAD THE WORD..."

Cambria, Oak Park High School, Kansas City, Mo.

2. CHRONOLOGICAL

The chronological approach covers and organizes the events of the year as they happen. This structure could be by week, month, semester, term or season. Chronological coverage allows you to mix types of coverage on each spread. For example, you might cover a club event, an academic activity and a game that happen during a specific week all on the same spread.

Pros: This approach allows you to cover more topics in more creative ways. You can find topics for coverage that normally would never get any coverage. This approach works best when there is a reason to do it. Chronological coverage needs to come from your theme and be directly related to it.

Cons: To pull off chronological coverage, the staff must be organized and have a system in place that helps you find stories and then cover them nearly every day. Once you miss a story in this method, you can never get it back. Successful schools have developed teams that work in a week-by-week rotation. Each team is responsible to cover whatever needs to be covered in that specific period of time. Also, your plan needs to reflect that some weeks will have a lot less coverage than others.



Crest, Manchester High School, North Manchester, Ind.

3. UMBRELLA

This method organizes the stories of the year according to specific, often theme-related “umbrella” topics, rather than traditional topics such as summer, homecoming, football or math class.

For example, you might have a spread or series of spreads within a specific section that focuses on a topic like “pride,” or “determination” or “fun.” Or you might reorganize your entire book around specific topics as your major sections. At its core, umbrella coverage is driven by word play and should be closely connected to the theme. It is possible to take on umbrella coverage in one special, theme-related section as well.

Pros: This method allows the mixing of different kinds of stories that would only be in one section of the book on a single spread. This method is most effective when it connects directly with your theme.

Cons: Sometimes the connections can be forced, and it's difficult for the reader to understand why such different types of information have been grouped together. Do not try this method just to be different; use it because it fits with your theme.



There you have it. The abnormalities, the bizarreness, the strange happenings. The "Why did I ever do that?" and "You had to be there" moments.

(We warned you this would be weird.)

The sudden *splashes of color*. The mismatched, unorganized. The "good times," however silly they were.

And then there were the not-so-silly "why not-isms." A new administration. An all-high school retreat. A dinner with Redlands' homeless youth. Things that made the year unexpectedly meaningful.

You had opportunities to *do the unusual*. To take a stand. To go out on a limb.

Throwing water balloons during track practice. Tutoring underprivileged kids at Micah House. Zip-lining at Forest Home.

Life was full of surprises.

Like the aimless drives that turned into adventures. Doing the McDonald's 50-nugget challenge on a dare. Prom dress shopping and trying on the ugly gowns for fun.

Ordinary events that became the best memories.

The ones that happened *just because*.

"WHY NOT?"

Wings, Arrowhead Christian Academy, Redlands, Calif.

4. STORY-DRIVEN

This method focuses on telling the story of the year through individual stories. What gets covered in the book are simply the stories that are most compelling. Individual sports or clubs, for example, would be covered in a single spread only if there was a compelling story to be told. Otherwise, they might only be covered in a more compact reference section.

Pros: This approach allows for rich writing and in-depth coverage of specific events and people with a story that needs to be told in a deeper way. This may also be the most effective approach if your book is faced with only a limited number of pages to work with.

Cons: Some groups and events may not get covered in enough depth and this may cause concern in your total school audience.



live	08
august	08
september	16
october	26
november	38
december	50
january	62
february	72
march	80
april	88
may	96
play	108
fall	110
winter	124
spring	140
smile	158
seniors	160
juniors	167
sophomores	173
freshmen	180
staff	187
grad ads	190
remember	198
team photos	198
club photos	212
index	224

inspire

"INSPIRE"

Silvertip, Wichita High School Northwest, Wichita, Kan.

5. BLENDED

This method allows you to creatively use different methods within the same book based on your theme. You might consider using different approaches in different sections to add variety to your book. For example, you might use the umbrella approach in academics, focusing on specific words that relate to academics, and then use a more traditional approach to sports and student life.

Pros: Provides variety both visually and verbally and in the types of coverage you can provide.

Cons: Managing different types of coverage may be difficult to stay on top of for an inexperienced staff and editors.

SELECTING YOUR COVERAGE APPROACH

Your Name:

Book Theme:

Determine what coverage approach is right for the theme you have chosen to drive the development of your book. As you are choosing and developing your theme, think about what coverage approach will best relate to that theme.

Coverage Approach: Which one is right for you? Consider the possibilities before you develop your coverage plan.

