

Extended Captions

For one section of their book, the staff from [McLean High School from McLean, VA](#) chose to use extra long captions that were more like mini features. These captions go beyond providing the answers to who, what, where, when and why. They include additional information not apparent by looking at the picture and also include quotes. It's important that the captions are complete enough that they, along with secondary coverage, tell the complete story.



Eat Your Heart Out

1. Dig In In the zone, freshmen Josephine Oakley and Mark Schantz race to achieve first place in the Burritoff. Catered by Chipotle, the Burritoff was one of the most watched games of the week and the most messy challenge. "It was disgusting because I didn't expect him to take such huge bites," Oakley said. Oakley and Schantz did not emerge victorious; the challenge was won by senior Luke McColgan.

2. Waiting For the Signal Hands tied, sophomore Sarah Sinnas, junior Patricia Cole, freshman Taz Ridgely and senior Ahmed Skaljc stand behind their challenge. For the pajama day lunch game, contestants had to find the gum ball in the bowl of whipped cream to blow a bubble. "It was a lot harder than it looked because the gum dissolves really quickly," Ridgely said, "There were multiple bowls and you had to find the bowl that had the gum in it. The gum got stuck everywhere and it was really easy to swallow."

3. Save the Last Dance Sharing smiles, junior Elena Karakozoff, seniors James Duffield, Samer Abdelmoty and Shellie Kaniut dance in their tropical costumes. Although the event was supposed to be won by an underclassman, Abdelmoty ended up Kaniut's partner. "It was special because Shellie and I shared a magical moment during the dance that is indescribable even though her boyfriend was staring me

down the whole time. It was really fun," Abdelmoty said.

4. Last Call Bullhorn in hand, senior Sam Signori grabs the students' attention while senior Theo Erickson blindfolds senior Shellie Kaniut for the Tropical Thursday lunch game. 'Dance With a Senior' allowed an underclassman to share a song with a selected senior. "It felt kind of disconcerting to be up on the stage blindfolded, because I knew they could be teasing me or something since I couldn't see," Kaniut said.

5. Circle of Friends With the crowded lunch room's attention aimed on them, seniors Luke McColgan and Eamon McGoldrick prepare to participate in the traditional Chipotle Burritoff while supportive friends seniors Ahad Gul, John Heberton, Sibylle Miller and Ava Mirzadegan stand around them. The Burritoff was held on Cartoon Wednesday during the homecoming spirit lunch games. "I got a sense of pride and got points for my seniors with the unfortunate event of rice in the nose and sour cream in the hair," McColgan said.

6. Testing, Testing In between lunches, just for fun, seniors Sofie Andreoli and Rachel Brown experiment with a piece of pasta to lift the soda can. Although they did not participate in the Tropical Thursday game, they decided to give it a try and got some helpful tips from the participants. "Strong lips and other muscles around your mouth were required to move the cans," freshman Johnny Choi said.

7. Balancing Act Trying to stay in sync, juniors Jake Huber and Stephanie Noll attempt to win the Tacky Thursday lunch game. In order to win, Noll and Huber had to carry four empty soda cans from table to table with a piece of raw pasta in their mouths. "The activity was actually a lot harder than it looked, Jake and I strategized to keep the noodle taut by staying a certain distance apart," Noll said.

WRITING HEADLINES

Fact Sheet (Page 103 in the student workbook)

Goal: To know the guidelines for writing a headline and secondary headline package

A headline grabs your attention, pulling you into the spread. The secondary headline provides additional information to identify the topic of the spread and to explain the headline. Together, the headline and secondary headline work as a single package.

An Effective Headline Package Meets Four Requirements

1. It identifies the content of the spread.
2. It attracts the readers' attention.
3. It reflects the mood of the spread.
4. It ties into the action of the dominant photo.

