

Cross - Curriculum

# Class Newspaper

Year Level: 9

<p><b>Activity Objective:</b></p> <p>To produce a self-funding newspaper in groups to be distributed to the school or wider community.</p>								
<p><b>The Learning Context and Curriculum Reference</b></p> <p><b>English Level 5:</b>  <i>Speaking, Writing and Presenting:</i>            The Students will: Integrate sources of information, processes, and strategies purposefully and confidently to identify, form and express increasingly sophisticated ideas.            Indicators:</p> <ul style="list-style-type: none"> <li>• Uses increasing understanding of connections between oral, written, and visual when creating texts;</li> <li>• Create a range of increasingly varied and complex by integrating sources of information and processing strategies.</li> <li>• Seeks feedback and makes changes to texts to improve clarity, meaning, and effect.</li> <li>• Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.</li> </ul> <p><b>The Arts Level 5:</b>  <i>Visual Art:</i>            The Students will: Apply knowledge of selected conventions from established practice, using appropriate processes and procedures.  <i>Sound Art:</i>            The Students will: Reflect on the expressive qualities of others' music both live and recorded.</p> <p><b>Health and Physical Education Level 5:</b>            The Students will:</p> <ul style="list-style-type: none"> <li>• Investigate and practice safety procedures and strategies to manage risk situations.</li> <li>• Investigate societal influences on the well-being of student communities.</li> <li>• Investigate community services that support and promote people's well-being and take action to promote personal and group involvement.</li> </ul> <p><b>Mathematics and Statistics Level 5:</b>  <i>Statistics:</i>            The Students will:            Plan and conduct surveys using the statistical enquiry cycle.</p>								
<p><b>Key Competencies and Enterprising Attributes:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 30%;">Competencies</th> <th style="width: 35%;">Enterprising Attributes</th> <th style="width: 35%;">Indicators</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">           Relating to others            Using language symbols and texts            Managing self            Participating and contributing            Thinking         </td> <td style="vertical-align: top;">           1. Planning and Organising            2. Working with others and in teams            3. Using initiative and drive            4. Negotiating and influencing            5. Identifying solving and preventing problems            6. Communicating and receiving ideas and information         </td> <td style="vertical-align: top;">           1. The completion of a well planned, self funded, reproducible newspaper            2. To work as an effective team to achieve the desired results            3. That the newspaper will be original in design and concept            4. That the students will be able to negotiate a fair cost of production and negotiate a fair price with advertisers            5. The problems are solved effectively and efficiently            6. That the newspapers are of a high quality both in written content and presentation         </td> </tr> </tbody> </table>			Competencies	Enterprising Attributes	Indicators	Relating to others Using language symbols and texts Managing self Participating and contributing Thinking	1. Planning and Organising 2. Working with others and in teams 3. Using initiative and drive 4. Negotiating and influencing 5. Identifying solving and preventing problems 6. Communicating and receiving ideas and information	1. The completion of a well planned, self funded, reproducible newspaper 2. To work as an effective team to achieve the desired results 3. That the newspaper will be original in design and concept 4. That the students will be able to negotiate a fair cost of production and negotiate a fair price with advertisers 5. The problems are solved effectively and efficiently 6. That the newspapers are of a high quality both in written content and presentation
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**Learning Outcomes:**

Students will be able to:

- Convey and sustain personal voice.
- Develop ideas by adding details.
- Uses an increasing range of vocabulary to communicate precise meaning.
- Uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively and with increasing accuracy.
- Be effective team members
- Understand a variety of Marketing methods and techniques
- Have developed and practiced effective communication skills both oral and written
- Understand and have used the AIDA advertising technique
- Have improved editing and proof-reading skills
- Interpret and produce Editorial Cartoons
- Write both music and book reviews
- Produce a business card
- Use computer publishing with increased confidence
- Use a variety of genre in their Written language
- Write an creative Marketing brief
- Understand the importance of accurate budgeting
- Increased time management skills
- Be confident in using a digital camera

**Resource Requirements:****Human:**

- Speakers from local newspapers including Editors, Reporters, Printers, Feature writers, Sales and Marketing etc

**Physical:**

- Computers for theme research and newspaper production.
- Fax machine and telephone for research and obtaining quotes.
- Digital Camera.

