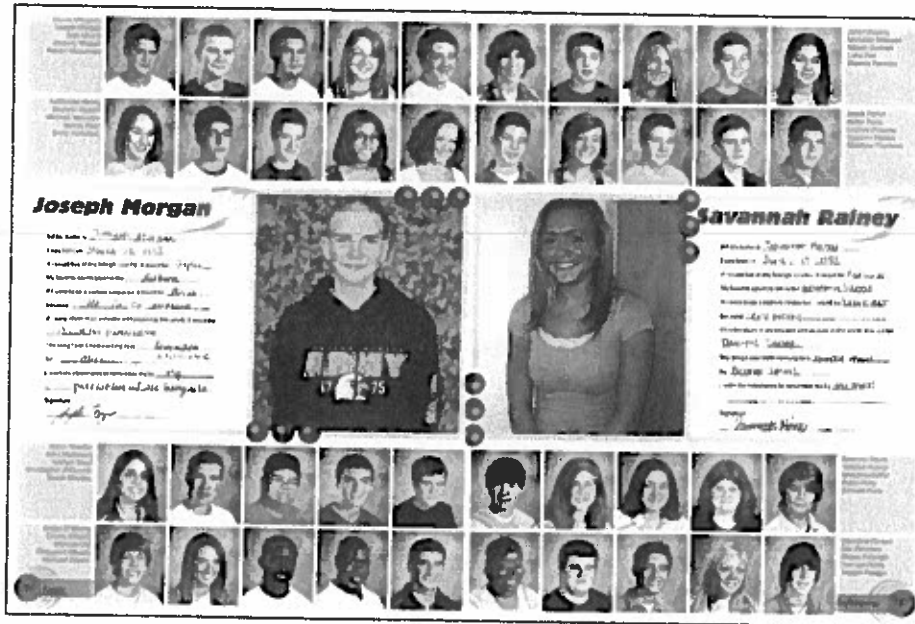




The Yearbook



REFERENCE BOOK

A yearbook records all students, faculty and staff by providing portraits identified with correctly spelled names. As a further reference, the book provides group photos of every team and organization along with complete results of athletic and extracurricular competitions. On this spread, fill-in-the-blanks features profile two students in an interesting way. (Carl Harrison High School, GA)

01

Yearbooks are a school TRADITION that first appeared in 1845 and is still evolving.

Yearbooks started as school scrapbooks.

With school newspapers and literary magazines already on the scene, high school yearbooks first appeared in 1845. In that year, the Waterville Academy in Waterville, NY, began publishing *The Evergreen*. Hopkins Grammar School, New Haven, CT, followed in 1846 with the publication of its yearbook, *The Annual*. The first collegiate yearbook in North America was published by Yale University in 1806.

Modern yearbooks serve many functions.

Modern yearbooks connect with student readers by publishing relevant content. Today's visual yearbooks feature the use of many photographs, innovative story

formats and process color. Whether produced as extracurricular projects or as part of a class for academic credit, yearbooks function on many levels.

EDUCATIONAL BOOK: Provides opportunities for staff members to learn about and develop skills in writing, design, photography, technology, business, organization, communication, management and leadership.

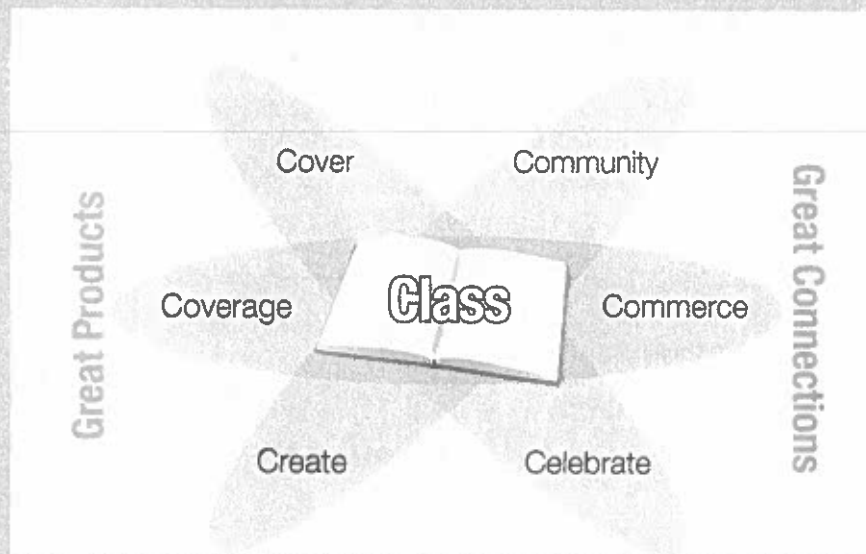
PICTURE BOOK: Shows readers and their friends in action and reaction.

