

Booklet 4: THEME



ASSIGNMENTS

Break up your staff/class into teams of four or five and have them complete the following assignments. These groups will stay together throughout the theme assignments.

ASSIGNMENT #1

In your respective teams, answer the following questions as well as any others that they can come up with that might help define who they are and what their school is.

- Name of school:
- City/State or Province:
- Name of your book:
- Year school opened:
- First year of yearbook:
- What are your school colours?
- What is the name of the school mascot?
- Describe your school, using as many words as you can think of, both concrete and otherwise:
- Describe your student body, make sure you get all groups as well as those who don't join in:
- Describe traditions at your school:
- Describe what is new this year:
- How does your student body describe or think of your school?
- What do other people say about your school?
- How would you describe your school and student body to a prospective student?
- How will your student perceive the upcoming year?

ASSIGNMENT #2

Come up with as many phrases or individual words that come from the first assignment. Perhaps your school name can be something that provides something to play with, your school's location or colours could evoke a theme.

Even after you have found a few prospective themes, continue tinkering with it. If your school is Ponder High School, 'Ponder this' could become the phrase but you might also come up with 'Think again' or 'Something to think about' as spin-offs or for headlines for secondary coverage.

Keep pushing until you have 10 or more phrases to work with.

ASSIGNMENT #3

Select the strongest themes and phrases/words from the first two assignments and conduct a stress test with each. Ask yourself the following questions:

- How will students view this idea?
- How will admin view this idea?
- How will our school community view our idea?

Try to get down to no more than 3 ideas.

ASSIGNMENT #4

For each of the theme possibilities, think graphically and visually. Think graphics and/or visuals that can be used throughout the book. This would include the main theme phrase and the way you envision it as spin-off phrases. (Consult Chapter 7 – Design and Layout to gather additional direction for selecting graphic, colours and other visual elements)

ASSIGNMENT #5

Using graphics and visual elements developed in the previous assignment (and consulting with Chapter 7 – Design and Layout), develop, and/or select the following items. While they obviously will not be the final editions, these drafts will serve as important guiding pillars for your staff to look at and judge.

Select 2-4 fonts from the **Font Poster** provided to you in your kit that will serve as:

- Headline Font
- Sub header
- Copy
- Caption Lead
- Caption
- Pull Quote

Once fonts are selected, select colours from the **Process Colour Guide** booklet provided to you in your kit.

With your graphics, fonts and colours selected, begin developing the following items:

- Cover
- End sheets
- Divider spreads
- Sample sports spread
- Sample portrait spread
- Folio concept
- Sample student events page

Remember, the more polished it appears, the greater possibility of it being selected as the theme. Place photos and create the headline and body copy as you would like it to look. Add alternative copy blocks that you would like to see used. ***IMPORTANT: If you are creating a graphic heavy book, make sure you can replicate the effect easily and create instructions for others to learn how to do it.**

ASSIGNMENT #6

Each group will make a presentation to the rest of the class. Each member of the group will be responsible for presenting one item.

Explain the process they went through to come up with the idea and why they think the theme is the best idea for this year.

Show the cover and end sheets and discuss the elements that make up each item. Explain how they think the graphics and concepts can be carried throughout the book.

Show the other spreads and work created.

Answer questions as a group about the theme.

ASSIGNMENT #7

After all the presentations are complete, bring the entire group back together and have a group discussion about each theme. Make sure each section of the book is included in the theme selection process.

Once complete, using the evaluation method of choice, select the winning theme.

Once the theme is selected, fine tuning is allowed and can be done.

yearbook deadline, one of the students was included in coverage of the school's 'Every 15 Minutes' program sponsored by MADD and local law and health agencies. In a quote collection that included her photo, the student said, "I would never get into a car with someone who had been drinking." Although the book has not yet been finished, the student life pages that included that coverage have already been submitted.

Scenario 3 – A local tanning company requests that photos of actual students be included in the advertisement they purchase. Their idea is that they are promoting 'safe' versus 'unsafe' tanning techniques. They provide images of students using the tanning beds and getting spray tans at their facility. However, it is the yearbook staff's job to come up with 'unsafe' tanning pictures. Since the on-campus Day on the Green celebration features water slides, water-gun fights, and students basking in the warm spring weather in bathing suits, there are a lot of opportunities to gather photos of students catching some sun. The best 'unsafe' tanning images are of some senior girls in bikinis who arrange lounge chairs and blankets along one side of the boys' 'beach' volleyball game to cheer on their friends.