

1 About this unit

Software: Microsoft Publisher™ / Adobe InDesign / Scribus, Microsoft Word® / Google Docs Documents / other word processor, Picasa™ / GIMP, Adobe Acrobat

Outcome: School magazine or class yearbook

Introduction

Your school probably produces a newsletter on a regular basis, but do you also produce a school magazine? Your Year 6 class might enjoy working together to produce a yearbook to keep as a memento of their last year, or even their time together as a class at the school. Desktop publishing (DTP) software makes it easy to create high quality publications 'in-house', combining text, graphics and photographs in a creatively designed format.

Assessment

This unit covers AF1 and AF3. For a more detailed analysis of the assessment focuses addressed and suggestions for progression, please see page 46.

Curriculum and Framework links

Primary Framework

- › Literacy: Non-fiction – Biography and autobiography

ICT PoS

- › Finding things out (1a, b)
- › Exchanging and sharing information (3b)
- › Reviewing, modifying and evaluating work as it progresses (4a)

Suggested subject links

- › Numeracy: This unit requires careful project management skills, and children will have to allocate limited page space.
- › Art and design: Children will make use of images and graphic design in illustrating articles and setting up their pages.
- › PHSE: The yearbook / magazine provides an excellent opportunity for children to celebrate their own and others' success.
- › History: Children produce an artefact that will be of interest to future historians.
- › Each subject of the curriculum can have its own spread, allowing the children to celebrate achievement across all areas of the curriculum.

Every Child Matters

- › Make a positive contribution.
- › Enjoy and achieve

Learning expectations

Working collaboratively, children research, write and design sections for a school magazine or class yearbook. These are then edited together to produce the finished document.

By the end of this unit, children will have achieved the following learning objectives:

- › To develop skills in writing for an audience using a word processor
- › To develop skills in taking, selecting and manipulating photographs
- › To develop page design skills, including typography and page layout
- › To develop document production skills, including editing, sub-editing, reviewing and document design
- › To develop their understanding of project management
- › To develop their capacity to work collaboratively in an extended team

Variations to try

- › A well-maintained digital archive and / or portfolios of work would allow the class to create a book recording the whole of their time at the school.
- › If the school does not have an annual magazine, then this would be a highly suitable alternative to the yearbook theme.
- › While the school's official prospectus has content determined by regulations, this might be supplemented by a less formal, alternative prospectus written from the children's own perspective.
- › Alternatively, the magazine might document many aspects of learning within a specific area of the curriculum such as science, or design and technology.

2 Getting ready

Things to do

- Read the *Core* section of *Running the task* on pages 44–45.
- Decide what software you would like to use.
- Look at software tutorials.
Publisher™: <http://office.microsoft.com/en-us/publisher-help/basic-tasks-in-publisher-2010-HA101830007.aspx?CTT=5&origin=HA010370236>.
Reviewing in Acrobat: <http://tv.adobe.com/watch/acrobat-tips-and-tricks/document-collaboration-using-shared-reviews/>.
- Spend 60 minutes familiarising yourself with the software / tools that are most accessible / appropriate for use with your class.
- Read the *Extensions* section of *Running the task* on pages 44–45. Do you want to use any of the extras provided?
- Decide on a particular focus for the magazine (such as the yearbook, one of the ideas suggested in *Variations to try* or another idea of your own).
- Decide on the target audience for the magazine, such as the children themselves, their parents, prospective parents or future generations.
- Brief your colleagues on the project, liaising with subject coordinators, other class teachers and extra-curricular coordinators on ideas for particular pages. You may wish to invite the headteacher to write an introductory editorial.
- Identify appropriate guidelines for the project, addressing questions about how formal the style of writing should be and the place for children's own perspectives rather than more general reporting.

Things you need

- Book the laptop trolley or ICT suite, if necessary.
- Book or borrow digital cameras and / or scanners and voice recorders for interviews.
- Children may wish to use paper and pencil for notes and page / spread design.
- Collect examples of magazines from which children may take inspiration.

Think about ...

- The multi-role nature of the production team here should ensure that all children can make a valuable contribution to the shared project.
- EAL children may wish to contribute content in their home language, with a translation perhaps supplied for English language readers.



e-safety

- Follow school policy in using or taking photographs of children.
- Care should be taken in relation to children's identity here, especially if a digital copy of the publication is to be made available outside the school's own community. It is suggested that children's surnames are not used and that all content presents individuals in a wholly positive light. If using the yearbook format, children should be encouraged to focus on their recollections of learning, visits and events rather than commenting on other children or friendships.
- If children use stock photos or graphics sourced from the Web, they should respect copyright and observe any conditions imposed.
- Similarly, if using the school magazine format, children should ensure they have permission from any children whose work they include; school policy may require parental consent to be obtained.

Useful links

Before you start, you might want to refer to these weblinks:

- www.magforum.com/index.htm provides some insights into magazine design.
- www.smashingmagazine.com/.
- http://desktoppub.about.com/od/desktoppublishing/u/Tasks_and_Techniques.htm.
- Scribus: www.scribus.net/canvas/Scribus.

3 Running the task - We are publishers

Software: Microsoft Publisher™ / Adobe InDesign / Scribus, Microsoft Word® / Google Docs Documents / other word processor, Picasa™ / GIMP, Adobe Acrobat
Outcome: School magazine or class yearbook

Core



Step 1

- Brief the children on the project and discuss the intended audience. Provide an opportunity for a free, brainstorming discussion of how the project might be tackled. Establish clear deadlines for project milestones.
- Using the IWB and / or making use of mindmapping software, discuss how the publication should be structured.
- Discuss editorial guidelines, facilitating a discussion of these with the children.
- Assign roles to individuals or pairs, or allow the children to choose these for themselves through negotiation.
- Provide time for the children to plan content and layout for their page or spread.



Step 2

- The children should start to assemble the content for their page or spread, taking care to proofread this at the point of entry.
- The children should type up any handwritten work they wish to include.
- Artwork and drawings should be scanned or photographed, with further editing using GIMP or other editing software if necessary.
- The children may also wish to explore any shared collections of photographs for any they wish to include. Software such as Picasa™ or a web-based image gallery would facilitate this. The children should aim not to use images used elsewhere in the magazine, if possible.
- Some original content will need to be written specifically for the publication, with the children perhaps using this as an opportunity to reflect on their time in the class or the school, keeping the intended audience in mind.



Step 3

- Provide an opportunity for the children to look through example magazines (perhaps including some that they supply), identifying principles of effective design.

Extensions

- You may wish to make use of project management software such as Huddle, Project.net or endeavour to help track progress on a large shared project such as this.
- Alternatively, children might make use of simple task management applications, such as that available in Gmail or Microsoft Outlook®.

- The children might also draw on any ICT-based work they have created over their time at school, assuming this is still available to them.
- Using web-based tools such as those on the school's learning platform or Google Docs and Picasa™ would facilitate collaboration on this stage of the project.

- Some children may wish to take charge of creating a design template or style sheet for pages.
- Some children will need to work on document-level elements such as covers and contents pages at this and subsequent steps.

- Brainstorm ideas for page layout with the class, discussing the extent to which the magazine needs to have a consistent style or whether each page or spread will have a unique design of its own.
- Demonstrate how the children should get started with Publisher™, including the use of style definitions to provide consistency within a document. You may also wish to demonstrate more advanced capabilities such as layering and text wrap.
- The children should start to assemble their pages or spreads, thinking carefully about the overall layout and applying principles discussed earlier in this step.



Step 4

- The children should make use of the spelling- and grammar-checking tools available.
- The children should invite one or two others to carefully review their pages, checking for any spelling or grammar errors, but also looking critically at page design, content and suitability for the intended audience.
- A small team of children, working with your support and guidance, should assemble a first draft of the complete magazine. Other children might use this time to work on alternative cover designs for the magazine.
- Produce a PDF of the draft magazine, ensuring that reviewing is enabled.

- An alternative here is for the children to work in small groups to each assemble a draft of the magazine, producing several versions, each perhaps having its own style while retaining identical content.
- It may be useful for children to have feedback from other teachers and representatives of their target audience at this stage.



Step 5

- Using Acrobat Reader, the children should carefully read through the draft magazine, highlighting any errors, providing positive feedback and making suggestions for any changes.
- Original authors should review the collated feedback on their page(s), making any changes necessary.
- A team of children working under your direction should combine revised pages into a single document, which should be produced as a PDF or hard copy for final review. Other children might use this time to finalise their ideas for cover designs, with this element being the final part of the magazine to be added.
- Once no further changes are needed, produce a hard copy of the final magazine together with a PDF, and arrange for one or other of these to be distributed.
- A final plenary would provide an opportunity for children to reflect on what they have learned and on the experience of working collaboratively on a large project such as this. They may wish to refer to the self-assessment prompts on the Pupil Task Cards.

