

# TIMELY TIPS

## Editing

### The Proofing Playbook

#### OBJECTIVE

Students will explore and apply multiple proofing strategies to identify errors, then determine which methods are most effective for improving accuracy before final submission.

#### MATERIALS NEEDED

- Current student-created yearbook spreads
- [Yearbook Spread Checklist](#)
- Pens/highlighters
- Timer or clock
- Class set of proofing worksheets for each station (found on pages 3-5)

#### PART 1

### INTRODUCTION (5 MINUTES)

Start with a quick discussion:

- Ask students how they typically proof their work before submission.
- As a class, discuss: Why do we still miss mistakes, even after checking our work multiple times?
- Explain that there are many different ways to proof a yearbook, and not every method works the same for everyone. Strong staffs take time to **explore different approaches** and **figure out which strategies help them catch the most mistakes**.

#### PART 2

### PROOFING STATIONS (25 MINUTES)

Divide students into three groups and set up three station areas around the room. Each group will spend **12 minutes at each station**, rotating until all are completed.

#### **STATION 1: The 3-Pass System** (Structured Proofing)

**Focus:** Proofing in layers

Students review a spread using three focused passes:

- Pass 1: Big picture (coverage, missing elements)
- Pass 2: Details (names, grammar, facts)
- Pass 3: Design (alignment, spacing, consistency)

Students may refer to the [Yearbook Spread Checklist](#) for additional guidance.

#### **Prompt/Reflection:**

- What types of errors did each pass help you catch?
- Which pass felt most necessary?

#### **STATION 2: Read It Differently** (Unconventional Proofing)

**Focus:** Slowing the brain down to catch overlooked errors

Students proof a different spread using unconventional techniques:

- Read captions or text backwards, sentence by sentence
- Read text out loud
- Zoom in closely or isolate one line at a time

#### **Prompt/Reflection:**

- What errors did you notice using this method that you might have skipped otherwise?
- Did this feel slower or more effective?

**Lesson and worksheets continue on following pages**

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## PART 2

### PROOFING STATIONS (CONTINUED)

**STATION 3: Fresh Eyes Review** (New Perspective)

**Focus:** Eliminating familiarity bias

Students swap spreads with their peers and proof someone else's work.

**Prompt/Reflection:**

- What mistakes were easier to catch on someone else's page?
- Why is it harder to see errors in your own work?

## PART 3

### DEBRIEF & REFLECTION (15 MINUTES)

Bring the class together and discuss:

- Which strategy caught the most errors?
- Which felt most efficient?
- Which will you actually use before your final deadline?

#### Optional Extension

(Next class period or editor independent study)

As a staff, create a shared **Proofing Playbook** by combining the most effective strategies from each station. Encourage students to use at least two different methods when reviewing all remaining spreads before submission.

# STATION 1

## The 3-Pass System Proofing Playbook

### DIRECTIONS

Review the spread using all three passes. Complete each section before moving on.

### PASS 1: BIG PICTURE

**Check for overall completeness and structure.**

- All required elements are present (headline, captions, byline, photos)
- Coverage feels complete (no obvious gaps)
- Visual hierarchy is clear (what stands out first?)
- Spread flows logically from element to element

Notes:

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### PASS 2: DETAILS

**Focus on accuracy and correctness.**

- Names are spelled correctly
- Grades, titles and facts are accurate
- Captions follow the [ABCDs of Caption Writing](#)
- Grammar, spelling and punctuation are correct

Notes:

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### PASS 3: DESIGN & CONSISTENCY

**Focus on visual polish.**

- Alignment is clean and consistent
- Spacing and margins are even
- Fonts and styles are used consistently
- Photos are high quality and properly cropped

Notes:

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# STATION 2

## DIRECTIONS

Use at least two of the methods below to proof the spread.

### METHOD 1: READ BACKWARDS

Read captions and text one sentence at a time, starting from the end.

**Completed**

### METHOD 2: READ OUT LOUD

Read all copy out loud slowly.

**Completed**

### METHOD 3: ISOLATE THE TEXT

Zoom in or cover parts of the page to focus on one line at a time.

**Completed**

## WHAT DID YOU CATCH?

List errors you found using these methods:

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# STATION 3

## Fresh Eyes Review Proofing Playbook

### DIRECTIONS

Review a spread created by another student that you have not seen or proofed before.

### ACCURACY CHECK

- Names and captions appear correct
- No obvious spelling or grammar errors
- Information is clear and complete

### CLARITY CHECK

- The story makes sense to someone unfamiliar
- Captions provide enough context
- Nothing feels confusing or missing

### DESIGN CHECK

- Layout is clean and easy to follow
- Elements are aligned and consistent
- Photos support the story effectively

### SPREAD FEEDBACK

Write 2-3 helpful suggestions for the spread creator:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
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