

7

MINUTE
STARTER

START RIGHT 1.1 – TEAM BUILDING

The Purpose of Yearbook Class

OBJECTIVES

STEP 1 | LEARN (5 MINUTES)

Students will learn about the yearbook experience by watching the video *21st Century Skills - Yearbook*, which is found in the 7-Minute Starters folder in the Digital Classroom.

STEP 2 | PRACTICE (10 MINUTES)

Students will brainstorm a comprehensive list of tasks that contributed to the completion of a yearbook spread by filling out Start Right Activity 1.1 - A Yearbook Spread To-Do List. Students may work together or individually for this project.

STEP 3 | USE (25 MINUTES)

After idea generating, a spokesperson from each group will share their task lists with the class to develop a class master list on a white board or butcher paper to provide a visual.

When finished, students will:

- » Consider the statements made by the students in the video and the tasks and teamwork required to create just one yearbook spread.
- » As a class, generate a list of skills that students will learn on the staff. Potential answers include leadership, humility, teamwork, compromise, communication, project management, writing, editing, design, entrepreneurship, marketing, photography, technology, etc.

Students will review the Start Right Activity 1.1 - Staff Contract, then take it home to review with a parent, obtain signatures and return it to the adviser.

STEP 4 | EXTEND & EXIT TICKET (20 MINUTES)

Students will complete Start Right Activity 1.1 - Staff Data Sheet. Using Section 3 of their Staff Data Sheet, students will participate in an icebreaker by finding a different yearbook staff member for each of A, B, C and D who has a matching answer.

Students will hand in Staff Data Sheets as their exit ticket before leaving class.

Note: See the Yearbook Month by Month Calendar located in **7-Minute Starters>Project Management** for an overview of key activities throughout the year.



21ST CENTURY SKILLS

In this lesson, students begin the process of becoming a team through communicating about the ways in which they will be collaborating throughout the term. Just as in the real-world, clear and open communication about what needs to be done is key to success.



COMMON CORE STATE STANDARDS

ELA-Literacy.L.11-12.2, CCRA.L.2

Demonstrate command of capitalization, punctuation and spelling.

ELA-Literacy.L.9-10.2c (11-12.2b)

Spell correctly.

ELA-Literacy.SL.9-12.1, CCRA.SL.1

Participate effectively in a range of collaborative discussions.

ELA-Literacy.SL.11-12.1b

Work with peers to promote civil, democratic discussions.

ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions.

ELA-Literacy.W.9-12.7, CCRA.W.7

Conduct short research projects to answer a question.



ISTE STANDARDS

1A: Apply existing knowledge to generate new ideas.

1D: Identify trends and forecast possibilities.

2C: Develop cultural understanding by engaging with learners of other cultures.

2D: Contribute to project teams to produce original works.

4A: Identify authentic problems and questions for investigation.

4C: Collect data to identify solution ad/or make informed decisions.

Do you have an idea for a 7-Minute Starter? Email us at 7-Minutestarters@jostens.com



A Yearbook Spread To-Do List

A yearbook spread represents numerous tasks that must be completed through the collective effort of several yearbook staff members working as a team.

With a partner or small group, identify and list as many tasks as possible that must have been completed to create the yearbook spread shown below. Consider each verbal and visual element and the tasks involved in producing each. Photos alone have a multitude of tasks from planning photo content and assigning a photographer to the event, to cropping and captioning.

After 15 minutes of idea generating, have a spokesperson for your group share your task list with the class.

Consistent Folios

Throughout Book To-Do

Quotes To-Do

Captions To-Do

12

september 9-15

"What I really want to do is make a true difference in someone's life." *Danielle Youchison*

A STORY WITHIN ITSELF

"It's fascinating about Tech Ed is being able to build random things out of wood." *Wesley Greig*

"It's favorite thing about Tech Ed is wanting to be able to make things using tools and other machines." *Nathaniel Dudley*

Back to the BOOKS

Settled in the dining hall, Alle Gust works on homework during Back-to-School Night. At a table in the main lobby, Samantha Mendigovics fills out a yearbook order form. Going to Back-to-School night as a senior gave me the opportunity to concentrate on homework while helping direct people at the same time. It also gave me a chance to hangout and talk with friends, always the best." *Alle Gust*

"Last year I had to show parents where to go because the cheer coach made us. This year, back to school night was more organized." *Samantha Mendigovics*

the sound of MUSIC

Stationed in Valley Alley, near the football field, Aaron McNally leads the sophomore section of the marching band after school Sept. 12. He gets ready to go, Victor Fugazzotto and Billy Pierce prepare themselves for an upcoming marching band event. During the same practice, color guard member level Venise positions her routine with flags. "Not only is it tons of fun to be the sophomore in the marching band, but we also make a great deal of friendships as the season goes on. With all the work it takes to put together a great show, there's something to see what we accomplished in the finished product." *Aaron said*

"I love marching band with fellow band members who share my love of music." *Victor said*

"My older sister did color guard here and she would always bring her equipment home and I loved to play with it. I learned the basics of certain equipment when I was in the sixth grade. Since then, I've developed a passion for it." *Wesley Greig*

LET'S DISH

SWEET TREAT Presented with cupcakes and other treats, Blake Duchonard, Connor Chiles and Hester Segrain Luna fill their plates with food at the ELL luncheon hosted by PEER. "It was very nice to meet everyone and have a good lunch with them." *Walter said*

PEER TEAM Unwrapping a container of salsa, Morgan Harmon sets up a chips and dip platter for the luncheon.