- A local printer might be approached to provide an estimate for printing the magazine, which might well be lower than the total cost of printing in-house for equivalent quality.
- Printing costs of the magazine might be offset by the inclusion of relevant advertising: some children may wish to explore this option with your support.
- Print on demand services such as Lulu.com (www.lulu.com/publish/yearbooks/?cid=nav_ybk) would allow parents or others to obtain a hard copy at low cost if a PDF is made available. A copy of the magazine could be made available online, and perhaps supplied to the British Library for posterity.

4 Assessment guidance

Use the text below to relate the ICT skills children demonstrate to the assessment focuses and National Curriculum levels.

AF1 Planning, developing and evaluating your work

AF3 Finding, using and communicating information

Children working at LEVEL 3 should be able to:

- › Plan how they will use ICT to create their pages or spread
- › Comment on the success of their page(s)
- › Refine and develop their page(s) using DTP and other software to make changes
- › Describe how they used ICT to produce their page(s) and how it can be used for similar tasks beyond school
- › Identify and select appropriate media
- › Present information using both text and images
- › Use digital communication to exchange ideas on their own page(s) and those of others
- › Identify how to be responsible in their use of text and images

Children working at LEVEL 4 should be able to:

- › Plan and implement their page design, combining and refining different media
- › Evaluate the quality and success of their page(s) for their intended audience
- › Explain some of the differences between how DTP was used in the project and how it would be used outside school, e.g. in a business
- › Use appropriate criteria to find relevant media, checking its quality and usefulness
- › Present information in a form suited to its purpose
- › Use ICT to communicate and collaborate
- › Identify some potential risks to themselves and others and act to minimise these

Children working at LEVEL 5 should be able to:

- › Plan and develop structured solutions to problems that use DTP in combination with other software
- › Devise and use criteria to evaluate the quality of their page(s), for their intended audience, identifying improvements and refining their work
- › Identify the benefits and limitations of DTP, both inside and outside school
- › Take account of quality and potential bias when selecting media for inclusion
- › Present information in a form suited to the specific purpose and intended audience
- › Use ICT safely and responsibly

Progression

See *Taking it further* on page 47 for suggestions of how your children may progress further.

5 Taking it further

When you've finished, you might want to extend the project in the following ways.

- The children might wish to extend their DTP skills to other items, such as letterhead or posters.
- Explore possibilities for collaborative review, perhaps using Acrobat, to other texts including published work or further examples of the children's own writing.
- Make use of content from the yearbook or magazine in a school presentation evening or a leavers' assembly.
- The children might make use of their copy of the yearbook to collect autographs from their classmates and / or teachers.
- The children may wish to explore alternative ways of using the magazine content, such as a podcast or video version, or a version for the Web.

6 Cross-curricular ideas

Practical suggestions to bring this unit alive in the classroom.

Classroom ideas

- Media sourced for the yearbook or magazine could also provide content for an interesting display.
- Draft covers for the magazine would also make an effective display.
- Similarly, annotated examples of published magazines used for inspiration could be effective and thought provoking.
- Magazine content might form the basis for drama in an assembly.

Weblinks

- Commercial alternatives to the in-house approach suggested above are available, and might provide inspiration. See <http://allyearbooks.co.uk/primary> and www.school-yearbooks.co.uk/ for yearbooks; www.schoolmagazinecompany.co.uk/ for school magazines; and www.schoolprospectus.info/ for school prospectuses.
- Wikipedia at <http://en.wikipedia.org/wiki/Yearbook> provides a good introduction to the genre.

Visits

- It is likely that some content for the yearbook or magazine will be based on educational visits undertaken by the class(es).
- A visit to a local newspaper (or a publishing house) would add context to a project such as this and might generate some positive publicity for the school.
- Similarly, inviting a local journalist, writer, author, editor or publisher in to the school to talk about their work would help deepen the children's understanding of the project and the use of ICT in similar tasks beyond school.

Books

- Losowsky, A. (2007). *We Love Magazines illustrated edition*. Die Gestalten Verlag.
- McCarter, J. and Mabin, J.S. (2008). *Microsoft Office Publisher 2007 For Dummies*. John Wiley and Sons.
- Moser, H. (2007). *The Art Directors' Handbook of Professional Magazine Design: Classic Techniques and Inspirational Approaches 2nd Edition*. Thames and Hudson.
- Rothstein, J. (2008). *Designing Magazines: Inside Periodical Design, Redesign, and Branding*. Allworth Press.
- White, J.V. (2003). *Editing by Design: For Designers, Art Directors, and Editors – The Classic Guide to Winning Readers 3rd Edition*. Allworth Press.
- Williams, R. (2008). *The Non-Designer's Design Book 3rd Edition*. Peachpit Press.