

# 7

MINUTE  
STARTER

## START RIGHT 1.5 – TEAM BUILDING

# Goal Tending

### OBJECTIVES

#### STEP 1 | LEARN (5 MINUTES)

Students will view Start Right Presentation 1.5 - Staff Structure to understand how their staff structure echoes the real-world of business.

#### STEP 2 | PRACTICE (25 MINUTES)

Students will be divided into small groups based on the Interest Survey they completed for Start Right 1.3 and your staff structure.

Using Start Right Activity 1.5 - Book Critique, students will work in small groups to evaluate last year's yearbook and develop goals for this year's yearbook.

**Note:** These should be goals to improve the book, not goals aimed at improving the staff or individuals.

If you do not have extra copies of last year's book, use a previous book or a book from another school.

#### STEP 3 | USE (10 MINUTES)

Students will create goals for themselves and for the staff using Start Right Activity 1.5 - Goal Tending. This exercise may serve as an exit ticket assessment.

**To do:** Editor or adviser should create a Page Ladder (1–5 hrs).

- » Reference last year's yearbook. Page topics usually stay the same from year to year.
- » Yearbook Avenue has the ability to flow last year's ladder onto this year's ladder, but you should still expect to spend some time refining it.
- » Create a paper ladder to hang on the wall AND complete the ladder online on Yearbook Avenue.
- » Deadlines are easiest to meet if topics are covered chronologically, which may require rearranging pages from what has been done in the past.
- » Use the colored sticky notes included in your yearbook kit to organize content on your ladder. Each deadline should be assigned a different colored sticky note.
- » Pages to not need to be submitted in numerical order, but facing pages, or double page spreads, should be submitted in the same deadline.
- » Reference school activities calendar, page deadlines (viewable on the Yearbook Avenue homepage no later than mid-August) and last year's yearbook as you create your ladder. Page topics usually stay the same from year to year.



### 21ST CENTURY SKILLS

In this lesson, students think critically about how their staff structure echoes real-world corporate structure. They also collaborate to critique last year's book and make goals for themselves.



### 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.SL.9-12.1, CCRA.SL.1

Participate effectively in a range of collaborative discussions.

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

Present information, findings and supporting evidence.

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

Produce clear and coherent writing that is appropriately organized.

#### 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.

**1C:** Use models and simulations to explore complex systems.

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

**4D:** Use multiple processes to explore alternative solutions.

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

*Jostens*

# Book Critique

Working in small groups, page through last year's yearbook to generate as many strengths and weaknesses as possible. This is time for objective critical thinking about the book. It is not a personal statement about last year's staff.

Coverage:		<b>Especially important for staffs who are aiming for a national rating or award:</b>
Strengths	Weaknesses	
		<ul style="list-style-type: none"> <li>» Does the coverage capture the major activities and events of the year as well as reflect the lifestyles and routines of readers?</li> <li>» Does coverage offer something for everyone — new ideas, fresh content?</li> <li>» Does coverage include student life, academics, organizations, sports and people as well as any specialized areas?</li> <li>» Does the book have an index that covers individuals, groups and subject areas?</li> </ul>

Layout and Design:		<b>Especially important for staffs who are aiming for a national rating or award:</b>
Strengths	Weaknesses	
		<ul style="list-style-type: none"> <li>» Do spreads have a dominant element like a photo or group of photos that serves as the focal point?</li> <li>» Do the headline and story copy function as a unit? Have captions been placed logically with the photos they identify and describe?</li> <li>» Have white space and graphics been planned effectively to enhance content rather than to distract from it?</li> <li>» Is layout organized logically, with unrelated topics separated by expanded space and related photos and information grouped with tight spacing?</li> </ul>

Writing:		<b>Especially important for staffs who are aiming for a national rating or award:</b>
Strengths	Weaknesses	
		<ul style="list-style-type: none"> <li>» Is all headline, story and caption copy the obvious result of fact/figure/feeling reporting that goes beyond what readers already know?</li> <li>» Are all headlines attention-grabbing and well-written with careful attention to word choice? Are they written primarily in present tense with active voice?</li> <li>» Does the combination of stories and captions on each spread combine to provide information and insights specific enough to capture the essence of the activity or event?</li> <li>» Are the 5Ws and H answered in every story and caption?</li> </ul>

# Book Critique (cont.)

Theme Development:	
Strengths	Weaknesses

**Especially important for staffs who are aiming for a national rating or award:**

- » Do the cover and endsheets give the yearbook a unique personality and unifying concept — different from past years?
- » Do the opening section, dividers and closing section contain thematic content and validate the theme idea in words, pictures and designs?
- » Is the design of all the theme elements (cover, endsheets, opening, dividers, closing) visually cohesive through the use of content and design/graphic tools?
- » Does the total package communicate, personalize and unify the book and the story of the year?

Photography:	
Strengths	Weaknesses

**Especially important for staffs who are aiming for a national rating or award:**

- » Do pictures and words capture actions and reactions?
- » Are all photos high quality (high resolution, focused, use Rule of Thirds)?
- » Is each photo credited?
- » Is there a variety of photos, some including groups of students, others including only one?
- » Does each photo tell a story and add to the cohesive look on the spread?

Relevance to Student Lives: (does it cover events, ideas, topics that teens enjoy?)	
Strengths	Weaknesses

**Especially important for staffs who are aiming for a national rating or award:**

- » Is the coverage of events different than in previous years?
- » Are the topics trendy and interesting to your current student body?
- » Is the look of the book appealing to your current student body?
- » Are the 5Ws and H answered in every story and caption?

# Goal Tending

Effective leaders have the vision to identify goals and help the team achieve them. Goals should be concise, attainable, generated and understood by the entire group.

## **Sample goal:**

To increase readership and to more accurately represent our school, we want to include more students in the yearbook this year.

Objectives are smaller goals that help you achieve the big goal.

## **Sample objectives:**

Track students photographed and quoted and seek out those who haven't been included.

Add quote boxes to the design of each section.

Increase the number of photos on the average spread to 20.

To demonstrate your knowledge of goals and objectives, generate a realistic yearbook related goal and objective for yourself. Think about what you've learned this week and consider the goals of yearbook as a class and how it will prepare you for the future. This goal and objective should be aimed at improving yourself, not the book.

Also, conceive a goal and objective that you believe would be realistic for your entire staff. This goal should be aimed at improving staff, not the book or yourself.

## **Personal Goal:**

» Objectives:

## **Staff Goal:**

» Objectives: