



AMERICAN SCHOOL

Une séquence autour des techniques
journalistiques : reportage, discours, interview,
écriture d'articles (yearbook)

3ème - PLAN DE SEQUENCE – titre: American School

Objectifs	Culturel : Immersion in an American school, National Anthem, pledge of allegiance Linguistique : - Grammaire : present simple, prétérit simple, present perfect, for/since, discours direct et indirect, futur, when I + présent, discours indirect - Lexique : adjectives, personality, school life, journalism - Phonologique : accentuation des mots dans la phrase (insistance, conviction) Méthodologique (journalism) : how to do a video report, how to write an article, how to conduct an interview, how to deliver a speech (convaincre à l'écrit ou à l'oral) Savoir-être : reconnaissance envers autrui, altruisme, engagement, défendre des valeurs, estime de soi Savoir-faire : justifier, défendre, convaincre, parler de soi et parler des autres de façon engagée, Comprendre les procédés journalistiques et garder un œil critique sur l'information.
Activités langagières travaillées	PPC, PPI, CE, CO/CV, PE
Supports Choisis	Book So English 3eme: radio interview of a 9th grader, text "vote for me", yearbook memories A Day at school videos https://www.youtube.com/watch?v=9Z2tcpOIII8 https://www.youtube.com/watch?v=ZZBSwj6YLfk Reporting techniques analysis https://www.youtube.com/watch?v=swQsv-Omsou YearBook school articles http://blog.treering.com/90-high-school-yearbook-article-ideas/ Authentic pledge of allegiance video

	https://www.youtube.com/watch?v=xcwg7cnhW4E Press articles about facts =/= about people Interviewing techniques Fight for a cause at school https://www.youtube.com/watch?v=PRxVlfkwrhs
Activités et tâches prévues	Present your school: a video report Who's the boy/girl in the mirror? (Find your qualities, talk about your achievements and your future plans) A cause. What will you do for your cause? Run for school president (write and deliver a speech) Talk about someone in a positive way (Write an article about someone special at school) Tâche intermédiaire: conduct an interview and write a yearbook article: discours indirect (a class magazine/ a yearbook)
Contribution au socle commun des connaissances et compétences	Domaine 1 : Comprendre, s'exprimer en utilisant une langue étrangère Domaine 2 : Organisation du travail personnel / Coopération et réalisation de projets/ Médias, démarches de recherche et de traitement de l'information / Outils numériques pour échanger et communiquer Domaine 3 : Expression de la sensibilité et des opinions, respect des autres / Responsabilité, sens de l'engagement et de l'initiative Domaine 5 : Invention, élaboration, production
Evaluation finale prévue	PPC: You're running for school president. Give a convincing speech. (strengths, weaknesses, achievements, values or causes you will defend) PE: write a yearbook article

SEQUENCE 4: AMERICAN SCHOOL

- ➔ Cette séquence viens après une séquence « A trip to london » suivie d'une séquence « A trip to new york » à l'issue de laquelle la tâche finale consistait en un débat: « where would you rather go on a school trip? London or New York?»
- ➔ Elle précède une sequence intitulée « Hollywood » dont la tâche finale est de réaliser un court métrage.

Culturel : Immersion in an American school

Linguistique :

- Grammaire : present simple, prétérit simple, present perfect, for/since, discours direct et indirect, futur, when I + présent
- Lexique : adjectives, personality, school life, journalism
- Phonologie : l'accentuation de mots dans la phrase (convaincre à l'oral)

Méthodologique : how to write a journalistic article, how to deliver a speech (convaincre à l'écrit ou à l'oral)

Savoir-être : reconnaissance envers autrui, altruisme, engagement, défendre des valeurs, estime de soi

Savoir-faire : justifier, défendre, convaincre, parler de soi et parler des autres de façon engagée, Comprendre les procédés journalistiques et garder un œil critique sur l'information.

CONTENU	
Séance 1	A school day in America
Séance 2	A school day in Massachussets
Séance 3	Present your typical day at school (preparation du reportage sur Charles de Gaulle: écrire le script, distribuer les rôles, et préparer le tournage.
Séance 4	Running for school president: How to write a speech
Séance 5	Running for school president: how to deliver a speech
Séance 6	Evaluation orale: running for school president
Séance 7	A "special people" article: Writing techniques for an article: talk about someone in a positive way
Séance 8	A yearbook article. How to interview and report somebody's words
Séance 9	Interviews/ watch the report

SEANCE 1	
Objectifs	Comprendre et donner des informations sur les écoles américaines
Activités langagières	CO, CV, PPC
Matériels et supports	Audio livre, pledge of allegiance (audio + video), Assembly video, national anthem,
Contenu	Warming up: The Star-Spangled banner https://www.youtube.com/watch?v=vPKp29Luryc (name of the American flag + the stars and stripes) became the National Anthem in 1930 Chapter introduction: what do you expect? What do you know about school in America. How is it? What do students do? What's the difference with the French system? Pledge of allegiance audio What did you hear? What is this? https://www.youtube.com/watch?v=xcwg7cnhW4E Explain and hand out pledge (annexe 1) Video a day at school subjects/ school schedule/ break/ lunchtime, etc... https://www.youtube.com/watch?v=9Z2tcpOIII8 Trace Ecrite : Présent Simple + About this school Watch a second video "a typical day" https://www.youtube.com/watch?v=ZZBSwj6YLfk way to school /subjects/ school schedule/ break/ lunchtime, etc... Réemploi: à l'oral dites ce que vous avez retenu Homework Say as much as you can about a typical day in an American school.
Bilan	

SEANCE 2	
Objectifs	Savoir comprendre et donner des informations sur une école américaine
Activités langagières	CO, CV
Matériels et supports	Video, radio interview,
Contenu	Warming up (star-spangled banner): entrée en classe sur l'hymne national. Reprise: what can you say about a typical day in an American school (oral) Say what you can about this school in massachussets Picture book P. 24 (annexe 2) explain freshman, sophomore,... Radio interview: school in massachussets. Listen to Scott a student of 9th grade A talking about his school. Now listen to Scoott and take notes (MP3) From your notes complete the charts p.19 Réemploi + TE des phrases des élèves : What can you say about American schools? Description chronologique de la journée complète pour un élève américain HW: apprendre le vocabulaire "school" p.24/25 + grammar P.21/22 (annexe 3) Describe your school (utiliser le present simple)
Bilan	

SEANCE 3	
Objectifs	Savoir décrire son quotidien à l'école, Préparation du reportage, comprendre la technique journalistique du reportage, comprendre l'importance de l'anticipation, de l'organisation et du script pour un tournage
Activités Langagières	PO, PPI, CV, PE
Matériels et supports	Video report
Contenu	Warming up: entrée sur l'hymne star spangled banner + appel actif school vocabulary Reprise: Correction exercises describe your school Ecrire les productions d'élèves dans l'ordre chronologique de la journée. Watch a video: journalist report https://www.youtube.com/watch?v=swQsv-Omsou What's the technique used: - Montrer l'action - Commenter les faits ou décrire ce qui se passe Préparation du reportage : _ Attribuer aux élèves leurs répliques. _ Programmer les séquences à filmer (qui arrive en voiture à quelle heure, qui arrive en car, à vélo, à pied, qui participe à un club le midi, qui mange à la cantine, qui achète au food truck à la récré, etc... afin de mieux répartir les répliques) _ Passer en revue l'emploi du temps pour prévenir les professeurs des cours concernés par le tournage. _ Enregistrer la prononciation de chaque réplique pour que chacun s'entraîne à la maison. HW : get ready for the report

Le tournage a lieu sur une journée, en dehors du cours d'anglais, le professeur filme à chaque étape de l'EDT. Montage par les élèves.

Inamo-Prudenté Erika – Collège Charles de Gaulle, Morne-à-l'eau

SEANCE 4	
Objectifs	Comprendre un discours et sa structure. Savoir parler de ses plans pour le futur
Activités Langagières	PE, PO, CE
Matériels et supports	Book speech, James's card
Contenu	Warming up: star spangled banner + appel actif school vocabulary Read the speech (annexe 4) Who is it? What is it about? Divide the text into 3 parts 1st part identity, 2nd part qualities, 3rd part future plans ➔ Game: <i>the man in the mirror</i> (1 élève aidé par ses camarades) I think I am / people say that I am... Here is a game that can help you train and improve your self-esteem. Look at yourself and try to find at least five positive adjectives that describe your personality ➔ Identifier les temps nécessaires pour chaque partie _ Rappel : qualities and habits : present simple _ Future plans : when I + present / Will + BV / Be going to + BV / present en Be + V-ing + marqueur du futur Réemploi +TE: Title: I run for school president let's do it together... here is James's ID let's write a short presentation of him (annexe 5) Discuss : Parler de l'importance de défendre UNE CAUSE dans la démonstration de son engagement social, et de son altruisme Homework: préparez le premier jet de votre discours, use « <i>the man in the mirror</i> » to find qualities
Bilan	

SEANCE 5	
Objectifs	Savoir être convaincant à l'oral, parler de ses accomplissements, savoir poser des questions
Activités Langagières	PPI, CV
Matériels et supports	photo max braveman
Contenu	Warming up: star spangled banner + 2-3 students read their first draft Phonologie: Re-read a sentence, write it on the board Try to find the important words. Try to make us hear the important words Réemploi : chain speaking Chaque élève lit une phrase de son discours en essayant de faire ressortir les éléments importants. James's card: a fourth part, achievements What has he done in the past that will make the other pupils trust him? → TE : present perfect: bilan, accomplissements Picture : Max Braveman (arrêt sur image du film)(anx 6) Cet enfant autiste se présente à l'élection du « school president » quelles questions lui poseriez-vous ? (personnalité, qualités, défauts, pourquoi lui et pas un autre, plans, accomplissements passés, etc...) Rappel : structure d'une question ((WH-)auxiliaire-sujet-verbe) Homework : distribuer critères de notation (annexe 7) - You are running for school president prepare your speech and get ready to answer two questions from your classmates - Prepare two questions to ask the candidates

SEANCE 6	
Objectifs	Savoir parler de soi de façon convaincante et engagée
Activités Langagières	Ppc, PPI
Matériels et supports	
Contenu	Warming up: pledge of allegiance Presentation orales Notez les réponses à vos questions. Homework : apprendre l'autre encadré school vocab

SEANCE 7	
Objectifs	Dire du bien des autres, convaincre à l'écrit, comprendre l'importance de l'altruisme
Activités Langagières	CE, PPI, PE
Matériels et supports	Book special people article, worksheet
Contenu	Warming up: pledge of allegiance + appel actif vocab Read the special people articles (annexe 8) Worksheet workbook (annexe 9) Find the structure: - present the person - give his/her qualities - talk about an event, a day when he/she did something special that you appreciated and give a quality related to this event - conclude Discuss : What do you think of these articles? What do you think of the people who wrote these articles? Values? Personalities? Homework: distribuer le bareme Here is the name of a classmate. Write a "special people article" about him/her
Bilan	

SEANCE 8	
Objectifs	Savoir mener une interview, savoir rapporter des propos
Activités Langagières	PPI, CE, PPC
Matériels et supports	Yearbook cover picture, 90 yearbook subjects list, interview techniques, bareme
Contenu	Warming up: Speak: A yearbook cover picture (annexe10) qu'est-ce que c'est ? à qui cela sert-il ? Qui l'a écrit ? Pour qui ? Dans quel but ? Quels procédés ont été utilisés selon vous ? Expliquer ce qu'est un yearbook Yearbook subjects (annexe 11): _Chose a subject. _what is your viewpoint? _Think of who you are going to interview to find information about this subject Trace écrite: → <u>Structure of the article</u> : - Present the subject - Present the interviewees's viewpoints - Conclude with your opinion → <u>Interviewing techniques</u> : Powerpoint + distribuer format papier (annexe 13) → After the interview, how to report what the person said: <u>Reported speech</u> Réemploi : utiliser les réponses notées lorsque les élèves ont posé des questions aux candidats après leur discours. Qu'a dit X ? Qu'a dit Y ? Homework: distribuer trame de l'article (annexe 12) Prepare your questions for the interview
Bilan	Prévenir les personnes de l'établissement qui doivent être interviewées par les élèves.

SEANCE 9	
Objectifs	Savoir mener une interview, savoir écrire de façon convaincante
Activités Langagières	CV, PPI, PE
Matériels et supports	Video des élèves: a typical day in CDG, expressions de l'opinion
Contenu	Interviews Video: Let's watch your video report: "A typical day in Charles de Gaulle" Rappel: expression de l'opinion vue lors du débat séquence précédente Homework: rappel adresse e- mail du professeur. write your yearbook articles and send them by e-mail including an illustration of the subject
Bilan	

Annexe 1



Annexe 2

ACCUEIL ← 🔍 ☰ 📄

MANUELS COURS 🗺️ ☆ 📷 ✂️ 📁 ^

Lesson 1

School life in Massachusetts

Reading corner p. 112-113

ABOUT SHS | STUDENT & PARENT RESOURCES | DEPARTMENTS | CLUBS & ACTIVITIES | COMMUNITY LINKS | STAFF LINKS

SHS Cheerleading

Welcome to SHS Cheerleading. Eagle Proud

WELCOME TO SHARON HIGH SCHOOL

"Home of the Eagles"

STUDENT ID

Student Name: Scott Woodson
Age: 14
Grade: 9th

Did you know?

Here is a list of school grade equivalents in the USA, in the UK and in France.

USA	UK	France
6 th grade	year 7	6 ^e
7 th grade	year 8	5 ^e
8 th grade	year 9	4 ^e
9 th grade	year 10	3 ^e

1 Look at the documents and talk about this school.
[Graphic organizer 1](#)

2 Listen to this radio interview. What information do you get about Scott and his school?
[ITINERARY A p. 19](#) [WB ITINERARY B p. 20](#)

3 Present your school (age, number of pupils, subjects, rules, canteen, clubs).

Words

- a student
- a **freshman** = a ninth grader
- a class **president** (US)
- = a class rep (GB)
- staff /ɑ:/
- a cheerleading team
- a period = a lesson /iə/
- practice
- the bell
- the cafeteria
- a prom
- a tuxedo
- a yearbook
- a memory (pl. memories)
- ring (rang - rung)
- wear (wore - worn) /eə/
- bring (brought - brought)
- start
- belong to
- contribute
- recognize /ə/

Tools

Pour parler d'habitudes, j'utilise :

- le présent simple

The bell **rings** at 8:00 am.
I usually **buy** food.

REVISION

Annexe 3

ACCUEIL

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Grammar

Le présent simple

REVOIR

TB p. 32

Workshop 1

Lesson 1

1 Observe et déduis

a. School always starts at 8.

b. We don't play basketball after school.

Ces phrases parlent ☐ d'habitudes ☐ de goûts ☐ au présent.

2 Repère

a. School never finishes at 5.

b. What time does she usually finish school?

c. He doesn't like interviews.

Entoure les verbes en bleu et souligne les sujets en rouge.

À la forme affirmative, le verbe ☐ s'accorde ☐ ne s'accorde pas avec le sujet.

Aux formes négative et interrogative, les verbes ☐ s'accordent ☐ ne s'accordent pas avec le sujet.

C'est l'auxiliaire ou à la forme négative qui s'accorde avec le sujet.

Dans les phrases a. et b., souligne en vert le mot avant le verbe. C'est un **adverbe** qui donne une indication sur la fréquence.

3 Récapitule

Complète avec le verbe play.

	Affirmation	Négation	Question
I, you, we, they		don't play	
He, she, it			Does + sujet + play?

→ Les adverbes de fréquence se placent toujours le verbe, à part avec le verbe be :
I am often late.

twenty-one

21

ACCUEIL

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Workshop 1

Lesson 1

Associe les adverbes à leur traduction.

never

•

souvent

hardly ever

•

toujours

sometimes

•

jamais

often

•

habituellement

usually

•

rarement

always

•

parfois

4 Entraîne-toi

Conjugué les verbes au présent simple à la forme suggérée et ajoute l'adverbe à la bonne place.
Fais attention à la ponctuation.

a. We (not - take) the bus to school. [often]

b. (she - start) school at 8? [always]

c. Tennis practice (finish) before 7pm. [usually]

twenty-two

22

Inamo-Prudenté Erika – Collège Charles de Gaulle, Morne-à-l'eau

Annexe 4

MANUELS COURS

Lesson 2

Vote for me!

Vote for Beryl Cullen
for class president!!!

Here is WHY:
If elected, she promises
to try to bring more
FUN to classes.

To improve class TRIPS
and PROMS!

To be a really COOL
class president!

To ask for
detention reforms and
casual-dress Fridays!

Be smart! Vote for Beryl!!

Hi, everybody!

My name's Beryl Cullen and I would like to represent our class as junior class president.

I'm very cheerful and outgoing and enjoy working in a team. People who know me say I never give up and I always look on the bright side of life! I love being a leader and I want you to vote for me! If elected, I'd like to devote all my time and effort to serving our class. You won't be disappointed. I really want to help everyone.

I will make sure that we can all work together to raise funds for our prom and create a fun and welcoming atmosphere at school. I will also do everything in my power to promote even better relationships between the staff and students. So I hope you make the right choice!

Be smart!
Vote for Beryl.
You won't regret it!

1 Look at the poster.
a. Who's this girl? What does she want?
b. Explain her programme.

2 Read the speech. Find out about the candidate's personality and motivations. **WB p. 28**

3 Prepare your project!
You're running for class president.
Tell the class about your plans.

If you vote for me,
I won't...
but I will...

Words

- a leader
- a team
- a choice
- a detention
- outgoing = sociable /ʃə/
- cheerful = happy
- smart = clever
- disappointed
- casual = formal
- elect
- promise
- improve
- devote time to = spend time
- promote = develop
- raise funds = collect money
- give (gave-given) up
- abandon
- make (made -made) sure

Tools

Pour parler d'événements futurs, j'utilise :

- will et won't
- I will do everything in my power.

Pour exprimer la volonté et le souhait, j'utilise :

- want to et would like to
- I want you to vote for me!

Annexe 5



ID : James Walter, 13

QUALITIES :

_ what I think -> outgoing, patient, cheerful, loves making acquaintances.

_ What people say -> a leader, clever.

ACHIEVEMENTS : 2 years school president in middle school, create football school club, create a student's room, compete for 3 years in chess

PLANS FOR THE FUTURE: raise funds to organize the prom, change the school logo, organize a race to run against children poverty

Annexe 6

Lesson 2

A surprising school president



Did you know?

In the American series *Parenthood*, Max Braverman suffers from Asperger syndrome, a slight form of autism which makes it hard to communicate and socialize. After a difficult beginning in his school, he decides to be a candidate at the school president election.

Annexe 7

Run for school president MARKING CRITERIA

Convincing speech
Qualities (adjectives)
ID + habits (Present)
Achievements (Preterit +present perfect)
Future Plans (future, when I +present)
Interview (answer classmates' questions)

Annexe 8

Workshop 1 Lesson 1

Yearbook memories

TB p. 25

1 Read the texts and highlight the words you understand.

SPECIAL MEMORIES OF SPECIAL PEOPLE

Talia

At the games this fall, your cheerleading team was amazing and gave a spectacular show. **You're the most awesome and determined captain!** I'm so proud of you big sister!

Sofia, your little sister



Mike

Last September, your school commemorated the 9/11 attack. With the school band you played the *Star-Spangled Banner*. You were very self-confident! And you didn't play any wrong notes. A real professional!

Congratulations!

Mom and Dad



Ms Lemoine

Last year you were voted **Massachusetts' Teacher of the Year**. The President invited you to the White House. It was such an honor for the school! Congratulations to our French teacher!

The 9th graders



Scott

Remember the prom last June? First, I dirtied your tuxedo with pizza, then I bumped into you with my ice cream. You didn't get angry and you bought me a drink. You're the coolest class president!

Your best friend Peter



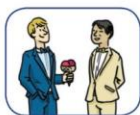
Annexe 9

Workshop 1 Lesson 1

2 Complete the chart.

Author	Link with the special person	Special person's name	His/Her exploit or extraordinary action

3 Write a title for each drawing.



.....
.....

.....
.....

.....
.....

.....
.....

.....
.....

4 Tick Right or Wrong and explain your answers using the text.

a. Mike played the National Anthem last September. ☐ Right ☐ Wrong

b. His performance wasn't very good. ☐ Right ☐ Wrong

c. Talia didn't contribute to her team's success. ☐ Right ☐ Wrong

Workshop 1 Lesson 1

d. Peter ruined his best friend's tuxedo at the prom. ☐ Right ☐ Wrong

e. Scott had a negative reaction. ☐ Right ☐ Wrong

f. The 9th graders are proud of their French teacher. ☐ Right ☐ Wrong

5 Time to check! Read the texts and solve the riddles.

Who am I?

a. I was lucky because I visited a very famous place.

b. I belong to a fantastic club. We're proud to be supporters.

c. I wasn't furious when I got food on my clothes.

d. I wanted to be good and I wasn't afraid to play.