1. **Traditional approach.** Why would this be the best approach to the coverage of this year?

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How does this approach directly tie to your theme?

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List possible specific story ideas connecting this approach to your theme.

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2. **Chronological approach.** Why would this be the best approach to the coverage of this year?

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How does this approach directly tie to your theme?

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List possible specific story ideas connecting this approach to your theme.

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3. **Umbrella approach.** Why would this be the best approach to the coverage of this year?

How does this approach directly tie to your theme?

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List possible specific story ideas connecting this approach to your theme.

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4. **Story-driven approach.** Why would this be the best approach to the coverage of this year?

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How does this approach directly tie to your theme?

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List possible specific story ideas connecting this approach to your theme.

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5. **Blended approach.** Why would this be the best approach to the coverage of this year?

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How does this approach directly tie to your theme?

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List possible specific story ideas connecting this approach to your theme.

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ACTIVITY

IDENTIFYING COVERAGE APPROACHES

Your Name:

Book Name:

Using a yearbook you have not seen before, analyze what coverage methods were used.

What type of coverage method was used?

How did they relate the coverage approach to their theme?

What percentages of coverage do they give to each section?

What is NOT in the book that you think should be included?

WRITING CONNECTIONS

Every yearbook staff member should have a journal to write and record thoughts on topics throughout this unit.

Coverage Journal 2:1 – What was your coverage approach in last year's book? How well did it connect to your theme? Discuss how another approach might have been used. Could another approach have been more successful? What might a different coverage approach have added? What might a different approach have taken away?

Coverage Journal 2:2 – What was your favorite story in your yearbook from last year? What made it a good story? What was the most memorable part of the story? What did you still want to know? Did it directly connect to your theme? If so, how?

Coverage Journal 2:3 – Write about an event at school that is common to everyone in your yearbook class. The writing must be done together immediately on the day that the event occurred. For example, have everyone in your class write about the first pep rally the day that it happened. Describe the event in as much detail as you can. How much coverage should such an event get? How might it be covered? Great staffs spend a lot of time writing about and discussing together all the major events of the school year.

Lesson 2
SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I can demonstrate an understanding of the different approaches to coverage, and can support a decision as to which approach would best fit the theme of the yearbook. I can...
- a. identify the pros and cons to each approach to coverage
 - b. analyze each coverage approach in regards to how it would apply to the theme of the yearbook
- I can identify and evaluate different coverage approaches used in other yearbooks.
- 2.0 ☐ I understand the different approaches to coverage, but I do not understand how to determine which coverage approach is right for my theme.
- 1.0 ☐ I still don't understand the different approaches to coverage.

Lesson 3

The Ladder: Building Your Coverage Road Map

Objectives – In this lesson, you will learn:

What a ladder is, its purpose and the benefits of using one

The skills needed to create a ladder for this year's yearbook that identifies the content of every spread in the yearbook, including both primary and secondary coverage

As you begin the journey of covering this one year in the life of your school, it is critical that you create a detailed map, called a ladder in the yearbook world, of what you plan to put on every page, including primary and secondary coverage. If you don't have this kind of a guide, you risk wandering through your year missing deadlines and coverage so your book is not exactly how you want it at the end of the year.

Even though you will draft this map before you begin the process of gathering information, it is a living document that will be closely monitored and adjusted as the year unfolds. Therefore, your ladder needs to be easily accessible to the adviser and editors, and even online.

Before you begin, consult your adviser and yearbook representative to find out the maximum number of pages that can be in your book. One of the challenges of creating a yearbook is balancing what you need to cover, what you want to cover, and what your yearbook budget will allow you to cover.



STEPS TO CREATING A LADDER

Your Name:

Step 1: Looking back to look forward. Using the evaluation tool developed in Lesson 2, analyze the balance of the content and coverage of your previous year's book. How many pages did you allot to each section or what would go in the traditional sections (student life, sports, academics, people, mugs, clubs)? What percentage of the entire book is in each section? Did you give too much coverage to a specific section, sport, club or event? Does any of your coverage seem inequitable?

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Step 2: What must be covered? Based on discussion begun in Lesson 1, what absolutely **MUST** be covered in this year's book? Work from the lists you generated in Lesson 1.

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Step 3: What approach is the best? Are you interested in taking on chronological coverage? Story-driven coverage? Umbrella coverage? A blend of all three? How might you best organize your coverage in relation to your theme? If a chronological structure connects to your theme, how will you organize the chronology? Weekly spreads? Bi-weekly spreads? Seasonal spreads? Other?

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Step 4: Come up with a number. Determine the number of pages you need to cover everything you must include. This will include mugs and ads. Base your initial estimate of the number of mug and ad pages on the number you used the previous year.

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Step 5: Anything you don't need? Determine anything you could eliminate. Are all sports and clubs to be treated equally? Do any pages seem unnecessary?

Step 6: Anything you've forgotten? Determine what you would like add to your book that you may not have covered in the previous year. What coverage ideas may come directly from your theme?

Step 7: Dividing the content – what order works best with your theme? Determine what sections you plan to use and what order each section will be in.

Step 8: Page by page. Determine the specific content on the pages of each section, including possible secondary coverage packages.

Step 9: Putting it all together. Compile the ladder information into one document. Use a prepared ladder or develop your own.

WRITING CONNECTIONS

Every yearbook staff member should have a journal to write and record thoughts on topics throughout this unit.

Coverage Journal 3:1 – Without consulting the book itself, describe what you think got the most coverage in your previous year's book. Overall, does the coverage in your book seem balanced? Why or why not? What would you like to see more of? What would you like to see less of? Does any of the coverage seem pointless and unnecessary?

Coverage Journal 3:2 – Yearbooks definitely come in all shapes and sizes. A school with 1,500 students may have a book that is 200 pages in length while another school with the same number of students may have a book that is 300 pages long. What would be the advantages and benefits of having a smaller book than the size it currently is? What would be the advantages and benefits of having a larger book than the size it currently is?

Coverage Journal 3:3 – Why is it important to have a ladder? What are the advantages to having a ladder be as detailed as possible? Try to generate as many reasons as you can. What could be the disadvantages of not having one?

Lesson 3 SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I can demonstrate an ability to create a complete ladder that reflects a balance of coverage topics. I can...
- a. determine the number of pages needed to cover all desired topics and can divide the content in a way that best supports the theme
 - b. analyze the balance of coverage in last year's book and can evaluate weaknesses to address in the creation of the ladder
- I can explain the importance of a ladder in ensuring complete, accurate and organized coverage.
- 2.0 ☐ I understand what a ladder is and why they are important, but I still struggle with how to effectively create one that reflects a balance of coverage topics.
- 1.0 ☐ I somewhat understand what a ladder is, but I don't understand how to make one.

Lesson 4

Developing a Beat System to Find Story Ideas

Objectives – In this lesson, you will learn:

To develop a beat system to help gather information on specific groups, people and events throughout the year

To find new coverage ideas before events happen

At the beginning of every school year, you know there are certain sports, groups and events that you will be covering, such as all the football and basketball teams, the Key Club and student government. To find the stories that need to be told in those areas, you will need to track what happens as the year develops. Someone needs to be assigned as the expert in that area. You also need a method to help you uncover stories. Here we take a page from the newspaper playbook and develop a beat system.

What is a beat system?

A **beat** is an area or topic that a reporter is assigned to cover. A **beat system** is a method to help gather information on the events, people and groups throughout the year on the assigned coverage topic or area. Using beats, a reporter is assigned to a specific person, club or event and it is his or her job to stay in contact with that person or people involved. This system also can be used to find and generate new story ideas as the year progresses.

Stinger, Wynne High School, Wynne, Ark.



OH THE THINKS

seuss comes to life with colorful production

Wynne High School Theatre and Choral Departments presented the musical "Seussical" March 8-10.

"Seussical" brings to life many of the characters from the books of Seuss. "Seussical," written by Stephen Flaherty, is a composition of 18 of Dr. Seuss's books that are intertwined into 18 different songs.

"The cast could not have done a better job. Being in this play made me realize that theatre could be a calling of mine, so I'm ready for next year," Tristen Hill, 10, said.

Seuss's books were written to have political and social themes. *Horton Hears a Who* deals with equality and human rights.

"My favorite part of the play would have to be when we as a whole said 'I do not like green eggs and ham.' Everyone was able to dance and sing. The little kids laughing along with us made me smile because it was a complete joy," Kaitlyn Rodgers, 11, said.

The story centers around Horton the Elephant (graduate Issac Eppes) who finds himself faced with a double challenge. Not only must he protect his tiny friends JoJo (and all the invisible Whos) from a world of naysayers and dangers, but he must guard an abandoned egg, left to his care by the irresponsible Mayzie La Bird (graduate Lauren Ridge) Although Horton

faces ridicule, danger, kidnapping and trial, the intrepid Gertrude McFuzz (senior Abby Fowler) never loses faith in him because she recognizes "his kind and powerful heart."

