

# Possibilities

volume  
eleven

## Cover Analysis Challenge

**Objective:** Students will analyze yearbook covers from *Possibilities* to understand how design choices, production techniques and thematic decisions combine to create a cohesive, compelling first impression.

- [Zip file](#) of selected covers or access to the [Walsworth Cover Gallery](#)
- Covers section from *Possibilities*, including production trends and finishing techniques

### Part 1

#### Introduction

**Discussion:** Explain the role of the cover: It sets expectations, conveys tone and gives readers a glimpse of the story inside. This is not decoration – it's strategy. Remind students that the strongest covers blend message and method.

Review essential elements:

- Theme phrase
- School name
- Publication name
- Year and volume number
- Visual elements linked to the concept
- Spine accuracy
- Purposeful production choices (lamination, foil, deboss, etc.)

### Part 2

#### Cover Gallery Work

**Observation:** Students rotate through your example of printed covers or digital versions. Encourage students to note and ask questions:

- What emotion or tone the design communicates
- Does the cover deliver the theme instantly?
- Who do you notice first and why?
- Are the finishes on the cover purposeful and used in the storytelling?
- Evaluate typography using the font psychology page from *Possibilities*.
- How type, color and spacing support theme
- Based on the cover alone, what visual cues should carry into the spreads?
- Which production techniques elevate the concept (acrylic, matte lamination, silk screen, emboss, laser cut)
- Whether the design follows any trending categories like type-driven, gradients, high contrast palettes or negative space

### Part 3

#### Mini Redesign Challenge

**Activity:** Students select one analyzed cover and redesign it for a different tone.

Examples:

- Reimagine a loud, bold cover as something minimalist.
- Recast a moody monochrome design as something high-contrast and energetic.
- Swap finishing techniques while keeping conceptual integrity.

Students use paper or their design program to produce a rough front cover sketch, list production choices and explain why each decision strengthens the new concept.