

The background of the entire page is a dark purple image showing several hands of different skin tones reaching up and holding a banner. The banner is white with orange ends and contains the main title text.

STAFF MANAGEMENT THROUGH TEAM BUILDING

Walsworth yearbooks

Yearbook
SUITE

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STAFF MANAGEMENT THROUGH TEAM BUILDING

STUDENT WORKBOOK

STAFF MANAGEMENT THROUGH TEAM BUILDING

Community is essential in any cooperative learning environment. In a class or club like yearbook, students need to be comfortable working with one another and supporting each other. Activities like ice breakers and warm-up games help break down potential barriers that students have and make it easier for them to bond with their fellow staff members. Creating a supportive, caring and comfortable learning environment will ensure that student staff members are connected to their yearbook community.

Building strong leaders is also important. The most effective yearbook staffs are led by students and guided by advisers. This change in roles can be challenging for both students and teachers, but through practice and coaching, students can learn to be effective teachers for their peers. By putting students in charge, teachers empower their staff leaders. Student leadership allows for a focused, driven and student-centered yearbook staff and publication.

In this unit, you will learn about the roles and responsibilities on a yearbook staff and how to work together to build a stronger staff. You will learn to examine yourself and your interactions with others. You will begin to build important skill sets, like interpersonal communication, teamwork, collaboration and effective support. Advisers will be able to facilitate the development of strong leadership skills and staff leaders will emerge. This unit is intended to take your yearbook staff to the next level and to make sure you have fun doing it!



"IT'S ALL GOOD"

Lair, Shawnee Mission Northwest High School,
Shawnee, Kansas

STAFF ORGANIZATION

There is no magic formula, no perfect structure, no exact science when it comes to creating the leadership hierarchy on a yearbook (or newspaper) staff. Typically, roles are driven by the personalities on staff, which is something that changes every year. Obviously, as a program grows and retains students, there are more and more staff members who are capable and trained for leadership positions, but in the early years of a program, it can often be a struggle to identify students to lead.

Since students on staff change each year (sometimes each semester), staff organizations vary by school, or even year-to-year within a school. Here are two common organizational charts, with possible variations.

SECTIONAL ORGANIZATION: An editor is assigned to each section, usually with an editor-in-chief or co-editors over them. Photographers can work under a photo editor or be assigned to specific section editors. Staff members usually hold jobs as writers, designers and photographers and just change sections, although they could rotate these jobs. Most staff members assist with marketing and sales duties.



FUNCTIONAL ORGANIZATION: Students are assigned specific jobs, such as writers, designers and photographers, with editors over those functions. For smaller staffs, this organization allows for staff members to perform several duties, such as both a writer and designer of a spread, even though they report to different editors. An editor-in-chief could be over all other editors, or the editors could be considered as co-editors-in-chief. Most staff members assist with marketing and sales duties.

STAFF ORGANIZATION (CONT.)

Several basic positions comprise a typical yearbook staff. Not every staff will have a student that assumes every position, and not every position can be filled by a single individual. It will take time and practice to determine what kind of staff structure works best for your staff.

EDITOR-IN-CHIEF

This role can be filled by multiple students. Most staffs work with a structure of one or two EICs. These students oversee all elements of the book and have a solid understanding of journalism, yearbook and ethics. They should lead by example and be effective coaches for their peers. EICs often run the classroom, leading activities, doing basic instruction and performing teacher-like tasks, such as taking roll and grading quizzes. They are also expected to be present for deadlines and are responsible for clearing students who have finished their spreads — essentially, you're not done until the EIC tells you you're done.

ASSISTANT/MANAGING EDITOR

The student(s) in this position are often underclassmen who have their sights set on eventually being an EIC. They are reliable, motivated and thorough. These students assist the EICs with many of their tasks and oversee the daily conduct of the classroom.

SECTION EDITOR(S)

If your book is structured with sections, a few students might be responsible for overseeing the content within a specific part of the book. In addition, the people section sometimes may have editors assigned to each grade level.

SENIOR EDITOR

This student is in charge of managing all things related to seniors in the yearbook. That can include making sure senior portraits are submitted, managing senior quotes, scheduling superlatives pictures and handling all advertising for senior materials. This person needs to have an eye for detail and a knack for organization, as handling all senior baby ads is typically this person's responsibility as well.

UNDERCLASSMEN EDITOR

Usually, this is a team of students (one for each grade) that are responsible for making sure all the mugs and make-up photos are taken care of for the people section. They will also be in charge of assigning, overseeing and possibly designing any specialized coverage that takes place on these pages.

STAFF ORGANIZATION (CONT.)

PHOTOGRAPHY EDITOR

This editor needs to be comfortable with a camera, lead by example by attending events and taking tons of pictures, and manage the book's photo content. The photo editor not only shoots events, but is also responsible for organizing other students to attend events and get pictures as well. This person should be comfortable teaching other students camera basics and content management. Working with the EICs and section editors, this person will need to establish a system for ensuring that events are covered and content is downloaded and organized in a functional manner.

DESIGN EDITOR

This student oversees all page design, working cooperatively with the EICs and section editors to make sure that all design elements in the book remain consistent and on par with the theme. The person needs to be comfortable with the design program and teach other students to use it. Typically, this person will create page and package templates, keeping consistent with the theme, for other students to work with. An eye for detail is necessary to make sure that all designs and pages are consistent!

COPY EDITOR/WRITING COACH

Copy editing usually requires a team of people. Sometimes section editors fill these roles. These students need to be solid writers who understand yearbook copywriting style and AP style. They are responsible for creating a copy management guide for other staffers to use, so they know how to appropriately write for their yearbook (Do we capitalize our mascot? Do we use courtesy titles? Is basketball one word or two?). Once students begin their writing process, they work with the copy editors on their drafts to ensure that copy is publication quality. These students also help teach appropriate writing structure for copy and captions.

MARKETING OR BUSINESS MANAGER

This business-savvy student oversees all promotion, ads and book sales for the whole year. He or she will also work with the senior editor to promote the sales of senior ads. In this role, this student is responsible for reaching out to local businesses to generate advertising, as well as helping with the creation and management of the index (unless you have a separate index editor). This student should also work with the adviser to manage the yearbook funds, tracking sales and spending.

MORALE CHAIR

This person is also known as the fun person on staff. This student must know everyone's birthday and makes sure students are recognized on their special day. They are also responsible for selecting and preparing team-building games and activities. If food is a part of deadline on your staff, he or she takes requests and helps the adviser, or works with parents, to prepare snacks and treats for the staff. This person also works with the EIC to help recognize students who are working extra hard or those who need a little encouragement.

STAFF ORGANIZATION (CONT.)

STAFF WRITER

All students play this role. Many advisers train their staffs to understand every role on staff because, at some point, they will be doing all of them. Staff writers should understand photography, design and staff management because they will be doing something related to each of them at some point throughout the year. Staff writers are the backbone of the team — the yearbook doesn't get done without the staff writers.

STAFF PHOTOGRAPHER

On a large staff, some students may have the sole responsibility of working with photos. They may spend their class time editing and organizing photography content. They may be committed after school to photograph games and events. These students should also have a basic understanding of design and writing, as they need to ensure that the photos they produce will work within the yearbook spreads they are intended for.



FIND
YOURSELF
IN YEARBOOK

Photo by Allie Slupecki

NOTES!

Lesson 1

Who Are You?

Objectives – In this lesson, you will:

Understand a little more about who you are, and begin to learn about the other members of the staff

Set a foundation to begin to learn how to work with the different personalities of your fellow staff members

Names are often the first things we learn about other people. When you introduce someone to a new person, you lead with their name. Our names help us define who we are and what we represent. Names often have special history and meaning, based on our cultural backgrounds and family history.

Are there any traditions regarding names in your family? Examples could be things like, “All the boys in my family have Johnathan for their middle name,” or “All of our initials in my family are SLM.”