Ultimately, the powers of friendship, loyalty, family and community are challenged, but emerge triumphant.

"Mr. Overturf was an amazing director. He helped all with acting and getting into character," Maggie Barkley, 10, said. "He helped me by teaching me how to be a better actor. He told me to become the character and think like my character. I plan to be in as many plays as I can."

● story by aneshah washington

What were you doing before you started this survey?

16%
asleep

34%
texting

50%
working

824 students surveyed

"I usually read in class whenever I finish my work. I enjoy reading and heard that it increases your IQ level."
A'Ja Rolle, 10



Your Name:

ACTIVITY

STEPS TO CREATING A BEAT SYSTEM

Task One: Brainstorming

Brainstorm groups, events, clubs and people that should be followed as a beat. Consider what needs to be followed carefully throughout the year. You may want to use some of the lists you have created in previous lessons as well as your ladder. The number of staff members you have will determine how many beats you can have. Some staffers may have three or four beats they are in charge of.

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Task Two: Finalize your beat list.

Once you have come up with a list, decide if any can be combined into a single beat. For example, decide if Varsity Boys' Soccer needs to be a single beat or if it should be combined with the junior varsity and freshman teams.

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Task Three: Choose your beats.

Your editors will post the list of beats. You will write your name under or beside the ones you are interested in covering. Then, the editors, with input from the adviser, will make the final assignments.

ACTIVITY

YOU ARE THE EXPERT!

Begin contacting the person or people on your beat. Make contact at least once a week. Write up a report that includes new happenings or events, and turn it into a pre-created folder for that beat. Once every two weeks, you will turn in your beat information to the editors or adviser.

Here are some considerations for gathering information with specific beats. Brainstorm with other staff members about specific coverage areas for your school.

If you are reporting on a sports beat:

- Reach out to the coach and team captains of each sport and let them know that you will be in contact with them for information. Get their email addresses and cell numbers.
- Record all game scores immediately after the game happens. Some scores can be found online, some may be reported on your school's news broadcast or school website, or you may have to speak directly to the coach or attend the games yourself. Scoreboard information is much easier to gather the closer it is to when the actual game was played.
- Report all statistics that are available. In some states, game data is available for some varsity sports through sites like maxpreps.com.
- Gather information on players who stand out during a particular game.
- Put a season schedule in your beat folder. Keep track of dates of games and make sure the photography staff is aware of the dates.

If you are reporting on a club beat:

- Contact the club adviser and president let them know that you will be in touch with them for information. Get their email addresses and cell numbers.
- Report all meeting dates.
- Find out about upcoming club events both inside and outside of school.
- Inform editors and photographers of all club events.

If you are reporting on an academic beat:

- Talk with the department chair and other teachers who are leaders in each department.
- Talk with students daily about interesting lessons that will be happening in specific teacher's classrooms.
- Keep track of all academic events inside and outside of school.
- Report all classroom activities and interesting lessons.
- Inform editors and photographers of photo opportunities.

WRITING CONNECTIONS

Every yearbook staff member should have a journal to write and record thoughts on topics throughout this unit.

Coverage Journal 4:1 – Who are the people at your school who always know what is going on around campus? If you had to pick the five most “in the know” people, who would they be? Explain what they are experts on, and why you would choose to go to them.

Coverage Journal 4:2 – Write an email that your adviser can send to the entire faculty and staff at your school. Teachers, administrators and support staff always know students with remarkable talents or accomplishments that may be difficult to find otherwise. What questions might you ask in an email that would elicit the best story ideas, such as: “Do you know any specific students in your classes that have any remarkable talents or experiences that might be worthy of coverage in the yearbook?”

Lesson 4 SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I can demonstrate an ability to create a beat system and use this system to find new and creative coverage ideas before the events take place. I can...
- a. lead and/or participate in a brainstorming session to determine which beats are necessary to follow to provide the most balanced coverage throughout the yearbook
 - b. effectively communicate with students and teachers who are established as contacts for my beat
- I can conduct research to gather and integrate information from a variety of sources.
- 2.0 ☐ I understand the purpose of having a beat system to gather information, but still do not understand the best methods for acquiring the information.
- 1.0 ☐ I do understand that it is important to gather information for coverage ideas, but I do not understand how to effectively create a system that will allow me to do so.