To Write an Effective Headline Package

- Read the copy; as you read, write out a list of key words and phrases.
- Describe the action in your dominant photo. Does it match any of the words in your key word list?
- Choose your favorite key words and phrases from your list.
- From your favorites, write a first draft of your main headline. Use literary techniques you learned in English class — alliteration, assonance, onomatopoeia, pun and rhyme — whenever possible.
- Reread your copy. What factual details from your copy will help you write your secondary headline?
- Draft your secondary headline; write a sentence that identifies key information from the spread.
- Pair your headline and secondary headline together. Do they work together? The headline and secondary headline should be similar in tone — both should be playful, serious or informative.
- Edit both components. Eliminate unnecessary words or information. Make sure your verbs are strong and active. Write all headline packages in present tense.

Tools to Help You Write Headlines

- Dictionary
- Idiom Dictionary
- Rhyming Dictionary
- Thesaurus

Consider the Following Examples

While the headlines in each section of the yearbook should have a distinctive look, all should reflect the same attention to detail. Rather than add a meaningless label or trite phrase at the last minute to complete a spread, most successful staffs invest design energy in their headlines as they finalize styles for each section and work on the verbals once copy angles and dominant visuals are available.

The following examples show how strong design and clever headings combine to maximize impact.



AERIE

Brentwood School — Los Angeles, CA

Life of Pi

The US embraces the Pi-Day tradition through a Pi-reciting contest and pie-eating contest

- The headline holds a double meaning. There is a reference to a movie popular at the time as well as the mathematical symbol.
- The different weights and sizes of type indicate the importance of individual words in the headline.
- While the secondary headline explains the contents, it still acts as a teaser, inviting the reader into the coverage.



CAYUSE

Walnut High School — Walnut, CA

That's Sew Me

What started out as a hobby for sophomore Erika Lin turned into a life-changing experience, literally. By donating the profits from selling her handmade key chains, Lin is changing the world.

- The headline is a clever play on words, grabbing the readers' attention and making a strong visual/verbal connection with the content of the story.
- The subhead tells the reader the content of the copy: a personal narrative.



THE HAWK

Pleasant Grove High School — Texarkana, TX

Art Attack

Artists deal with the stress of deadlines, disappearing creativity and contests

- The headline grabs the reader with a clever pun and makes a strong visual-verbal connection with the dominant picture.
- The contrasting fonts and colors help emphasize the most important word.
- The secondary headline explains the contents of the spread.

Row with the Flow

The girls crew team ergs before the spring season

- The headline uses a play on words, substituting “Row” for “Go,” establishing a strong visual/verbal connection with the dominant photo.
- The secondary headline makes the connection between the headline and the contents on the spread.



THE CLAN
McLean High School — McLean, VA

Take It or Leaf It

Students work hard to keep up with the pace in Floral, Agriculture and Foods

- The headline is a clever play on words.
- The headline establishes a strong visual/verbal connection with the dominant photo.
- Secondary headline identifies the topic of the spread, three different classes.



RAMPAGES
Casa Roble High School — Orangevale, CA

WRITING HEADLINES

Activity (Page 106 in the student workbook)

Goal: To write a variety of headlines and secondary headlines for a single feature

Materials: Sample yearbooks, index cards or sticky notes, access to a photocopier, paper and writing utensils

Before you meet with the students, choose some sample spreads out of the yearbooks in your classroom. The activity tends to be more effective if you use sample yearbooks provided by your Herff Jones representative rather than your school's previous books because the students are not as familiar with the sample books as they are with their own.

Cover the headlines with index cards or sticky notes, and photocopy the spreads so the students can read the copy but they cannot read the headline and secondary headline package.

After teaching the students the guidelines for writing headlines, distribute the sample spreads. To begin, ask the students to read the copy and write headlines and secondary headlines following the guidelines you've previously taught. As the students become more proficient at writing headlines, you can make the activity more difficult by setting up certain parameters. See the samples below:

- Write a four-word headline; write a one-sentence secondary headline.
- Write a six-word headline; write a two-sentence secondary headline.
- Write a headline that rhymes or uses a sound device such as alliteration or assonance; write a one-sentence secondary headline.
- Write a three-word headline that relates the spread back to the book's theme; write a one-sentence secondary headline.

Peer review is an effective tool with this activity as students can trade spreads, read the copy and evaluate one another's headlines. Ask students to turn in their best headline at the end of the activity.

