

7

MINUTE
STARTER

YEARBOOK MATTERS

The Good, the Bad and the Ugly

OBJECTIVES

STEP 1 | LEARN

Explain to students that evaluating past work is an excellent way to prepare for future work in yearbook.

STEP 2 | PRACTICE

Students will look through past yearbooks to evaluate headlines, captions, stories, photos and themes. As they look through the books, they will use *The Good, the Bad and the Ugly* worksheet to record examples of what they see in the books.

STEP 3 | ASSESS

Come together as a group. Have students use their worksheet to think about what they definitely do and don't want to do in this year's book based on what they saw while evaluating other yearbooks. Pass out sticky notes to students. Individually, students should write sticky notes that fulfill the responses below, writing one idea per sticky note, but generating as many sticky notes as they can.

- In this year's yearbook, I think we definitely do want to...
- In this year's yearbook, I think we definitely don't want to...

Students will now share their notes with the group as they stick them on the poster sheets. Use this discussion to create 3-5 concrete goals for the yearbook staff this year.



21ST CENTURY SKILLS

Students will collaborate as they think critically about past yearbooks and create goals on which to focus for the year.



COMMON CORE STATE STANDARDS

ELA-Literacy.L.9-12.8, CCRA.W.8

Gather information from a variety of sources and integrate into writing/projects.

ELA-Literacy.SL.9-12.1a

Come to discussions prepared, having read and researched.

ELA-Literacy.SL.9-12.1b

Work with peers to establish individual roles as needed.



ISTE STANDARDS

1A: Apply existing knowledge to generate new ideas.

1C: Use models to explore complex systems.

The Good, the Bad and the Ugly

Browse old copies of yearbooks from either our school or other sample books your adviser may have. Search for good, really bad and really ugly examples of each of the following to complete the chart. You will be presenting your examples to the rest of the staff, so be sure to bookmark your examples.

	The Good: Examples that catch your eye that you'd want to emulate in your own work.	The Bad: Examples that are really not great: issues in design, lacking creativity, etc.	The Ugly: Examples that are really terrible, perhaps a bit embarrassing.
Headlines			
Captions			
Stories			
Pictures			
Themes			

The Good, the Bad and the Ugly

Specific items you plan to look for during the assignment:

Challenges you foresee in gathering the information you will need:

I used the following 21st Century Skills in class today:

(Check as many as apply.)

- | | | |
|---|---|--|
| <input type="checkbox"/> Creativity and Innovation | <input type="checkbox"/> Technology Operations and Concepts | <input type="checkbox"/> Personal Productivity |
| <input type="checkbox"/> Communication and Collaboration | <input type="checkbox"/> Leadership | <input type="checkbox"/> Personal Responsibility |
| <input type="checkbox"/> Research and Information Fluency | <input type="checkbox"/> Ethics | <input type="checkbox"/> People Skills |
| <input type="checkbox"/> Critical Thinking, Problem Solving and Decision Making | <input type="checkbox"/> Accountability | <input type="checkbox"/> Self Direction |
| <input type="checkbox"/> Digital Citizenship | <input type="checkbox"/> Adaptability | <input type="checkbox"/> Social Responsibility |

Explanation of task or situation where a 21st Century Skill was used: