Mini-yearbooks

Project Overview

A yearbook, or annual, is frequently used to record, commemorate, and highlight a school year. At most institutions, student teams publish yearbooks. Some countries and organizations also publish yearbooks as annual summary reports. In this project, students form teams to develop and create a yearbook. The students create templates of several double-page layouts and create reusable graphics and illustrations to implement thematic and design consistency throughout the yearbook.

Student product: Mini-yearbook

Note: Portions of this project align to the Adobe Certified Associate objectives. Within the instruction steps and technical guides, the specific learning objectives for the exam(s) are referenced with the following format: [1.1]

Project Objectives

The objectives for this project are met by using all of the associated activities along with the specific project guidelines.

Project management skills

- Assigning and managing roles
- Creating and managing a production plan
- Creating a style guide

Design skills

- Designing and creating double-page layout spreads
- Bleeding photos across pages
- Gathering or creating reusable graphics and illustrations
- Designing and creating reusable page treatments
- Designing and creating thematically linked pages
- Designing and creating backdrops for photo pages
- Designing for multiple devices and outputs

Research and communication skills

- Communicating to peers, instructors, and the community
- Researching and investigating yearbooks
- Researching and gathering information on school activities
- Planning and selecting what information is important
- Planning and conducting focus groups
- Completing a review and redesign cycle
- Presenting a yearbook and reflection

Technical Skills

InDesign

- Creating master pages
- Converting text to outline
- Using the Paste Into command
- Designing facing-page spreads
- Bleeding photos
- Working with the gutter
- Combining multiple files
- Using books
- Creating tables of content and indexes
- Applying stroke, scale, and skew to text
- Using sections
- Using object styles
- Using alternate layouts
- Using liquid layouts

Project Activities

- *Activity:* Planning design projects
- *Activity:* Design comps
- *Activity:* Peer review
- *Activity:* Conducting focus groups
- *Activity:* Publishing with InDesign
- *Activity:* Presenting design projects

Background preparation resources

Technical and content information

Keywords

ISTE NETS*S Standards for Students

Adobe Certified Associate objectives

Project Steps

1. Introduce students to the goals of the project:
   - Create a small yearbook.
   - Build a yearbook, using templates.
   - Prepare yearbook for print production.
   - Prepare yearbook for EPUB display.

2. Show the class examples of yearbooks, including EPUB or online yearbooks. Specifically focus on double-page layout spreads and thematic ways to integrate content by using illustrations, templates, imagery, and so on. Additionally, discuss how themes are often used to unite the yearbook elements from the opening cover to the closing pages.

   Note: If necessary, review the *Design principles* activity.

3. For each example, discuss its purpose and its audience. Also discuss the elements of a yearbook. Some items to include are:
   - Cover
   - Theme
   - Double-page spreads
   - Ads
   - Index
   - Eyeline
   - Body copy
   - Headlines
   - Captions
   - Photos (dominant, supporting, bleed, etc.)
   - Graphics and illustrations
   - Page numbering

4. Discuss yearbook production terminology. Some items to include are:
   - Opening and closing: First and last spread pages introduce and conclude the theme.
   - Title page: First page of the yearbook; should include yearbook and school names and all relevant contact information.
   - Signature: Sixteen-page section of the book, made up of two sides of the page. The signatures are folded, stitched, and trimmed and then collated to make the yearbook.
   - Flat: Eight-page section of the book. For instance, one flat of the first signature of the yearbook is pages 1, 4–5, 8–9, 12–13, and 16; the other flat is pages 2–3, 6–7, 10–11, and 14–15.
   - Spread: Side-by-side or facing pages in the yearbook; for instance, pages 2–3, 4–5, 6–7, and so on.
   - Ladder: Page-by-page plan of the yearbook, planned in flats and signatures.
   - Gutter: Vertical space where the two pages of a spread meet.
   - Internal margin: Space between elements on a page

Note: Explain how color is purchased in flats and signatures and the way it impacts the cost of a yearbook. For instance, if they purchase 1-16 (one signature) and then put color on the facing page to 16 (page 17) then they will be billed for another full flat of color.

5. Introduce the project by explaining the suggested guidelines for the yearbook. Guidelines might include:
    - Length is 15 to 20 pages.
    - Incorporate various yearbook elements, especially theme, discussed earlier.
    - Table of contents
    - Two to four distinct page layout templates used throughout the yearbook.
    - At least one double-page layout spread.
    - Three to four sections (for instance, select one class, one academic, one sport, and one extracurricular activity to feature; select one to two "fun" sections such as candid photos or superlatives).
    - Sustainable design: Be sensitive to the environmental impact of your design and make an effort to comply with economic, social, and environmental sustainability principles.
    - Print and electronic versions of the yearbook. Note that the electronic version may require a different page size depending on the target-viewing device.

6. Form student teams of two or three people. Where possible, mix members with different strengths, such as visual design or technical skill. Discuss the concept of working as a team and roles in yearbook production. [1.3, 1.3, 1.3] Some roles to cover include:
    - Editors
    - Writers
    - Art directors
    - Photographers
    - Designers

    Note: Explain to students that they are responsible for managing the tasks that fall under their assigned role; however, all students will do work across the roles. Because this is a class simulation, students will use the roles to help them efficiently manage the project. You can combine or split roles as necessary to accommodate the number of members on a team. If necessary, review the *Introduction to project planning, project management and teamwork* activity.

7. Allow teams time to assign roles for task managers and brainstorm the theme and goals for the yearbook.

8. Explain that because yearbooks are created multiple times, streamlining the production process would be helpful. Discuss the advantages of the following:
    - Creating and working with reusable assets (page layout elements, images, graphics, illustrations, etc.).
    - Creating and implementing a style guide with lists of fonts, colors, heading styles, and so on for their mini-yearbook (this is especially helpful for consistency and in passing knowledge on to new workers).
    - Creating and using templates for their mini-yearbook.

9. *Activity:* Planning design projects
    (Suggested time: 100-150 minutes)

    ACA Exam Objectives: 1.6, 2.6, 1.3, 1.4, 1.4, 2.6, 1.5, 1.6, 1.3, 1.4, 1.3, 1.4

Follow these steps to utilize this activity for this project:

a. Use this activity to teach students how to create a project plan while managing projects.

b. Allow teams time to create a project plan for their yearbook that includes number of pages, number of sections, content, and number and content of photographs. Ask students to complete the high-level milestones and tasks knowing they will add details once designs are finalized. Remind students to plan for contingencies when setting due dates.

10. In addition to the project plan, discuss a yearbook ladder—yearbook terminology for a page-by-page plan for the book. The ladder is an organizational device that helps determine the number of pages in a book and the content for each page and can become the blueprint for the yearbook. A ladder includes the number of pages for:

    • Opening theme
    • People section
    • Sports section
    • Ads
    • Index
    • Color pages

    Note: If you choose to have your students create a ladder, review the background resources section for specific guidelines for creating a ladder.

11. *Activity:* Design comps
    (Suggested time: 50 minutes)

    ACA Exam Objectives: 1.6, 1.3, 3.2, 1.5, 1.3, 1.3

Follow these steps to utilize this activity for this project:

a. Use this activity to introduce the concept of a design comp and how they are used to create and present multiple design ideas.

b. Allow teams time to sketch page layout designs on paper of their yearbook sections. Explain that they should provide descriptive words of the theme and page layout and make a note of any design aspects that will be exclusive to the electronic version of the yearbook.

c. Within each team, ask students to approve two possible designs for yearbook sections. Using Photoshop, ask students to create design comps for each section to test with peers.

Follow these steps to utilize this activity for this project:

a. Use the guidelines in this activity to discuss with your students how to participate in peer review by communicating information and listening and providing feedback.

b. Pair student teams and have them conduct a peer review of each team's design comps and theme. Then allow teams time to incorporate feedback to have one approved design for each section

13. Based on their approved designs, explain that each group should create a prototype in InDesign of 3–5 pages of their yearbook to be used in a focus group of their peers to obtain feedback from their potential yearbook customers.

   Note: If necessary, review the following activities to help your students build their prototypes:

   • *Activity:* How to create layouts in InDesign

   • *Activity:* How to work with text and styles

   • *Activity:* Using templates and reusable assets in InDesign

Follow these steps to utilize this activity for this project:

a. Use this activity to introduce the purpose of a focus group and general tips for conducting one in order for students to inform and improve their designs.

b. Ask each group do the following:

   • Prepare questions for the focus group.

   • Organize a focus group of their peers.

   • Use their prototypes to obtain feedback from their potential yearbook customers.

   • Take notes during the focus group.

c. Instruct students to make any necessary redesign changes to the yearbook page layout, according to the focus group feedback, and settle on their final page layout designs.

   Note: Ask students to revisit project plans and check in with you to provide progress reports during this process, adjusting content or milestones based on the challenges they encounter.

15. As student teams prepare to create a page layout design in InDesign, explain that they should also consider how their designs will work for an electronic version of the yearbook and consider adding interactive assets that take advantage of the electronic format. If necessary, review the *Creating interactive documents by using InDesign* activity. [4.7]

16. According to the project plan and each team member's role, allow students time to gather and prepare image and graphic elements for their yearbooks. Students should use Photoshop and Illustrator to create any required assets.

17. Allow each team time to build and finalize their yearbook according to their project plan. Remind students to reassess their project plans to be sure they are still on track, meeting with you to provide regular updates. Remind students to conduct review and redesign before they finalize their yearbook.

18. *Activity:* Publishing in InDesign   ACA Exam Objectives: 2.1, 3.5, 4.1, 5.1, 5.2
    (Suggested time: 50-100 minutes)

Follow these steps to utilize this activity for this project:

a. Use this activity to introduce publishing and exporting page layouts from InDesign. Demonstrate how to prepare page layouts for print and multiscreen devices and how to use adaptive layouts for viewing on different devices.

b. Ask students to consider the form factors of devices that viewers will use to view their mini-yearbook. Explain that targeting multiple devices may require alterations to the design of the mini-yearbook. Allow each team time to adapt their page layouts for an electronic version of the yearbook.

c. When all yearbook elements are finalized and delivered, prepare the final yearbook for the printer in flats and signatures. Prepare the final yearbook for electronic delivery by exporting to an EPUB format.

d. For the print yearbook, help students print and bind their yearbooks if resources allow. For the electronic yearbook, help students publish their EPUB yearbook for an EPUB reader like Adobe Digital Editions.

19. *Activity:* Presenting design projects   ACA Exam Objectives: 2.6, 1.4, 2.6, 1.6, 1.4, 1.4
    (Suggested time: 50-100 minutes)

Follow these steps to utilize this activity for this project:

a. Use this activity to teach your students how to present their work to an audience.

b. Instruct each team to create a presentation of their final yearbook, explaining the design principles they employed throughout the process, the experience of working as a team, tracking project milestones, and what they learned through the focus group and review and redesign cycle.

Extension Activities

You can extend the project in the following ways:

- *Marketing and sales plan*: To help students continue to learn about yearbook production, have them take the next steps: planning how to sell advertisements and how to market and sell the yearbook.
- *Yearbook business*: Ask students to investigate the business of making yearbooks to understand the roles and opportunities available in this field. You might have them research and create a report on the structure of the business and the types of opportunities that exist for individuals
- *Real-world experience*: Ask your school's yearbook coordinator to speak to the class about the production and costs of producing a full-length yearbook. Ask the yearbook coordinator to be a part of the review and redesign cycle of the mini-yearbooks.
- *Yearbook Digital Publishing Suite application*: If resources allow, your students can use the Adobe Digital Publishing Suite to generate a tablet application from the InDesign page layout. Consider adding interactive elements like videos, animations, and other rich media that take advantage of the tablet's touch interface.

Assessment

This is a high level view of what student should create during this project. Refer to the assessment rubrics in each activity for more detailed/specific assessment rubrics for each part of the project.

	0 – Does not meet expectations	3 – Meets expectations	5 – Exceeds expectations
Brainstorm	Absent or incomplete.	Identified theme and goals of yearbook. Assigned roles and responsibilities and provided descriptive words and sketch of page layout ideas.	Identified theme and goals of yearbook. Assigned roles and responsibilities and provided descriptive words and sketch of page layout ideas with clear purpose and goal.
Yearbook – content	Absent or incomplete.	Yearbook's theme and goals are for multiple student audiences. Yearbook is 15–20 pages and incorporates yearbook elements (cover, photos, captions, headlines, and so on). Yearbook properly applies copyright and fair use guidelines. Yearbook's content is written for 3–4 different sections.	Yearbook has an original and compelling theme and goals that are evident from the opening to closing pages. The yearbook is 15–20 pages and incorporates appropriate yearbook elements (cover, photos, captions, headlines, and so on). Yearbook properly applies copyright and fair use guidelines. Yearbook's content is well-written, copyedited, and covers 3–4 different sections.

Yearbook – design	Absent or incomplete.	Yearbook utilizes 2–4 page layout templates with at least one double-spread page layout. Yearbook employs consistent design and typography. Yearbook is prepared in flats and signatures for a professional printer. Yearbook is prepared for electronic delivery by exporting to an EPUB format.	Yearbook utilizes 2–4 page layout templates with at least one double-spread page layout. Team hands in yearbook ladder and InDesign book showcasing master pages, styles, and so on. Yearbook employs clear, consistent, and appropriate design and typography. Yearbook is prepared in flats and signatures as PDF files for a professional printer. Yearbook is prepared for electronic delivery by exporting to EPUB format.
Teamwork	Absent or incomplete.	Student collaborates with other students as required to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Sometimes consults with other team members on major project decisions but makes minimal effort to help others build skills. Teams plan and manage multiple steps to ensure delivery to client and approval for design comps, content, and a final product.	Student collaborates freely with other students to provide feedback or assistance. Fulfills assigned team roles and contributes equally to project work. Consults with other team members on major project decisions and voluntarily helps others build skills to complete the project. Teams efficiently and effectively collaborate and interact with peers, experts, and others to create design comps and final newsletter. Teams efficiently and effectively plan and manage multiple steps to ensure delivery to client and approval for design comps, content, and a final product.
Time management	Unable to manage time.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.

Background preparation resources

- To view video tutorials aligned with the skills required to complete this project, visit Adobe TV: http://tv.adobe.com.
- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: http://edex.adobe.com/
- For an overview of the interface and for more information on the technical aspects of *Adobe Photoshop,* see *Photoshop* Help.
- For an overview of the interface and for more information on the technical aspects of *Adobe Illustrator,* see *Illustrator* Help.
- For an overview of the interface and for more information on the technical aspects of *Adobe InDesign,* see *InDesign* Help.

Yearbooks

- Article on how to plan a school yearbook: www.ehow.com/how_2205627_plan-incredible-school-yearbook.html
- How to organize a yearbook and create a ladder, a yearbook term for documenting the yearbook's content page by page: www.associatedcontent.com/article/2105311/organizing_the_high_school_yearbook.html
- Example of how a theme was used throughout a yearbook: www.yearbooks.biz/?event=FAQ.Detail&category=12&faq=157.
- Examples and design ideas for yearbooks based on categories: www.yearbooks.biz/?event=Showcase.Main.
- Yearbook design tips for page layout and photographs: http://expressly-yours.net/yearbook_design/how_to.php.

Keywords

- flat
- gutter
- internal margin
- ladder

- spread
- signature
- title page

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation

   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

   a. apply existing knowledge to generate new ideas, products, or processes.

   b. create original works as a means of personal or group expression.

   d. identify trends and forecast possibilities.

2. Communication and Collaboration

   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Retrieval

   Students apply digital tools to gather, evaluate, and use information. Students:

   a. plan strategies to guide inquiry.

   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks

4. Critical Thinking and Problem Solving

   Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

   a. identify and define authentic problems and significant questions for investigation.

   b. plan and manage activities to develop a solution or complete a project.

   d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

   a. advocate and practice safe, legal, and responsible use of information and technology.

   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

   c. demonstrate personal responsibility for lifelong learning.

6. Technology Operations and Concepts

    Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

    a. understand and use technology systems.
    b. select and use applications effectively and productively.
    d. transfer current knowledge to learning of new technologies.

Adobe Certified Associate Exam Objectives

Adobe Certified Associate, Web Authoring objectives

1.1 Identify the purpose, audience, and audience needs for a website.

1.6 Understand project management tasks and responsibilities.

2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Visual Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing image(s).

1.3 Demonstrate knowledge of project management tasks and responsibilities.

1.4 Communicate with others (such as peers and clients) about design plans.

3.2 Demonstrate knowledge of layers and masks.

Adobe Certified Associate, Video Communication objectives

1.1 Identify the purpose, audience, and audience needs for preparing video.

1.4 Demonstrate knowledge of the production planning and management process.

2.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Interactive Media Communication objectives

1.1 Identify the purpose, audience, and audience needs for interactive media content.

1.5 Understand project management tasks and responsibilities.

1.6 Communicate with others (such as peers and clients) about design and content plans.

Adobe Certified Associate, Graphic Design & Illustration objectives

1.1 Identify the purpose, audience, and audience needs for preparing graphics.

1.3 Demonstrate knowledge of project management tasks and responsibilities.

1.4 Communicate with others (such as peers and clients) about design plans.

Adobe Certified Associate, Print & Digital Media Publication objectives

1.1 Identify the purpose, audience, and audience needs for preparing page layouts.

1.3 Demonstrate knowledge of project management tasks and responsibilities.

1.4 Communicate with others (such as peers and clients) about design plans.

2.1 Demonstrate knowledge of the appropriate properties of page layouts for print, web and digital publishing.

3.5 Demonstrate knowledge of exporting, packaging, saving, and organizing files.

4.1 Demonstrate knowledge of how to create multiple-page documents.

5.1 Demonstrate knowledge of how to prepare page layouts for publishing to print.

5.2 Demonstrate knowledge of how to prepare page layouts for export to multiscreen devices.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: http://edex.adobe.com/.