



## START RIGHT 1.4 – TEAM BUILDING

# Staff Roles and Responsibilities

### OBJECTIVES

#### STEP 1 | LEARN (20 MINUTES)

After watching the 7-Minute video *Critique and Feedback – Story of Austin’s Butterfly*, found on YouTube, students will discuss strategies for effective communication within the publications team.

Students will learn about staff roles and responsibilities by watching adviser present the Start Right Presentation 1.4 - Staff Roles & Responsibilities.

Students will take notes during the presentation.

**Note:** Before showing presentation, adviser should view speaker notes below each slide.

#### STEP 2 | PRACTICE & USE (15 MINUTES)

Students will explore ethics and laws by working individually or in groups to determine how they would handle three ethical and three legal situations on Start Right Activity 1.4 - You be the Judge. The handout includes ten scenarios. Use one for discussion during this lesson, then use the remaining scenarios as discussion starters or practice exercises over the next few weeks.

**Note:** This activity may be used as an exit ticket assessment

**Note:** Learn more about legal guidelines in the Legal Guidelines for Student Journalists PDF ([Yearbook Avenue>Digital Classroom>Need Help?>Reference Guides>Legal Guidelines for Student Journalists.](#))

#### STEP 3 | EXTEND (15 MINUTES)

Students will further their knowledge of team dynamics by completing Start Right Activity 1.4 - Team Yearbook. Students should do this activity individually, then take turns sharing some of their responses with the class if time permits.

**Note:** This activity may be used as an exit ticket assessment.



### 21ST CENTURY SKILLS

Strong teams can depend on one another. In this lesson, students discuss strategies for acting both ethically and legally as they collaborate to make the publication.



### COMMON CORE STATE STANDARDS

#### ELA-Literacy.L.9-12.1, CCRA.L.1

Demonstrate command of grammar and usage when speaking or writing.

#### ELA-Literacy.L.9-12.2, CCRA.L.2

Demonstrate command of capitalization, punctuation and spelling.

#### ELA-Literacy.L.9-12.2a

Observe hyphenation conventions.

#### ELA-Literacy.L.9-10

Use a semicolon.

#### ELA-Literacy.L.9-10.2b

Use a colon to introduce a list or quotation.

#### 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.9-12.1a

Come to discussions prepared.

#### ELA-Literacy.SL.9-12.1b

Work with peers to promote civil, democratic discussions.

#### ELA-Literacy.SL.9-12.1d

Respond thoughtfully to diverse perspectives.

#### ELA-Literacy.SL.9-12.3, CCRA.SL.3

Evaluate a speakers point of view, reasoning and use of evidence.

#### ELA-Literacy.W.9-12.2d

Use precise language and domain-specific vocabulary.

#### ELA-Literacy.W.9-12.4, CCRA.W.4

Produce clear and coherent writing that is appropriately organized.



### ISTE STANDARDS

**2B:** Communicate ideas effectively using a variety of media.

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

**3A:** Plan strategies to guide inquiry.

**3B:** Ethically use information from a variety of sources and media.

**4A:** Identify authentic problems and questions for investigation.

**5D:** Exhibit leadership for digital citizenship.

Do you have an idea for a 7-Minute Starter? Email us at [7-Minutestarters@jostens.com](mailto:7-Minutestarters@jostens.com)



# Team Yearbook

The leaders of any organization — whether a soccer team, debate team or yearbook team — must demonstrate leadership skills for the group to succeed.

Everyone on the yearbook staff is a leader. True, some staff members, such as editors or managers, have well-defined leadership roles; however, everyone on staff wears several leadership hats.

**COACH:** establishes a “game plan” and motivates others to follow.

**CHEERLEADER:** creates excitement and keeps the team going throughout the “game.”

**COUNSELOR:** helps people understand each other and deal with differences that will arise.

**MANAGER:** follows the progress of the project, assigns responsibilities and monitors progress.

**TRAINER:** educates staff on the correct and most efficient ways to get the project done.

For each of the following leadership roles, think of a situation when a staff leader would have to wear each of the following leadership hats. Describe each situation in a few brief sentences.

