

# PRESIDENT'S COLLECTION

# 2025

## Design with Purpose

### OBJECTIVE

Students analyze how award-winning books use layout structure, hierarchy and spacing to guide readers, then evaluate whether their own spreads are intentional and competitive.

### MATERIALS NEEDED

- President's Collection Design video
- Access to [President's Collection Gallery](#)
- Yearbook Design software
- Shared Digital document

### PART 1

## INTRODUCTION (10 MINUTES)

Play the Design video in full.

While watching, students record in a shared doc:

- What makes a layout easy to follow?
- What makes it feel polished?
- What design mistakes weaken credibility?

After the video, ask:

- What do strong spreads have in common?
- What do you rarely see in award-winning layouts?

Require specific answers instead of yes/no. Model a response if needed.

### PART 2

## JIGSAW ACTIVITY (25 MINUTES)

Divide students into small groups. Assign each group one featured book from the video.

Groups must:

- Rewatch their assigned segment.
- Use the President's Collection gallery page to zoom in on high-resolution spreads.
- Identify and document:
  - Where the eyeline starts
  - What the dominant element is
  - How secondary elements are arranged
  - How negative space is used
  - How headlines and copy are positioned

Each group will record their findings on chart paper.

After students analyze one assigned book in small groups, break those groups apart and rebuild them so each new group includes one "expert" from each original book group. Those students will share their findings from their assigned segment.

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## PART 3 EMULATION (20 MINUTES)

**In pairs or small groups:**

- Select one President's Collection spread from the gallery page.
- Recreate its layout structure in your design platform using placeholder boxes and filler text.

**Rules:**

- Match the structure, not the content
- Follow similar dominance, spacing and alignment
- Keep proportions intentional

**Once recreated, groups answer:**

- What was harder than it looked?
- What structural decisions required the most thought?
- What did you learn about spacing or dominance?

## PART 4 CONCLUSION (10 MINUTES)

Students choose one of their current yearbook spreads and identify:

- One structural change inspired by the emulation
- One spacing adjustment
- One hierarchy improvement

**They must document planned changes in the shared doc.**