Lesson 5

Expanding Your Coverage – More Ways to Tell the Story of Your Year

Objectives – In this lesson, you will learn:

New possibilities for expanding coverage in your yearbook

To identify new methods of coverage to be more effective in telling the complete story of the year

The purpose of a yearbook is to tell the complete story of the year through words, pictures and contemporary design. Like artists, yearbook journalists have a rich palette of methods to tell that story – so why settle for one or two or just a few? As you put together your coverage plan, you need to make conscious choices not only about what you plan to cover, but how you plan to cover it. How well are you currently using these strategies? What new ones can you develop and include in your book?

THE BASICS

There is a set of coverage methods that should be found in every book as a foundation of your coverage plan. How many of these are included in your yearbook?

- 1. Storytelling copy** (lead, quotes, transitions) – Every book should have some copy that helps tell the story of the groups, events and people. If it is well written and tells a compelling, in-depth story, students will want to read it.
- 2. Great photography** – Nearly 70% of a yearbook spread is devoted to photos, so they better be great, storytelling images.
- 3. Captions and extended captions** – Detailed captions that report the who, what, when, where, why and how of each photo are the easiest way to improve and deepen the coverage in your book.
- 4. Quotes** – Great quotes are at the core of great yearbook coverage. These quotes will always come from in-depth interviews where the reporter has enough time with the subject to ask good questions and the flexibility to go where the interview goes.
- 5. Headlines and subheads** – Every story needs a creative headline and a strong, detailed subhead to draw the reader into the copy.

Chew On This

Biting down on what's going on in the cafeteria.

The cafeteria is packed full of students, the noise level is overpowering, and the food is mouthwatering; you and your friends join together for your favorite part of the day: lunch.

"I look forward to talking to my friends," said Kaelyn Billstrand (8), "I also like it because it means that the day's half over."

While enjoying lunch, students participate in the College Knowledge Quiz. In this quiz, students are given clues and hints to figure what college is being described. This quiz is meant to help students become aware of the colleges around them.

"[College Knowledge] matches up with what students want to do in the future and what career they want," said Athletic Director/Dean of Students, Mr. Doug Luce.

What also makes an impact on lunch is the lunch workers. They make sure to get food out quick and easy.

"I like getting to know the kids in the line," said cafeteria sandwich-maker Ms. Carolyn Sandahl.

All in all, lunch is a time to enjoy great food and catch up with friends.

"If I could describe lunch in one word, it would be 'funny' because the people I sit with are [hilarious]," said Colin Delahunty (8). *story by Mimi Laughlin and Franklin Webb*



Trying to get a laugh out of his friends, Sawyer Olson (8), bites on a packet of ketchup on Feb. 13 during 8 lunch, to entertain them. With all that goes on in the cafeteria, Sawyer lunch mainly because he wants to be with his friends. "I like eating the food at lunch and sitting with my friends," said Olson. Overall, lunch is pretty cool." *photo by Trevor Crisp*



Anela Carly (8), gave a closer look on what exactly she packs in her lunch box. On Mar. 19 during 8 lunch, Carly had decided to pack a sandwich, chips, water, and some candy in her lunch. "I like to change [what I pack for lunch] every day," said Carly. *photos by Cassidy White*



The Scrapbook, Westfield Middle School, Westfield, Ind.

SECONDARY COVERAGE

To deepen your coverage beyond the basics, add a wide variety of secondary coverage packages on each spread. In recent years, many books are combining a number of secondary packages – as many as five or six – to make up the complete coverage on a topic or an event. Here are some coverage ideas to consider, but there are an infinite number of possibilities. Consider these and develop more of your own.

- >> **1. Q & A** – The question-and-answer format is perhaps the easiest and most popular secondary coverage element. All you need to do is develop strong questions that relate to your spread topic that will give you great information from a wide variety of your student population. It also is an easy way to involve all members of your staff. Each staff member can be required to go out and record several responses daily.
- 2. Q-and-A interview** – In this method, your subject will answer a series of questions. Then, the questions and responses are printed in a list format.
- >> **3. Senior ads/baby ads** – These are a great way to personalize the coverage in your book as well as create income.
- 4. Complete scoreboards** – Every sport needs to have all scores, including tournaments and preseason games, included in its coverage. At the end of the scoreboard should be a final tally of the overall record.
- 5. Six degrees of separation** – These were popular in years that end in six and show how students are connected to each other using the theory that everyone is related in some way with only six steps or fewer between them; from the movie "Six Degrees of Separation."