Names can also have cultural connotations. Some names may be handed down through religious or cultural practices. Can you think of any examples from your families or friends' families? For example, a Hispanic tradition calls for children to assume their mother's maiden name as part of their hyphenated last name.

Think about your name. Where did it come from? What does it mean? What does it mean to me? Does my name accurately represent who I am?

ACTIVITY

Your Name: _____

WHAT'S MY NAME?

With a partner, share the story of your name. Ask and answer questions such as: How did you get your name? Who named you? Do you like your name? Would you want to change it? Share your partner's stories with the class.

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ACTIVITY

Your Name:

DRAW YOUR NAME

On a blank piece of paper, or using this space, draw your name in the center of the paper. Use the “My Name” story and its descriptions as a starting point. Depict what color your name is, what it looks like, smells like, sounds like. The paper should become a representation of who you are and what your name means to you. Be prepared to share your drawing with the class.

Your Name:

Go online and research the actual meaning of your name. Write the meaning here and then incorporate it into your drawing. Present your drawing to the class.

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NOTES!

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RATE YOUR PROGRESS

4.0 ☐ I can do all tasks in 3.0 and I can teach others!

3.0 ☐ I can demonstrate a basic knowledge of my fellow staff members and can present this information to the staff. I can...

- a. research and gather relevant information from multiple authoritative sources to help answer questions as well as generate questions about my name and the names of my fellow staff members
- b. work with my peers by posing and responding to questions that allow us to get to know one another
- c. demonstrate an understanding of staff roles and how they work together within a staff organization

I can demonstrate an understanding of how necessary it is to familiarize myself with the other members of the yearbook staff.

2.0 ☐ I understand that it is necessary to get acquainted with my fellow yearbook staff members and work with them, but I am not sure how to do so.

1.0 ☐ I don't see the importance in getting to know my fellow yearbook staff members.

Lesson 2

Learning Styles and Expectations

Objectives – In this lesson you will:

Understand how you learn information

Understand how your peers take in information so you learn how to give them information

Examine the name posters hung around the room. Are some of them more graphic than others? Are some more colorful? Recognize that there are some people who are more skilled at communicating in a visual way. Others can explain their name story better with words. Even further, others physically embody the idea of their name.

How do we learn and communicate? We have several different ways that we get information — written text, oral language, visual imagery or activities. And while people may not always be aware of it, individuals generally have a learning style that works best for them. The three major learning styles are visual, auditory and kinesthetic.



Photo by Heather Guglietti



Photo by Taylor Staley

HOW DO YOU LEARN?

Here is a chart with three columns, Visual (V, seeing), Auditory (A, hearing) and Kinesthetic (K, doing). Read the statements below. For each statement, circle the answer that applies to you.

	VISUAL (V)	AUDITORY (A)	KINESTHETIC (K)
When you spell, do you:	Visualize the words	Sound out the words	Write it down
When you talk, do you:	Speak sparingly or dislike listening	Enjoy listening or dislike talking	Gesture and use your hands a lot
When you concentrate, do you:	Become distracted by untidiness or movement	Become distracted by sound/noises	Become distracted by activities around you
When you read, do you:	Like descriptive scenes or pause to imagine actions	Enjoy dialogue and conversation or hear the characters talk	Prefer action stories or are usually unable to read for extended periods of time
When you work on something new, do you:	Like to see demonstrations, diagrams or posters	Prefer verbal instructions or talking about it with someone else	Prefer to jump right in and just try it
When you put something together, do you:	Look at the directions and pictures	Call someone who has done it before and have him/her explain it to you	Figure it out as you go along
When you need to talk to a friend, do you:	Prefer direct, face-to-face, personal meetings	Call them on the phone	Talk to them the next time you run into them
When your alarm goes off, do you:	Look to see what time it is	Try and figure out what is making that terrible noise	Hit the snooze button right away

Count how many answers you circled in each of the categories to reveal your most dominant learning style. How do each of the styles differ? Why would it be important to understand the different learning styles within a group? How does this relate to yearbook overall?

ACTIVITY

Your Name:

EXPLAINING HOW YOU LEARN

Divide into groups based on learning styles. Using the information that follows, each group will teach the class about their learning style by creating and presenting the following, in this order:

A skit that demonstrates the learning style

A poster with key facts about the learning style

Activities that promote that kind of learning

A catchy slogan that represents the learning style to help everyone remember it

Create your materials using personal experience, personal learning preference and the material provided below. Skits should be no longer than two minutes and each member of the group must be included.

VISUAL LEARNERS

The visual learner translates information into pictures and stories in the brain. Visual learners are usually neat and well-organized. People who have a visual learning style learn best if a major component of the material is something that can be seen or watched. This learner works best with written instructions, diagrams, posters and demonstrations. Commotion can be a distraction for this type of learner.

ACTIVITIES FOR VISUAL LEARNERS

- Write out instructions
 - Draw a diagram
 - Draw a timeline
 - Refer to examples
 - Allow time to work silently and process
 - Use graphic organizers, pictures and drawings to demonstrate concepts
 - Other ideas:
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AUDITORY LEARNERS

Auditory learners filter the information they hear and store relevant data, but don't necessarily form pictures around it. When problem-solving, auditory learners prefer to "talk it out." They learn best if there is an oral component to the material being taught. Verbal instructions, oral reading and discussion work best for people with this style. Unnecessary noise can be a distraction for auditory learners.

ACTIVITIES FOR AUDITORY LEARNERS

- Oral summaries with a partner
- Verbal recap of key lesson points
- Create chants or songs
- Group recall of important times, dates, etc.
- Other ideas:

KINESTHETIC LEARNERS

Kinesthetic learners have a tendency to move around while trying to learn something new or solve a problem. People with this style learn best when they can touch or feel what they are learning about. Their use of their body and feelings are important to these learners, so hands-on projects and experimental activities are a must. Kinesthetic learners do not always have a strong sense of timing, orderliness or neatness. Long periods of sitting can be a distraction for a kinesthetic learner.

ACTIVITIES FOR KINESTHETIC LEARNERS

- Have students take notes on the board
- Short stretch breaks
- Ice breakers
- Role play
- Take notes
- Group work
- Other ideas:

ACTIVITY (CONT.)

Your Name:

During the class presentations, use this chart labeled Visual, Auditory and Kinesthetic again to take notes about each learning style.

VISUAL LEARNERS

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AUDITORY LEARNERS

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KINESTHETIC LEARNERS

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Once all groups have presented, repeat the slogans for each style together as a group. Make sure you understand:

- Why different styles of learning are important.
- Why we should accommodate different styles.
- Why we want all different styles on our staff.
- How our staff translates this into what we do in yearbook.

ACTIVITY

Your Name:

HOUSE OF CARDS

Your adviser will divide you into teams of three to four members. Each team will work together to complete a task. You will have specific rules to follow, and you must follow all of the rules to win.

Each team will have a piece of scratch paper. The teacher will outline your task, and you will get 30 seconds to plan, and then you will be given the materials to begin working. You will have three minutes to complete your task.

When finished, think back to the learning styles discussion from the previous lesson. What parts of this ice breaker catered to which styles of learning? What kind of learners were on each team? Did that help or hinder the team? Think about what you were subconsciously expecting from your teammates. Did someone do something you expected, or didn't expect? In the next activity, you will be discussing expectations.

ACTIVITY

Your Name:

DISCUSSING EXPECTATIONS

To establish ground rules and expectations for the staff as a whole, it is important for all the members of the community to discuss how they want to see the group work.

Create a chart, with the first column labeled "Staff members should..." and the second column labeled "Leaders should...." Take five minutes to write down in the first column the things a good staff member would do. Share your list with another person. If the other person has ideas that you did not, add those ideas to your list. Then, the class will compile a class list of "Staff members should..." Discuss why these qualities are important and necessary for good staff members.

The list can be posted on the board or written on a large piece of chart paper. It should be compiled in a way that it can be saved and referred to.

Follow the same procedure for the "Leaders should..." column. You can think about these traits in relation to yearbook or outside of the class as well.



