

OBJECTIVE

Students will learn what makes a design stand out and how to control what a reader notices first.

MATERIALS NEEDED

- [The Ultimate Guide to Yearbook Trends in 2027, part one](#)
- [Optional: Trends Presentation Slideshow](#)
- [Magazine and publication spreads \(print or digital\)](#)
- Sample yearbook spreads
- Whiteboard or shared document
- Annotation tools (highlighters, sticky notes or digital comments)

PART 1

GUIDED DISCUSSION (15 MINUTES)

Watch [part one of The Ultimate Guide to Yearbook Trends in 2027](#) as a team and provide students with [two to three magazine spreads](#) provided in the trends presentation.

Students will annotate the spread based on the following design basics:

- Type
- Color
- Photo Treatment
- Composition

As a group, share the following:

- What is the main focus of the spread?
- What makes the spread stand out based on the basic design principles of type, color, photo treatment and composition?

PART 2

INDEPENDENT PRACTICE (15 MINUTES)

Individually or in pairs, students will:

- Choose one [magazine spread](#)
- Sketch the layout structure
- Rebuild it using yearbook concepts (content spreads, openings, dividers, etc)

Rules:

- Keep the same main focus
- Do not copy images or text
- Focus on layout and design choices

PART 3

CONCLUSION (5 MINUTES)

Ask:

- What made your design stand out?
- Was your main focus clear?
- How well did the inspiration layout translate to yearbook?
- What would you change?

OBJECTIVE

Students will identify and evaluate design trends by finding real examples in yearbooks, magazines and library resources.

MATERIALS NEEDED

- [The Ultimate Guide to Yearbook Trends in 2027, part two](#)
- **Optional: Trends Presentation Slideshow**
- **Magazine and publication spreads (print or digital)**
- School library access (yearbooks, magazines, design books)
- Devices for optional online research
- Shared doc
- Sticky notes or annotation tools

PART 1

GUIDED DISCUSSION (15 MINUTES)

Watch [part two of The Ultimate Guide to Yearbook Trends in 2027](#) as a class.

After watching, ask students the following:

- What are two trends that work well?
- What are two trends to be careful with?

Record student responses on the board.

Follow-up questions:

- Why do some trends make design easier to read?
- Why do some trends make it harder?

PART 2

INDEPENDENT PRACTICE (20-30 MINUTES)

Students will be assigned a random trend from the effective category as well as the ineffective category. Take your class to your school or community library. You can also use the internet to complete this step.

Explain to students:

"You're going to the library to find real examples of these trends. Your goal is to prove whether they work or not using actual designs. These can be from books, magazine covers, etc."

Students will take photos of their examples and record answers to the following:

- What trend is emulated?
- Does this trend work to portray the mood and/or theme of the resource?
- How could this trend be utilized in yearbook design?

PART 3

CONCLUSION (10 MINUTES)

Return to a group setting and have students share out the following:

- Their chosen trend
- Their favorite design found in their search
- How the design could apply to yearbook spread design

OBJECTIVE

Students will analyze multiple spreads to identify design trends and evaluate how effectively they are used.

MATERIALS NEEDED

- [The Ultimate Guide to Yearbook Trends in 2027, part three](#)
- [Optional: Trends Presentation Slideshow](#)
- [Magazine and publication spreads \(print or digital\)](#)
- Design software or paper templates
- Shared doc
- Annotation tools

PART 1

GUIDED DISCUSSION (15 MINUTES)

Watch [part three of The Ultimate Guide to Yearbook Trends in 2027](#) as a class.

After watching, ask students the following:

- What is one new trend you noticed?
- Which trend stood out the most to you?
- Which trend felt confusing or harder to use?

Record student responses on the board.

Follow-up questions:

- What trends seem the easiest to apply to yearbook?
- What trend would be the most difficult and why?
- What could go wrong if some of these trend elements are overused?

PART 2

STATION ACTIVITY (25-30 MINUTES)

Station Setup

Place [3-5 spreads](#) around the room. Each station has one spread and one prompt. Students rotate every 5-7 minutes.

Station 1: Identify Trends

- What trends from the video do you see and how are they executed?

Station 2: Evaluate the Design

- Does the design work well? Why or why not?
- What features of the spread could hinder readability if not executed properly? Explain.

Station 3: Reverse Engineer

- How is the page organized? By sections? By columns? Through grouping?
- How does your eye move across the page?

PART 3

CONCLUSION (10 MINUTES)

Bring the class back together and have students share feedback on each station.

OBJECTIVE

Students will apply design trends by recreating the style of one spread using the content from another, then evaluate what worked and what did not.

MATERIALS NEEDED

- [The Ultimate Guide to Yearbook Trends in 2027, part four](#)
- [Optional: Trends Presentation Slideshow](#)
- [Magazine and publication spreads \(print or digital\)](#)
- Completed yearbook spreads for content
- Design software or paper templates

PART 1

GUIDED DISCUSSION (15 MINUTES)

Watch [part four of The Ultimate Guide to Yearbook Trends in 2027](#) as a class.

After watching, ask students the following:

- What does it mean to build a spread like a brand or system?
- Why is it important to have one clear emphasis?
- What happens when too many elements compete?

Record student responses on the board.

PART 2

INDEPENDENT PRACTICE (45-60 MINUTES)

Step 1: Choose Your Inspiration

Based on the sample spreads provided, students will choose one sample that would work well as a yearbook spread. Students will identify the fundamental features of the spread (typography, hierarchy, photo treatment, etc).

Step 2: Compile Content

Take a completed spread from this year or last year's book and compile the copy, photos and mod package content used. This is will be the material utilized for this assignment.

Step 3: Build the Spread

Using your preferred design software, recreate the inspiration spread using the content compiled in step 2. Spreads should follow the composition, look and feel of the inspiration spread.

PART 3

CONCLUSION (10 MINUTES)

Depending on the structure of your class, students will share their spread with the team, showcasing how they took the inspiration content and converted it to a yearbook spread. This can be an open-ended conversation where students can critique, provide feedback and share ideas.