Q&A

How did Carillon volunteers assist the teachers?



photo by Jake Burton

"I make reading fun for them and help increase their confidence in reading."

-Amanda Durski, 11



photo by Jake Burton

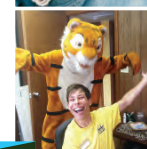
46 campus life student assistants

Q & A

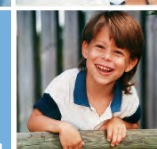
Fusion, Hagerty High School, Oviedo, Fla.



Matthew PLOSKY



We are so proud of you Matthew!
With all of our love,
Mom, Dad & Lisa



Senior ads/ baby ads

Aerie, Marjory Stoneman Douglas High School, Parkland, Fla.

6. First-person accounts – These are observations written by the subject. You may give them a series of questions or set them loose to write their own responses and observations. A great way to get a greater variety of student voices into your book.

>> 7. Quotable quotes – Staff members gather these quotes overheard daily on campus from students, teachers and administrators. Sometimes, quotes overheard on television and in news stories may be included if they have been heard by a number of students or they are a part of the local or national culture. In gathering these quotes, the reporter can write a detailed explanation of the speaker, context and situation in which it was said to clarify the meaning to the reader. Include the following:

- Quote
- Speaker's name and grade
- When they said it (date, class period, time)
- Who they were talking to
- Background information for the quote
- What was going on at the time it was said? (Example: "You could shank somebody with his hair." Megan Smith to Alexis Jones at lunch Sept. 25 when the girls saw Jon Johnson walking around with a silver-spiked Mohawk.)

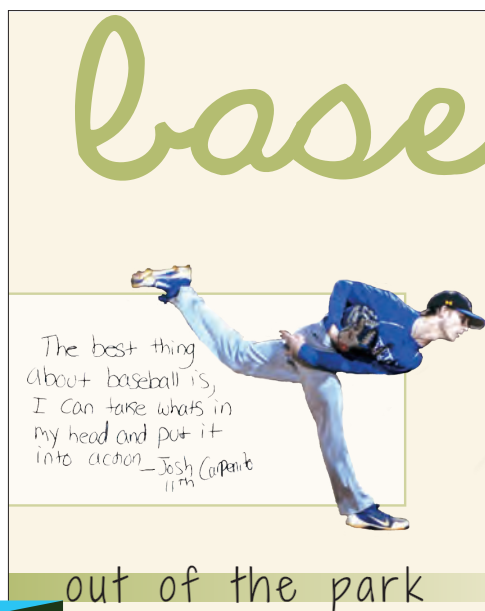
8. Reference/Index pages – Expand your sports and organization coverage here. Primarily, they are a place for scoreboards and group photos, but they can also include other information such as team captains, most valuable players, league recognition, officers and service projects that might otherwise be left out of the book because of deadlines.

9. Sidebars – Secondary coverage pieces that add more focused information to the larger story on the spread. Sidebar was once the generic term for all secondary coverage.

10. Quizzes – Quizzes are a way to add humor. Topics like, "How to know if you are a freshman" that are followed by a series of questions and then specific responses are given point values that put the reader into a specific category. There also can be a serious application.

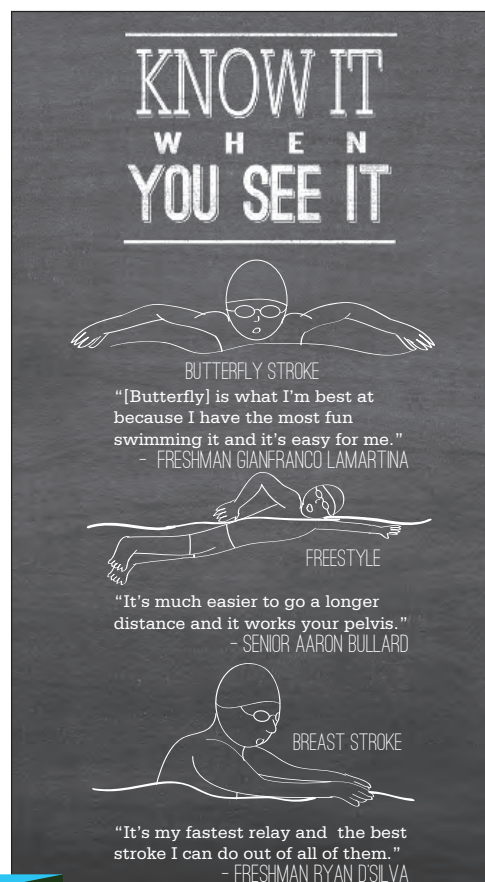
>> 11. How to – A "how to" is a numbered series of steps that explains how to do or make something. (Example: "How to shave," which explains how swimmers prepare for big meets.)