IN THE KITCHEN Gathered around a table, Jorge Cruz, Walker Segovia Luna, Monica Alby, Chad Fischer and Blake Duchonard get to know one another. "It was an awesome lunch I met more friends and the food was delicious." *Jorge said*

POP STOP After choosing from a variety of sodas, Olivia Eberhardt pours orange into a soft cup. "I enjoy

BLENDED

to perfection

PEER TO PEER: AN INTRODUCTION TO LIFE AS A VIKING

Three weeks into the school year, PEER hosted a luncheon to welcome ELL students into the community. "I feel that the most important aspect of PEER is making our school a family, including everyone and helping them to feel that they are important." PEER member Bryce Walker said.

The event provided a time and place to introduce 14 students in the school's newly established ELL, or English Language Learners, program. Along with the food provided by PEER, ELL students brought in homemade dishes, adding cultural flair to the table.

"I loved trying the foods from all of the ELL members' countries." *Amanda Bluhm said*

At the lunch, ELL students presented powerpoints about themselves. Mrs. and Henry, a high-need ELL teacher for 12 years, and head of the ELL program, considered the lunch a success. "To start off the school year, we usually do some meet and greet activities within our own classroom, but PEER approached us regarding the new student lunch and we thought it would be a great chance for the kids to introduce themselves." *Mrs. Henry said*

Mrs. Henry enjoyed meeting different types of students and helping them acknowledge the various cultures and ideas they brought to the school. ELL members shared a similar will to help others. "When I joined PEER, I expected to be somewhat of a role model to the new and younger students while providing a positive experience for all members of the school." *Connor Chiles said*

"The most rewarding aspect of PEER is being able to help someone feel better or impact them in a positive way. It always makes you feel good when you are able to make someone's day better even by the simplest means." *Cameron Klant said*

A fun environment with my friends." *Alle Gust*

Feature Story To-Do

Headline & Design To-Do

Event Photo To-Do

7

MINUTE STARTER

START RIGHT 1.1 | ACTIVITY

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Do you have an idea for a 7-Minute Starter? Email us at 7-Minutestarters@jostens.com 14-0615

Staff Contract

To create the best working relationship between all those involved, it is important that we all agree on a given set of consistent expectations from the beginning. Please consider the following expectations, initial each of those to which with you agree and sign in the appropriate place.

Parent/Guardian

- [] I grant my permission for my child to leave campus on journalism-related errands, relieving the school and adviser of all responsibility.
- [] I grant my permission for my child to drive off campus on journalism-related errands, relieving the school and the adviser of all responsibility.
- [] I understand that my child will need to devote time outside of class to the completion of assigned tasks.
- [] I understand that my child will be working with specialized equipment and supplies and will be held responsible for any damage and/or waste due to negligence.
- [] I understand that if my child is going to be absent that he/she needs to notify the yearbook adviser prior to his/her class period.
- [] I understand that my child will be responsible for assisting with financial aspects of the publication including book and advertising sales and that it might be a part of the evaluation criteria.

Student

- [] I understand that I may be asked to leave campus on staff-related assignments and pledge to behave responsibly, reflecting the best of myself, the staff and the school.
- [] I understand that should I be asked to drive off-campus, I am to drive responsibly, realizing the consequences of inappropriate behavior.
- [] I have been made fully aware that I may be asked to devote outside time in order to complete assigned tasks for deadline time. I commit myself to making those times available when necessary.
- [] I understand the importance of the publication's equipment and supplies and pledge to treat them with respect. Should I neglect and/or abuse the materials, I will repair or replace them.
- [] I understand the importance of my being in class. For whatever reason, when absent, I will call the yearbook adviser to report my absence so alternate plans can be made to meet deadlines.
- [] I understand that I may be asked to help with the financial commitment of the publication including advertising, yearbook sales and other fund-raisers.

PARENT/GUARDIAN SIGNATURE

STUDENT SIGNATURE

Staff Data Sheet

Section 1

Name: _____ Email address: _____

Home address: _____

Name of parent/guardian: _____ Parent/guardian cell phone: _____

Section 2

To make your yearbook experience a positive one, please share the following with your yearbook adviser.

When is your birthday?: _____ What is your favorite food?: _____

List your class schedule for this semester:

Do you have any allergies or special needs?

What other obligations do you have outside of school (e.g. activities or jobs)?

In addition to yearbook, what other school activities are you participating in this semester?

Do you drive? _____ If so, do you have a car? _____

Do you own a camera? _____ If so, what type? _____

Section 3

A. List five adjectives that describe you.

B. How do you spend your free time?

C. What is your favorite genre of music?

D. What are three of your favorite TV shows?