HISTORY BOOK: Documents in pictures and words what makes this school year different from others; includes events in the lives of students and events in the school, community, nation and world that impact them.

REFERENCE BOOK: Identifies students, faculty and staff; confirms the spelling of names and the results of athletic and extracurricular competitions; records all essential information.

PUBLIC RELATIONS BOOK: Educates outsiders about the school; tells them about the academic, extracurricular and athletic programs; captures the school's personality.

FUN BOOK: Offers excitement for readers when they receive it and for staff members when they produce it. A high-profile, schoolwide distribution celebration turns the purchase of a yearbook into a memorable experience. Yearbook signing should be a vital part of the tradition.



7 C's: The game plan for a winning yearbook program

By focusing on the 7 C's, your staff will have an awesome educational experience while producing an outstanding yearbook.

CLASS | Yearbook publishing is the ultimate, outcome-based academic experience equipping students with 30 skills in a wide variety of areas including journalism, leadership, technology, marketing, sales and public relations.

COVER | It's true, we do judge a book by its cover. Make a positive first impression on your readers by designing a unique cover.

COVERAGE | Feature every student in the yearbook at least three times while presenting stories that reflect the richness, diversity and interesting elements of your school. Presenting those stories using a chronological approach makes sense for both your readers and your staff.

CREATE | A dynamic yearbook reflects the year both in terms of content and personality. From a content perspective, effective visual and verbal storytelling results from stellar photography and specific, crisp writing. A relevant concept and contemporary design gives the yearbook its unique personality.

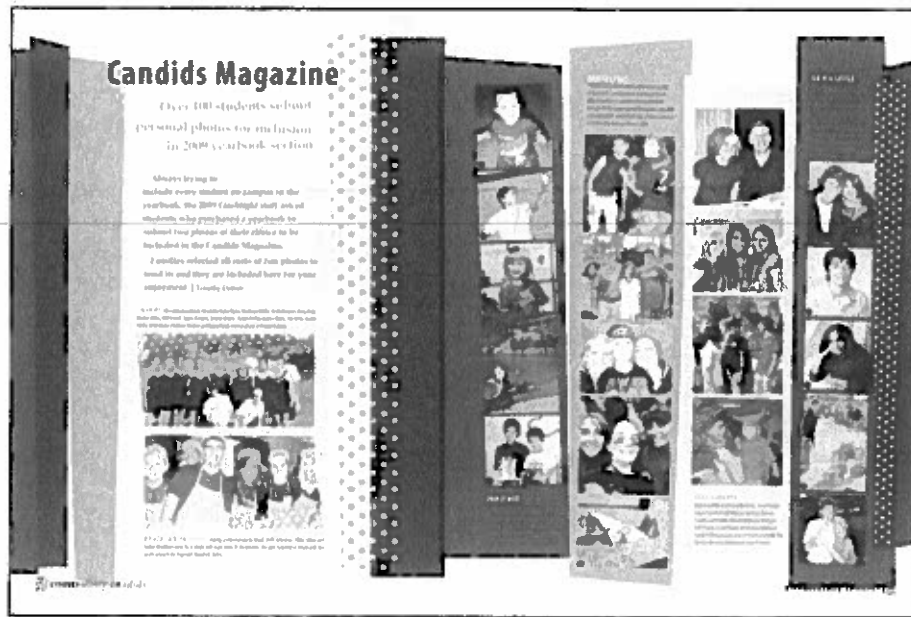
COMMUNITY | In many towns, the entire community has a sense of pride and ownership in the yearbook. Engage parents, business owners and civic leaders. Business and recognition ads do more than simply generate income; they allow the community to show its support for the school and its students.