ACTIVITY

WRITING CAPTIONS

Fact Sheet (Page 107 in the student workbook)

Goal: To know the guidelines for writing an informative caption

Your audience will read the captions in your yearbook more often than they will read the copy. People read the captions because, while “a picture is worth 1,000 words,” they will need at least a couple of sentences to remember the details of a particular scene. In fact, captions have become more like mini features, containing three to five sentences including a quote from one of the subjects pictured. Below are the basic guidelines for writing an informative caption.

The First Sentence

- The first two to five words will be the caption lead-in; these words will grab the readers’ attention and link the photo with the rest of the caption. Some staffs choose, instead, to have independent lead-ins (which are not part of the first sentence but stand alone). Either choice is fine, but one format or the other should be used consistently within a section.
- Write the first sentence in present tense and identify the people and the action of the photograph, answering the 5W’s and H: who, what, where, when, why and how.
- Avoid stating the obvious.
- Avoid starting the sentence with a person’s name.
- If there are more than seven people in the photo, identify only the main participants.

The Second and Any Remaining Sentences

- Write the sentence(s) in past tense to stop the action.
- Provide background information; consider the action before the photo and reactions after the event. Also consider including information not obvious from the photo like the score of the game, the cost of homecoming tickets, how many hours the marching band practiced for a halftime show, the results of a science experiment. Give the reader valuable information not included elsewhere on the spread.
- Interview the people in the photograph to gain their perspective on the moment. Include a quote from one of them when possible.

Bracing himself against an obstruction in his path, Ryan Beckmann, 12, walks blindfolded to perform an experiment for AP Psychology class on Oct. 23. Students tested their sensation of vision by being blindfolded and then writing their name on the board, writing on a piece of paper, walking down the hallway to the lunch room, getting a drink of water and picking up an item off the floor that had been dropped.

- Answers who, what, when, where and why.
- Includes additional information about the experiment in AP Psychology.



CALUMET
Arapahoe High School — Centennial, CO



THE CLAN

McLean High School — McLean, VA

With a scarf over her face, sophomore Tori Poncy prepares to go down a run at Whitetail Ski Resort in Pennsylvania. Poncy went with sophomore Katie Horenstein and met up with sophomores Rose Castle, Connor Cason and Kyle Paul over the break on Sunday, December 30. The group decided to go because the slopes opened the day before. "Whitetail is a lot of fun, and I don't go very much, but when I do, it always gives me a rush. I really wish I went more often. I'd give the whole trip an A," Horenstein said.

- Identifies the person, the action, the time and the place.
- Includes additional details about the ski trip.
- Katie's quote relates to the trip.



THE JOURNEY

Heritage High School — Leesburg, VA

Smart Moves. Sept. 22, 9:06 p.m. Lolita Smart moves along with the beat to "Wobble" while teaching seniors the dance. "I taught myself by watching YouTube and some of the seniors didn't know how to do it," Smart said. "It was exciting to watch my daughter, Breana Smart have a good time at her last homecoming because she's a senior." Smart has always loved to dance. She and Mr. Robert Smart met on the dance floor while attending James Madison University. She had only missed one homecoming dance in four years and always had fun dancing with the students.

- Identifies action as well as naming main person in the group picture.
- Quotations add background to the photo.
- Additional information fills in more details.

Offensive Run. After a fast break, senior Zach Bell protects the ball with his right hand as he goes up for the lay-up. Bell was being pressured by three A.C. Reynolds players on his shot attempt but still managed to score the basket. “The team played well, and it was a very close game all four quarters. I really thought I stepped up in this game and contributed my best effort on the offensive end,” Bell said. The Falcons lost the game, 58-64.

- Answers who and describes action in first sentence.
- Includes the result of the game and names the opponent.
- Quotation describes Zach’s overall impression of the game.



WESTWIND

West Henderson High School — Hendersonville, NC

Sitting down outside the trailers, junior Maddie Zug, senior Daniel Matson and freshman Nate Foss make latkas. Jewish Culture Club members and their friends made latkas, a pancake-type traditional Jewish food, in order to celebrate Hanukkah. “My friend told me the club was making latkas so I thought it would be fun to join. I learned that latkas were usually made around Hanukkah time,” Zug said.