12. Timelines – Use timelines to show how specific events about one topic relate. They are sometimes used as divider pages in chronological books.



Quotable quotes

Buccaneer, Laney High School, Wilmington, N.C.



How to

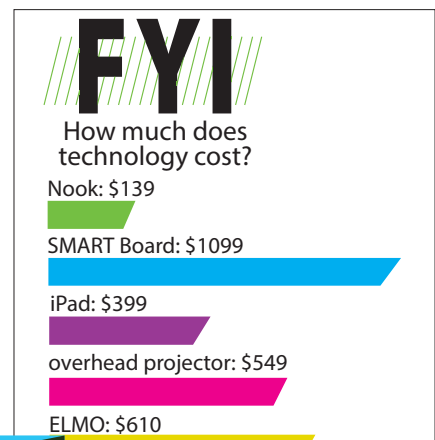
Lair, Shawnee Mission Northwest High School, Shawnee, Kan.

- **13. Lists** – Inspired by the David Letterman's "Top Ten" lists, these can be fun or serious.
- 14. Colophon** – A colophon is a place where all the printing and publishing information about the book is placed, so future staffs know how the book was created. Some schools have expanded it into a story on the creation of the book.
- 15. Pro / Con** – Take one statement or topic and have two students with opposing viewpoints write about their positions on it, and then design them together into a package on the spread.
- 16. He said / She said** – Similar to Pro/Con, this provides a male and female point of view on a specific topic.
- 17. Versus** – This takes two opposing topics and gathers different, short, student-specific responses on each. (Example: Starbucks coffee vs. McDonald's coffee; Chipotle vs. Taco Bell)
- 18. Mad Libs** – The classic fill-in-the-blank story to add humor to the book. (Example: Write Your Own Excuse Note.)
- 19. Roundtable discussions** – Get a group of students together to discuss questions on a topic and record their responses and interaction. Possible topics include religion, music, a national news subject, allowances, parenting styles.
- 20. Glossary** – A glossary captures specific language used by students, which is a great way to capture a meaningful part of the year.
- 21. Fact or fiction?** – A mini poll of information usually about a person. Most often used for fun in the faculty section. Students get to guess whether the information is true.
- 22. Senior superlatives** – Still popular and controversial, senior superlatives are voted on by students choosing their favorites on a variety of topics. Some students think they are fun while others think they are only another popularity contest open to a limited number of students. Some staffs are making them fun by creating new, humorous topics.
- **23. Infographics** – These pictorial representations of facts and survey information were pioneered by *USA Today* and were popular in yearbooks in the 1980s and 1990s. They have made a comeback recently, inspired by many online models shared on Pinterest.
- 24. Blitz** – This kind of interactive coverage requires that all interviews be done, information gathered and photos shot during the event being covered. A team of student journalists must all be there simultaneously, doing all the work needed for the story to be fully told.



Lists

The Tower, Loyola Marymount, Los Angeles, Calif.



Infographics

Legend, Boone High School, Orlando, Fla.

25. Create your own coverage – Some staffs provide space where students can answer questions, make lists and provide responses that allow them to include their thoughts and ideas directly into the book

26. Who's who – Also used most often in the faculty section, students match faculty names with baby or childhood photos.

>> 27. Surveys – Visual depictions of survey and polling information are a great way to include more specific information into the book. Be sure to survey as large and diverse number of students as you can. Also, try to come up with all of your survey questions at one time and put them before the student body once. Students being asked and staff doing the compilations will appreciate it.

28. Recording teen-life situations – In this type of coverage, a staff member arranges to attend an event or situation and then reports how the students act and react. (Example: Follow a group of students to their outing at a local mall.)

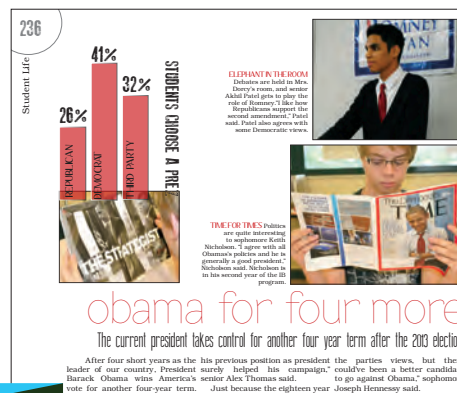
>> 29. Fact boxes/factoids – These are brief, direct, significant factual information designed to add details onto the spread.