COMMERCE | Like your counterparts in the professional publishing world, your staff needs to sell its product. A student business manager with assistance from your entire staff needs to create and implement innovative sales campaigns.

CELEBRATE | A yearbook is a celebration of life, so why not host a meaningful, schoolwide distribution event that encourages yearbook signing? And be sure to celebrate your success along the way. There's something to celebrate in the yearbook room nearly every day, so take a few minutes each week and reflect on your accomplishments.



The Yearbook



FUN BOOK | There is a place for fun, yet always responsible, content in a yearbook. *The Flashlight* features a "Candid Magazine." Students who purchase a yearbook could submit two photos to be featured on the candid spreads. More than 100 students submitted photos. Allowing readers to submit photos for possible publication increases interest and sales of yearbook. [Abilene High School, TX]

02

A yearbook reports the visual and verbal **STORY** of one school year in a responsible and creative way.

Photos and words are the tools to tell the story.

Photos do a major part of the visual storytelling. Action shots capture the important moments when they're happening. Reference photos record the school population and the membership of organizations and teams.

Words, also called copy, provide verbal details not communicated in the photos. Stories, in a variety of formats, include facts and quotes. Captions identify people in photos and give more information about what is going on. Headlines summarize and draw readers to content by sparking curiosity.

The story of the year focuses on people, not events.

While many of the same events happen

each year, different people participate each time. When they are photographed and interviewed, their faces and words contribute to an exciting and unique story of a year. It is also important to find the individual stories not connected with school events and include those. With the emphasis on people, the yearbook goes beyond recording the facts to capture the emotions of the year.

Each yearbook is a package.

COVER: Should make a positive first impression and set the stage for the story.

ENDSHEETS: The heavy paper between the cover and the first and last pages is used to hold the pages in the yearbook. Endsheets can be designed by the staff to complement the cover, and often contain the table of contents.

TITLE PAGE: The first page of the book makes a positive first impression and provides critical reference information.

OPENING SECTION: Introduces the story of the year and explains the book concept.

DIVIDERS: Indicate new sections and provide continuity throughout the book.

SECTIONS: The coverage areas of the book traditionally include student life, academics, sports, organizations, people, advertising/community and index. With a traditional approach, content appears in sections with these names. With a more contemporary approach, content might be organized in sections according to chronology or concept.

CLOSING: Finishes the story of the year and brings the book to closure.



HISTORY BOOK | History is captured in the yearbook through the eyes of teens. Many students were passionate about the historic presidential election. Instead of focusing on McCain and Obama, the staff focuses on students involved in the campaigns. "A Day in the Life" feature follows a first-time senior voter to the polls. Extensive use of direct quotes incorporate a variety of student opinions. [Kirkwood High School, MO]

03

The staff must clearly understand READERS to produce a yearbook that is valued.

Students make up the primary audience.

Every student should be included in the yearbook multiple times. Coverage of students' participation in school activities, organizations and athletics is important. But, for a more complete and interesting story of the year, it's also important to cover the lives of students separate from organized activities and outside of school, especially because many students attend school but don't participate in activities, organizations or sports.

The secondary audience includes faculty and parents.

All readers are important, and while the secondary audience deserves less attention when planning content, the

faculty and staff, parents, community members and advertisers who make up this group shouldn't be ignored. As well as being readers, they are also part of the year. Scholastic press association judges and other yearbook staffs might be considered part of the secondary audience by some staffs.

What students want is an important consideration.

Caring and responsive staffs use reader surveys to learn what students look for. It's best to survey just after the yearbook is distributed and before plans for the new book are finalized. Surveys should reach a representative segment of students, perhaps in selected homerooms.

Readers do have general expectations.