- Identifies the action as well as the people in the photo.
- Includes background information — what a latka is — that is not evident by looking at the picture.
- Maddie’s quote talks about the experience.



TECHNIQUES

Thomas Jefferson High School for Science and Technology — Alexandria, VA

Additional Guidelines for Writing Informative Captions

- Vary the caption lead-ins on a single spread; you don’t want every caption on a spread to begin with an “-ing” word.
- Do not use “gag” or joke captions. They cause a variety of ethical and legal problems.
- Avoid editorializing. Allow the action in the photo and the background information to tell a complete, factual story.
- Set and follow caption standards. If you identify students by grade level, do so consistently. The choice to use independent lead-ins or caption overlines is not a designer’s prerogative, but a section-wide decision.

CAPTION SHUFFLE

Activity (Page 110 in the student workbook)

Goal: To review the guidelines for writing a caption

Goal: To encourage students to start their captions in a variety of ways

ACTIVITY

Setting the Stage

Like *People* magazine, the captions in your yearbook should be small “bytes” that attract attention. Intriguing facts that answer the 5W’s, combined with exceptional photos, will move your reader to devour an entire yearbook spread. Good captions start with great writing habits: in-depth interviewing, selecting informative facts and rewriting the facts so that they link with the entire spread’s content.

Step 1: Review the Rules for Writing a Caption

Print each letter of the word “caption” on an 8" x 11" piece of tag board. Ask for eight volunteers and hand each of them a letter in random order. Have the volunteers arrange their letters into a word. When they’ve formed the word “caption,” define each of the letters and rules that apply to caption writing.

Caption	Every picture must have a caption.
Answer	Captions should always answer the 5W’s. Who? What? Where? When? Why?
Posed	The only posed photos in your yearbooks should be group photos.
Two Sentences	<i>First sentence:</i> The first line should answer all of the 5W’s. <i>Second sentence:</i> This can be a fun fact, quote or background information that provides insight about the event, the photo or the subject that would not be obvious.
Interview	To obtain real facts, interview the people in your photos.
Obvious	Don’t state the obvious. Tell the reader more than what he can see in the picture.
Never	Never write joke captions. They are usually not funny, can be distasteful and may cause hurt feelings as well as lawsuits.

Step 2: Group Writing

For this half of the lesson, post a Who, What, When, Where and Why card on the board. Use old yearbooks and tabloid magazines to provide photos for writing practice. Solicit facts from students with the displayed candid photos while a volunteer writes the abbreviated facts next to the appropriate Who, What, When, Where and Why cards.

Question Each Candid Photo

Who is in this photo? Find the first name, last name, position, title or grade.

What is going on? Look for action words: disguising, observing, extending, etc. Select colorful verbs and show how they must be rewritten in the present tense. Coach students on how to change “disguising” to disguise, “observing” to observe, etc.

Where was this photo taken? Identify or describe the exact location.

When did this event occur? Note the day, month, time, holiday or event.

Why was this photo taken? Did this photo have an outcome: a win, a loss or an award?

Gather The Facts: Example From A Homecoming Dance Photo

Who Homecoming Queen Susie Smith and her date Michael Jones

What Wave to the crowd

Where In the gym

When Oct. 20

Why Beginning the first slow dance of the evening

Merge Facts Into One Sentence by Using Transition Words

Practice merging the facts above into one complete sentence. Explain that transition words (in, at, during, after, while, because, after, eventually) must be used in front of each fact.

Homecoming Queen Susie Smith and her date Michael Jones wave to the crowd in the gym Oct. 20 as they begin the first slow dance of the evening.

Practice the Caption Shuffle

Most captions start with the Who fact. Re-shuffling the facts can create more captivating captions. Practice moving the When card above the Who card and the Where card above the Who, etc.

Starting With WHEN

On October 20, Homecoming Queen Susie Smith and her date Michael Jones wave to the crowd in the gym as they begin the first slow dance of the evening.

Starting With WHERE

In the gym decorated for Homecoming, Queen Susie Smith and her date Michael Jones wave to the crowd as they begin the first slow dance of the evening.

Starting With WHAT

This caption often starts with a gerund (-ing verb) and then has a present tense verb after the subject.