30. Editorials – Not just for newspapers, editorials can be included to get one student's viewpoint on a particularly controversial topic. These can be risky if the person has a viewpoint that challenges the majority view or opinion.

31. Personal profiles – These focus on specific people who have a dynamic story to tell. They have evolved from being a small focus of coverage on a spread to being the focal point of one specific spread within a section.

32. Anatomy of – Based on a photo of an individual that is tagged with information about that person or type of person. (Examples: Anatomy of a... Nerd, Water Polo player, Fashionista)

>> 33. Memorable moments – Focus on specific moments within the year relating to a club, event or sport.



Surveys

Athenian, DeLand High School, DeLand, Fla.



Fact boxes/factoids

The Stampede, J.W. Mitchell High School, New Port Richey, Fla.

MEMORABLE MOMENTS

Lacrosse players reveal key memories throughout their season.

"Four other guys and I came up with this thing called the 'Dream Team' after we watched 'Inception' where we shared all of our dreams over Facebook. We shared all sorts of dreams."

TYLER TANAKA (12)
Varsity

"During our game against Los Gatos, I got hit in the head with the ball, which resulted in me getting a concussion. My goal was always to put my body in front of that ball, so it was worth it."

PABLO RIESGO (12)
Varsity

"My golden moment this season was scoring six goals against Watsonville. In lacrosse six goals is a huge amount, so I felt really happy with myself. It was something I will always remember."

TONY CAPEK (11)
Varsity

Memorable moments

Talisman, Saratoga High School, Saratoga, Calif.

Your Name: _____

ACTIVITY

PICK YOUR SECONDARY COVERAGE

Choose 10 methods that you have not seen in your book before that you would like to try to integrate into your coverage plan. How will each of these new methods help better develop your theme?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

ACTIVITY

Your Name:

Search in current magazines, books and websites for new secondary coverage ideas. How might you use and adapt what you have found to better help develop your theme?

Example 1

Example 2

Example 3

Design a package using one of the secondary coverage methods listed. You will turn this in for a class evaluation.



ACTIVITY

WRITING CONNECTIONS

Every yearbook staff member should have a journal to write and record thoughts on topics throughout this unit.

Coverage Journal 5:1 – Pick five new secondary coverage ideas that you want to consider using in this year's book. How do these methods relate directly to your theme? How will they help deepen your coverage?

Coverage Journal 5:2 – Find an infographic in last year's yearbook, another yearbook or a magazine. Write out an explanation of the information supplied in the graphic. When you are done, you should see how much shorter the infographic is than your copy, and how much easier it is to grasp the information being conveyed in the infographic.

Lesson 5
SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I understand the value of implementing a variety of coverage methods and how to create a plan that both expands coverage and delineates coverage job responsibilities. I can...
- a. analyze the content that is being covered and determine the method of coverage that best suits it
 - b. research secondary coverage ideas and adapt these ideas to the yearbook's content
- I can demonstrate how to gather and integrate information from a variety of sources into both traditional and secondary coverage packages that help better develop the theme.
- 2.0 ☐ I understand the basic coverage methods and the idea of secondary coverage, but I do not understand how to create secondary coverage packages or how to use them to expand traditional coverage.
- 1.0 ☐ I understand the basic coverage methods and the idea of secondary coverage, but I do not understand how to create secondary coverage packages or how to use them to expand traditional coverage.

NOTES!

NOTES!

NOTES!

NOTES!



MEET THE AUTHOR

Jim Jordan is the yearbook adviser at Del Campo High School in Fair Oaks, Calif. His books consistently win national awards, with the 2013 *Decamhian* earning an NSPA Pacemaker Finalist. He has been a yearbook adviser for more than 30 years, and over the years the *Decamhian* yearbook has earned 23 NSPA Pacemaker Finalist awards, with 15 of those winning the NSPA Pacemaker. The book also has won 13 CSPA Gold Crowns and four CSPA Silver Crowns. Jim was the 1996 JEA Yearbook Adviser of the Year, and shares his expertise with students and advisers at workshops and conventions across the country. He was among the first to embrace desktop technology and apply it to yearbook, and remains an innovator in the yearbook industry.

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