Of course, the results of reader surveys may vary from school to school, but generally speaking, readers have these expectations:

- Content that interests them
- Photos of themselves and their friends
- More photos than words
- Creatively presented text, focusing on students and their experiences
- Process-color portraits, group photos and candid
- An appealing cover that makes a good first impression
- A respect for yearbook traditions established through the years.



Activity 1.1: The Yearbook

The personal touch

Select a student at your school and conduct a 15-minute interview with this student about the yearbook. Use these interview questions.

- Do you buy the yearbook? Why/Why not?
- If you didn't buy a yearbook, what would make you buy a yearbook?
- What is your favorite section of the yearbook?
- What should be featured in the yearbook that wasn't included?
- How could the staff improve the photos in the yearbook? Content? Quantity?
- How many times were you featured in the last yearbook?

After the interview is completed, type a one-page summary of your interview. Use direct quotes, simple sentences and concise paragraphs just like you will when writing for the yearbook. Double space and spell check.



Activity 1.3: The Yearbook

You never know until you ask

Learning what readers want and then personalizing the yearbook to meet or exceed those expectations can be the first step to creating a pleasing book. The second step is using what you learn to plan and develop the theme and produce sections of the yearbook.

To gain ideas from those paying for the book, consider conducting a reader survey before you begin yearbook planning. Ideally, the best time to distribute a questionnaire is during or just after yearbook delivery.

Carefully craft questions to provide the information that your staff might need. Include both closed- and open-ended questions. Keep the questionnaire to a single page. Here are some sample questions about the cover to guide your staff in writing others.

Is it important to use school colors as part of the cover design? [closed-ended question]

Not important 1 2 3 4 5 Very important

Did you like the cover? Why or why not? [open-ended question]

Step 1: Design a set of questions that will provide critical information from your readers that will be helpful in planning the yearbook. Brainstorm in small groups the best closed- and open-ended questions on specific areas. For example:

Group 1: Cover, endsheets and theme

Group 2: Headlines, stories, captions

Group 3: Photographs

Group 4: Student life, academics, clubs and sports

Step 2: Share the results of the brainstorming session and list the questions on the board. Discuss any omissions. Edit the list to only essential questions.

Step 3: Decide how to best distribute the survey to reach the most diverse group of readers. Consider using an online tool such as SurveyMonkey.

Step 4: Compile and share the results of the survey and brainstorm how you can use the information to create a more reader-friendly book.

**Activity 1.4: The Yearbook**

Something for everyone

The yearbook serves many functions for the audience it serves. Working individually and looking at last year's book, list three ways you can develop content in the book so it functions as a picture book, history book, reference book, public relations book and fun book.

Picture book

- 1.
- 2.

History book

- 1.
- 2.

Reference book

- 1.
- 2.

Public relations book

- 1.
- 2.

Fun book

- 1.
- 2.



Quiz 1: The Yearbook

- Match the six functions of the yearbook with their purposes. (3 points each / 18 total)

<input type="checkbox"/> Records essential information such as athletic scores	A. Fun book
<input type="checkbox"/> Photos of readers and their friends	B. History book
<input type="checkbox"/> Opportunity for staff to learn valuable skills	C. Picture book
<input type="checkbox"/> Documents events of the year	D. Public relations book
<input type="checkbox"/> Offers excitement to readers	E. Reference book
<input type="checkbox"/> Educates outsiders about the school	F. Educational book

- List each of the 7 C's and briefly explain how each contributes to a successful yearbook program. (14 points)

- Why should the story of the year focus on people rather than events? (10 points)

- List the seven parts of a yearbook theme package. (3 points each / 21 total)

- Mark a "P" for primary audience or an "S" for secondary audience for each of the readers listed below. (3 points each / 18 total).

<input type="checkbox"/> senior	<input type="checkbox"/> sophomore	<input type="checkbox"/> parent
<input type="checkbox"/> press association judge	<input type="checkbox"/> basketball coach	<input type="checkbox"/> teacher

- What three things do students want most in a yearbook? (3 points each / 9 total)

- How can a staff determine what students at their school want in their yearbook? (6 points)

- Which functions of the yearbook demand the most attention to accuracy? (4 points)