Photo by Jessica Ordenez

DISCUSSING EXPECTATIONS (CONT.)

- Should staff members and leaders be doing the same things?
- Do good staff members make good leaders?
- What qualities should overlap?
- Is someone automatically going to be a good leader if they are a good staff member?
- Will staff members and leaders always do what they are supposed to do?
- What kind of mistakes do leaders make?
- What kind of mistakes do staff members make?

Now that you have talked about behaviors for staff members and leaders, and challenges and solutions, it is time to compose a list of class expectations. With one student acting as a scribe, create a large poster that is headed with, **“Our staff agrees that...”** and fill in the important points discussed by the class.

Once the master poster has been created, you must sign it. You have now created a living document that is always visible in the classroom, with all the students' signatures, demonstrating the communal agreement on the established norms. When conflicts arise later, you can refer back to the staff agreement that everyone helped compile. It may be necessary to revisit this poster over the course of the school year to add to it, too.

NOTES!



RATE YOUR PROGRESS

4.0 ☐ I can do all tasks in 3.0 and I can teach others!

3.0 ☐ I can demonstrate an understanding of my specific learning style as well as the learning styles of others on the yearbook staff. I can...

a. work with peers to see how the different learning styles complement one another

b. use my understanding of the different learning styles to create a set of expectations for both staff members and leaders

I can demonstrate the importance of understanding learning styles in working on a yearbook staff and how this understanding will help the staff work more effectively.

2.0 ☐ I understand how I learn, but I don't understand how to work with others who learn differently from me based on how I learn.

1.0 ☐ I don't understand how I learn or how an understanding of this applies to working on the yearbook staff.

Lesson 3

Assessing Skills

Objectives – In this lesson, you will:

Learn that communities thrive when they contain people of different skills and knowledge

Learn that a yearbook needs a staff of people with different skills and knowledge

Understand that the yearbook needs to reflect all of the different people within the student body of the school

Each person brings different skills to the table. A good community is balanced and has a broad representation of skills and personalities. It is important that a yearbook staff is created the same way. If you had a yearbook staff of 40 photographers and no one who could write or design, you might have gorgeous photos in the book, but there wouldn't be any other content to support them.

The content of the book also needs to reflect the community. The school is made up of all kinds of people and that should be reflected on the pages of the book.

A good leader finds the value in all members of the community. A good leader is able to recognize the strengths that others have and work with them in such a way that their strengths can be amplified.



Photo by Jose Romero

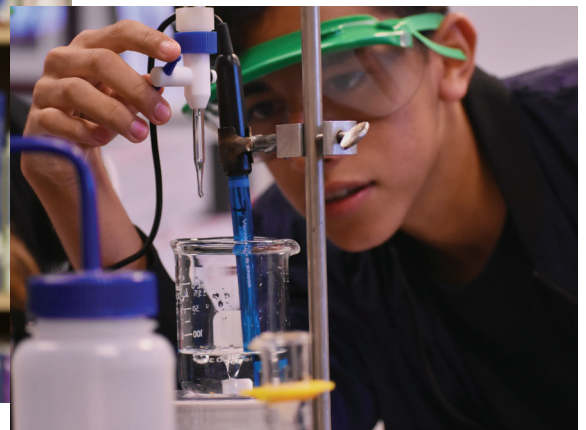


Photo by Jessica Hayes

ACTIVITY

Your Name: _____

ZOMBIE APOCALYPSE

PART ONE –

You will receive a notecard with a profession listed on it. Brainstorm skills and traits a person in that role would have. Think about what it takes to be successful at that job and what they can take away from their job into their daily life. For example, for a card that says Teacher, some skills and traits would be organized, friendly, creative and talkative. Consider why the profession you were handed is valuable in a society.

Once the lists are completed, the staff now represents a community with these roles. All people in the community are necessary. They support the community and keep it functioning. If certain components are removed from the community, it will not function the same way. Every role is key.

Your Name: _____

ZOMBIE APOCALYPSE

PART TWO –

You have just been told your community is being attacked by a swarm of zombies. There is only enough safe shelter space for 25% of the community to survive. As a group, you must select who will survive and who will be left for the zombies. Each student will make a pitch to the community explaining why they deserve to live. Be prepared to explain why you are important in the future survival of the community.

As each person speaks, make a list of those individuals you feel should be saved. Be ready to share your list and rationalizations, and discuss it.

Divide into small groups and come up with a list of the 25 percent who will survive and live on to rebuild the community. Keep a tally on the board to see which individuals get the most votes for surviving.

After all groups have shared, review the master list. Discuss:

- Why were certain people chosen?
- Why were others sacrificed?
- How does this relate to yearbook staff?
- How does this relate to the school community?

For homework, identify a leader, past or present, and compile a brief biography along with positive leadership traits and qualities of this person. Give specific examples of actions by this person that demonstrate strong leadership from them.

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RATE YOUR PROGRESS

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4.0 ☐ I can do all tasks in 3.0 and I can teach others!

3.0 ☐ I can assess and understand the value of each unique yearbook staff member in producing the yearbook. I can...

a. research and gather information so that the concept and content of the yearbook reflect and value the individual students in my school community

b. analyze and evaluate the qualities, skills and actions of strong leaders and a leader's role on the yearbook staff

I can demonstrate the importance of identifying the strengths and weaknesses of each staff member and how focusing on their strengths can invigorate the entire staff and contribute to the production of the yearbook.

2.0 ☐ I understand that the yearbook staff benefits from each member's unique set of skills, but I still struggle to see how this idea applies to producing the yearbook.

1.0 ☐ I don't understand how a yearbook staff benefits from utilizing people with different skills and knowledge.

Lesson 4

Leaders, Advisers and Teamwork

As a staff, you have discussed why it's important to have different types of students on staff. By having a variety of kinds of leaders and learners, the staff will be more effective in covering the diverse student body. But you still need to learn how to all work together. Let's start with learning more about each staff member.

Objectives – In this lesson you will:

Learn more about teamwork

Learn what makes an effective leader

Understand the responsibilities of the staff's leaders and the adviser

ACTIVITY

Your Name:

THIS LITTLE PIGGY

Draw a pig. You have five minutes. Then, give your pig a name.

LEADERSHIP EXAMPLES

Pull out the information on the leader you studied in Lesson 3. In a small group, you will share your findings. After everyone has shared, the group will select a single example that they think was the best embodiment of a good leader.

Each group will then share their leadership example and discuss the traits and qualities of their leader. They will explain why they selected that individual as their strongest example of leadership, and the skills that leader has that could translate to the yearbook staff. Then you will create a “leader poster” for the room.



As a staff, you have now pulled from the strongest examples of leaders and created the perfect leader. Your leaders – editors and managers – can hang the leader poster in the classroom as a reminder of how you should be conducting yourself and carry out your tasks.

Much like leaders, the adviser has a role in the yearbook community as well. The adviser is there to assist and coach staff members. Much like a coach on a sports team, an adviser only participates from the sidelines – he or she doesn't jump in the middle of the game and take the ball away from the players.

The adviser in a publications class will help you find your strengths, build your skills and then watch from the sidelines. Class leaders are able to take over the daily running of class, coach peers and carry out the business of the publication. An adviser is there as someone who can offer advice, support you and help make decisions – but he or she is never going to jump into the game and grab the ball.

Your Name:

ADVISER EXPECTATIONS

Look around the room. What roles do people play in the classroom? There are writers, photographers, designers, editors, and more. What about the teacher? What role does the teacher play in this kind of environment? Think about your expectations for the teacher and how he or she should respond when conflicts arise on staff. Take a few minutes to compile a list of "An adviser should..." and "An adviser should not...."

Next, your staff's editors and managers will lead the discussion to create an adviser expectations list.

AN ADVISER SHOULD...

AN ADVISER SHOULD NOT...

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Discuss the relationship of the sets of expectations and come to a mutual agreement that both of the lists are supportive of one another. At the end of this discussion, everyone will sign this document.