Waving to the crowd, Homecoming Queen Susie Smith and her date Michael Jones begin the first slow dance of the evening in the gym Oct 20.

Starting With WHY

To begin the first slow dance of the evening, Homecoming Queen Susie Smith and her date Michael Jones wave to the crowd in the gym on Oct. 20.

Extend the Practice

1. Cut out examples in the newspaper and discuss which fact was used to start the caption.
2. Post candid photos on the wall. Students submit a caption for consideration in the yearbook.
3. Use last year's candid photos and practice additional caption writing.

CAPTIVATING CAPTIONS

Worksheet

Directions: Look closely at the picture you are writing about. Answer as many of the questions as you can, then conduct research or interviews to get all of the facts. Next, write a draft of your caption. Be prepared to trade captions with another person.

Who? _____

What? _____

Where? _____

When? _____

Why? _____

How? _____

Caption _____

Remember

- Begin with an introductory phrase, not the names of the people in the picture.
- Write the first sentence in present tense, and be sure to identify the action in the picture.
- Write the second sentence in past tense while providing background information for the picture.
- Avoid stating the obvious.
- Avoid editorializing.

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- Avoid editorializing.

CAPTION PEER REVIEW

Worksheet

Directions: Read the caption that your classmate wrote and examine the picture. Fill out the form below, circling "yes" or "no" for each question. Write out your comments or suggestions.

Does the caption have at least two sentences?	yes	no
Does the caption begin with an introductory phrase?	yes	no
Is the first sentence written in present tense?	yes	no
Are the following sentences written in past tense?	yes	no
Does the caption have colorful, active verbs?	yes	no
Does the caption do more than state the obvious?	yes	no
Does the caption writer give an opinion in the caption?	yes	no

Comments or Suggestions: _____

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Are the following sentences written in past tense?	yes	no
Does the caption have colorful, active verbs?	yes	no
Does the caption do more than state the obvious?	yes	no
Does the caption writer give an opinion in the caption?	yes	no

Comments or Suggestions: _____

DESIGN

TEACHING NOTES

Vocabulary For Design 161

Fact Sheet

Goal: To introduce the vocabulary for design
The parts of a sample spread are labeled and defined. While the fact sheet has some of the same vocabulary as the fact sheet in the Yearbook Basics section, this set of vocabulary words is focused specifically on design elements.

Column Design 163 Fact Sheet

Goal: To explain why yearbook staffs use columns to design their spreads

Goal: To list the design elements that will appear on a spread

Goal: To demonstrate the steps for designing a 10-column spread

This fact sheet outlines the steps for designing a traditional 10-column spread. A diagram accompanies each of the steps.

Correcting Common Design Mistakes 165

Fact Sheet

Goal: To identify common design mistakes

Goal: To provide solutions for those common errors

This fact sheet highlights four common design errors, placing examples of the corrected layouts next to the design mistakes. It also includes suggestions for avoiding these mistakes.

Student Checklist For Column Design 167

Assignment

Goal: To design a 10-column spread using a checklist as a guide

Students are asked to design a 10-column spread with all of the critical elements: a dominant photo, five to seven candid, a copy block, headline and captions for the photos. The checklist reminds students about important design rules as they work. It can be used for self-assessment or as a peer review activity.

Column Design 168

Rubric

Goal: To assess student designs based on concepts taught thus far

This holistic design rubric provides criteria for a strong 10-column design.

Revising Column Designs 170

Worksheet

Goal: To identify mistakes in practice spreads

Goal: To revise practice spreads

Students will examine three incorrect layouts and identify the mistakes. Then, they will revise the layouts, listing their suggestions for improvement. Students gain design skills by analyzing incorrect layouts, and this worksheet allows them to do so without having to critique a classmate's work.

Graphic Elements 173

Fact Sheet

Goal: To introduce a variety of graphic elements

This fact sheet provides definitions and examples for common graphic elements.

Type Treatments 176 Fact Sheet

Goal: To compare and contrast serif, sans serif and stylized typefaces

Goal: To introduce a variety of type treatments

This fact sheet provides definitions and examples for common type treatments. It also demonstrates the difference between serif, sans serif and stylized typefaces.