**COACH:**

**CHEERLEADER:**

**COUNSELOR:**

**MANAGER:**

**TRAINER:**

# You be the Judge

Here are 10 scenarios that could happen to any yearbook staff. Individually or in small groups, select three from each category and discuss how you should handle each situation in a lawful and ethical manner. When necessary, use the Internet to look up copyright, fair use and trademark. Write down your responses, then appoint a spokesperson to report to the class during discussion.

Students should refer to information from Start Right Presentation 1.4 - Staff Roles and Responsibilities or the legal guide in the Digital Classroom (Yearbook Avenue>Digital Classroom>Need Help?>Reference Guides).

## LEGAL SITUATIONS

### STICKY SITUATION #1: CLIP AND SCAN

One team has designed a creative current events spread. The designers downloaded photos from a website without permission. The downloaded photos will be reproduced on the spread. When questioned by an editor, the team said it was okay to use the pictures because the people are famous and in the news.

### STICKY SITUATION #2: NAME THAT TUNE

The senior class officers approached the yearbook staff to print the entire lyrics of a popular song in the senior section of the yearbook. The name of the song and the group will be used to credit the song. The senior class said if the song lyrics were rejected for the senior section, the class would buy an advertisement and print whatever it wanted on it.

### STICKY SITUATION #3: NOT A PRETTY PICTURE

As deadline approaches, the organizations editor discovers five students in the middle of a club group shot making offensive hand gestures. With the deadline approaching, the editor is tempted to just send the picture in for the deadline and let the group deal with the consequences when the book comes out. After all, the members of the group were the ones making the gestures, and they should be accountable.

### STICKY SITUATION #4: FAMOUS PICTURE

The President of the U.S. visited your local community and gave a speech at the civic center. Your staff photographer covered the event and captured some great pictures of the President talking to some students from your school. As you are about to submit the pages, someone mentions that photos of famous people can't be used without permission.

### STICKY SITUATION #5: JOKE'S ON YOU

In the past it was common for captions in the yearbook to be funny rather than informational. Often they were inside jokes that only people at your school would understand. The new yearbook adviser has said that joke captions are no longer allowed because of the risk of libel but there is some staff resistance to this change.

# You be the Judge (cont.)

## LEADERSHIP SITUATIONS

### STICKY SITUATION #1: THE GOOD, THE BAD AND THE UGLY

As sports layout editor, you painstakingly created a template that could be used by everyone. It includes headline design, trendy arrangement of photos and other content, a caption for every photo, and a fun quick read about the fans of each team. A fellow staffer changed elements on the spread so that photos no longer align, not all photos have captions, and the quick read is about participants in their annual spaghetti feed fund raiser (this part is actually pretty cool, even if it is inconsistent with the rest of the spreads in the section). How do you handle this situation?

### STICKY SITUATION #2: FINDING THE RIGHT WORDS

Your editor has assigned templates for your pages so that all the spreads in the book will have a similar look and feel. “This is the way professionals do it so that all their designs are branded,” she explains. This is true. The trouble is, the design is kind of ugly, and you can easily see that there is no way that you will be able to include everyone in the school at least three times. What do you do?

### STICKY SITUATION #3: WORKING HARD OR HARDLY WORKING?

Everything started out really well. Everyone was working hard, communicating, having fun and feeling energetic. Then it all started to slide. Students started using their cell phones during class. They began doing homework from other classes. Less and less work was getting done and now there is real danger that either deadlines won't be met or the book will not be good. As a staffer, what can you do to help the situation? As an editor, what can you do?

### STICKY SITUATION #4: A ROSE BY ANY OTHER NAME

When working on the sports pages, you find that the soccer team had not submitted their roster. No one in class can identify all of the members of the team for the identification caption under their team photo. Fortunately, you were able to figure out all but two students. You want to get the work done to meet the class deadline, but you won't be able to get the remaining names until after school. A friend suggests that you use placeholders of “Big Girl” for one and “Short Girl” for the smaller of the two. You can always fill in the real names later and the descriptions help you to know which girls you are identifying. Is this a good or bad idea? Why?

### STICKY SITUATION #5: FRIENDS FIRST

As a class you decided to try to get each student in the book at least three times. The thing is, it is really hard. Also, everyone in the class has lots of photos of their friends on their phones. With 25 students in the class, that's a pretty good number of people in photos. More and more the class has been relying on those photos. Does this really matter? Why or why not?