Your Signature:

TEAMWORK

Think about the concept of teamwork. Why is it important in yearbook? Why is it important in life? How can you translate the skills and traits from good leaders into good team work? Create a list that you think identifies the key factors in effective teamwork.

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Lesson 4 SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I can demonstrate an understanding of the qualities it takes to be both a strong team player and an effective leader and how these characteristics function on a yearbook staff. I can...
- a. research and gather information on individuals with strong leadership qualities, determine the importance of the qualities, and how these qualities will apply on yearbook staff
 - b. analyze and evaluate my ability to work as a team member as well as my ability to conduct myself as a leader on staff
- I can demonstrate the importance of establishing expectations for all members of the staff, including leaders and the adviser, to keep all parties accountable and on task.
- 2.0 ☐ I understand that both teamwork and leadership play significant roles on yearbook staff, but I do not understand what qualities make good team members and leaders and how this applies in the classroom.
- 1.0 ☐ I understand the importance of teamwork on a yearbook staff, but do not know how to work well as a team or how leadership roles fit into a team environment.

Lesson 5

Pulling Together

You have had discussions, played games and completed exercises to learn about yourself, everyone's role and teamwork. Today you will confront an obstacle course. Using it, you will learn more about how to work together as a unit to succeed in your task.

Objectives – In this lesson you will:

Learn more about working together as one unit

Learn to overcome obstacles as a unit

Understand the importance of these skills in creating a yearbook

ACTIVITY

Your Name:

ACID RIVER

You and the rest of the class will be forging an acid river, and there will be challenges along the way. The river will “kill” you if you set foot in it so you must use “magic rocks” that are immune to the acid to cross it. The rocks will sink in the river if they are left unattended. Each rock can hold three feet (one foot from three people), and there are enough rocks for everyone's feet, minus one.

To start, you must use the rocks to bring everyone onto the river, and then work together to free up rocks so all of you can move together to the other side. You cannot pass over the top of an obstacle – you must go around them. If anyone falls in or touches the water, the whole group must start over. The entire group must cross the river in less than 10 minutes.



Photo by Jessica Young

Your Name: _____



Photo by Jessica Young

When finished with the Acid River obstacle course, reflect on the process.

- What prevented you from doing this course in two minutes flat?
- What helped you balance?
- How were you able to work together?

Reflect on your writing assignment about teamwork from Lesson 4.

- How did what you write about translate into practice?
- Was it helpful to have thought about it before?
- What other things did you notice as you were completing the activity that helped you?
- Why is teamwork important for the yearbook staff?
- Will your tasks be easier if you support each other?

NOTES!

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Lesson 5
SCORE

RATE YOUR PROGRESS

- 4.0 ☐ I can do all tasks in 3.0 and I can teach others!
- 3.0 ☐ I can demonstrate an understanding of the value of teamwork on yearbook staff and the qualities it takes to function as a team effectively. I can...
- a. work with my peers to analyze and evaluate obstacles and overcome challenges that the staff may encounter in producing the yearbook
 - b. lead and/or participate in problem-solving discussions to help create solutions that will benefit all parties involved.
- I understand that all members of the team are affected by the actions of each other and that all must work together to produce the best quality publication.
- 2.0 ☐ I understand the value of teamwork on yearbook staff, but I do not know how to work through problems with other staff members when faced with a challenge.
- 1.0 ☐ I do not understand how teamwork can help in overcoming obstacles.



MEET THE AUTHOR

Jessica Young, MJE, teaches photography and advises the yearbook and newspaper at Orange Glen High School in Escondido, California. Young was named a 2012 Rising Star by the Journalism Education Association (JEA). She is the President of the San Diego Journalism Education Association and was co-chair of the local committee for the JEA/NSPA Spring National High School Journalism Convention in San Diego in April 2014. Young also is a member of the Quill and Scroll board of trustees and directors. In her spare time, she writes a blog called *Bake Me Happy*, filled with recipes and thoughts on life.

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