# Teaching and Learning Sequence

## Tasks and actions for students:

1. In groups of 3 – 5 students are to produce a theme based newspaper for distribution to the school community or wider community.
2. Guest Speakers are invited into the classroom to talk about and be interviewed about their roles within a newspaper. Guest Speakers might include: Editors, Reporters, Printers, Sales and Advertising Staff. Also people in the community that have started their own magazines like Alfresco.
3. Students have previously brainstormed interview questions and these questions would have been e-mailed or faxed to guest speakers so they have time to prepare answers.
4. Also as part of research students will compare similarities and differences between two of our local community newspapers Bay News and Bay Chronicle.
  - What type of articles and features does each newspaper have?
  - Can the students identify a Target Market?
  - Do both papers have the same advertisers or are the advertisers related to the Target Market or feature articles?
  - Which articles and or photos are colour verses black and white?
  - Why might these articles or features been selected to stand out?
  - What else do the students find interesting with the comparison?
  - How many adverts appear on each page?
  - Does the number of adverts differ nearer the front of back of newspaper?
  - Which articles/ features do the students find interesting? Why?
  - What do the students feel they wouldn't include in the newspaper and is there anything they would include to make the newspaper more desirable to read?
5. Student groups brainstorm areas of interest for possible newspaper themes. Themes might include: Sporting Codes (Surfing, Rugby, Netball etc), Drugs and Alcohol, Stress Management, Nutrition, Obesity, Driving to Survive, Bands and Music, Financial Investments ( the property market verses the share market verses banking etc) Themes could also be based around current contexts for learning like Early NZ, Resource Depletion etc.
6. Student Groups will need to develop a survey / questionnaire to establish a Target Market for their newspaper and to establish the newspaper format.  
Skills and knowledge: Writing a Questionnaire.  
Questions might include:  
Who might be interested in a surfing newspaper? Which businesses might be interested in advertising in this type of newspaper? What types of feature articles would the target market be interested in reading? Which parts of a newspaper do they usually like to read or see included in a newspaper they read? How often do they read a newspaper? How much do they usually pay for the newspapers they read? Which newspaper do they read and why?
7. Students need to survey at least 30 people from a variety of backgrounds and ages.
8. The group will need to analysis the results of their survey using graphs, summarize their findings and then write up a series of generalizations and recommendations for their own newspaper.
9. Share results with the rest of the class.
10. Decision- Making:  
The group must now decide on:
  - The content required for their newspaper.
  - The positions of responsibility within the group (Editor, Graphic Design and Layout, Reporters, Feature Researchers, Sales and Advertising, Finance and Budgeting, Photography, Marketing)
  - Job Descriptions for each of the positions will also need to be discussed and recorded.Note: Each Group member must also be responsible for their fair share of the writing as the written component of this unit will be completed and edited within their English class.  
Timeframes and possible timeline checkpoints will need to be discussed between teacher and class and an agreement of expectations decided.

11. From here the class groups will work independently in the production of their newspapers.
12. Once the newspapers are completed to the published stage/standard the next stage of this unit would be a module on Marketing. This would include the different types of marketing and the positive and negative aspects of each method.
13. The groups would use this knowledge to prepare a Marketing Brief which will include the Marketing Mix (Product, Place, Promotion and Price)
  - **Product:** A full description of their product including theme and size, how it will be produced? A job description for each group member including a list of their responsibilities, Their newspapers Target Market and reasoning. How many will be produced? Packaging etc.
  - **Place:** Distribution and product placement. Where will the newspaper be sold or who will receive it complimentary? Explanation of why this method?
  - **Promotion:** Type of and combination of promotional strategies (In store display, telemarketing, door to door sales, mail outs, letterbox drops, internet, billboards, sandwich boards, e-mail marketing, sponsorship, public relations, advertising etc)
  - **Price:** What price will the newspaper be or will it be complimentary? What pricing strategy will be used?
14. Other Considerations:
  - This newspaper must be self funding so a mock up of the newspaper will need to be completed fairly early on for the Sales and Advertising person or team can go and secure advertisers, and quotes for printing publication so the students are aware of costing as this may affect number of newspaper pages, layout, use of colour etc.
  - The students will have also researched / investigated what advertisers might be prepared to pay for their advert and the size/ advertising space they might require. They will need to also work out number of newspapers they intend on printing as advertising businesses will need to know the coverage area.
15. Other knowledge / Skills that will need to be taught include:
 

<ul style="list-style-type: none"> <li>• Editorial writing</li> <li>• Editorial Cartoon interpretation and creation</li> <li>• Editing and Proof Reading Skills development</li> <li>• Formal Writing method and language</li> <li>• Presentation of newspaper during ICT and Graphics</li> <li>• Interviewing techniques</li> <li>• Writing faxes and or e-mails for gathering of quotes</li> <li>• Writing of classified adverts</li> <li>• Digital Photography</li> <li>• Book Reviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Music Reviewing in Sound Art</li> <li>• Writing summaries and generalizations</li> <li>• Marketing Strategies</li> <li>• Branding of product – newspaper</li> <li>• Product placement</li> <li>• Pricing Strategies</li> <li>• AIDA advertising technique</li> <li>• The Marketing Mix (The 4p's)</li> <li>• Business card production (Business cards might be useful when approaching perspective businesses for advertising)</li> </ul>
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**Reflective Questions:**

At progress checkpoints each group will give an oral report on what stage they are at, positive and negative aspects of their progress and where they will go from that point.

Questions might include:

- What would you do differently next time?
- How would you teach this task to someone else?
- What pieces of your newspaper are you most proud of?
- What did your group find most challenging?
- How well did your group function as a team?
- What aspect of this project did you find most rewarding?

**Possible Assessment Activities:****Formative**

- Set and mark individual written pieces.
- Check budgets
- Peer Assessment at checkpoint stages.
- Self Assessment with a checkpoint checklist where they can tick to tasks completed and skills used to date.

**Summative**

Assessment of final newspaper production individually and as group for content, presentation and effort level.