Workshop 1 Lesson 1

4. Écoute ces séries puis entoure la syllabe accentuée.



a. beautiful • difficult • excellent • interesting

b. journalist • president • memory • cheerleading

c. competition • congratulations • attraction • dictation

5. Complète.

Les mots de 3 syllabes sont généralement accentués sur syllabe.

Les mots en -ion sont généralement accentués sur syllabe.

⚠ Attention à quelques exceptions : terrific • television.

6. Choisis une série et demande à ton voisin de la répéter et inversement.

DO YOU REMEMBER ?

1 Écris l'équivalent en anglais américain des mots suivants.



a. a class rep = a

b. a match = a

c. autumn =

d. an honour = an

2 Trouve le mot correspondant aux définitions suivantes.

a. a party at the end of the school year:

the

b. an elegant suit for the prom:

a

c. the group of teachers in a school:

the

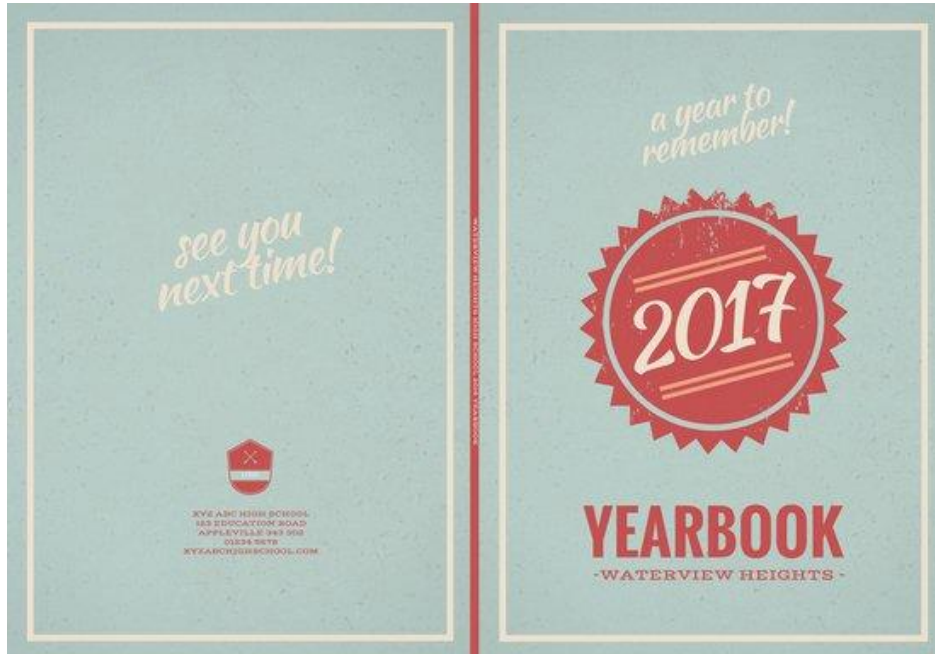
d. a student in 9th grade:

a

e. be a member of a club:

..... a club

Annexe 10



Annexe 11

90 High School Yearbook Article Ideas

POSTED ON: DECEMBER 11, 2015



Some yearbook articles practically write themselves (looking at [you](#), [sports and activities](#)), but a great yearbook will feature additional articles : **what the students will want to remember.**

School Life

Academics are important, but high school is also about socializing, gaining responsibility, and becoming an adult. Some of the most vivid memories are created outside of the classroom.

- Most embarrassing moments
- Homework style: git 'er done or procrastinate?
- Worst school-related nightmares
- Locker or backpack?
- Passing time during passing time
- This year I was proud of...
- Backpack must-haves
- Favorite class experience
- Lightbulb moments
- School uniforms: love or loathe
- What's your commute: busing, driving, or walking?
- School rivalries: why we're the best!
- Morning routines

Coming of Age

Throughout high school, students are growing up. Each year brings unique

challenges and changes. It's fun to celebrate these milestones.

- First concert
- Rock the vote: politics in school
- First job trainings
- What's next?
- Summer job earnings: spend or save?
- Have you ever been grounded?
- Too old for toys?
- Childhood foods you'll never let go
- Curfews
- Doing chores
- Naps: be a kid again

Leisure Time

Sometimes school is more about the *fun* over the *fundamentals*. Reserve some space to tell the stories that are happening when the students are kicking back and listening to cassettes on their boomboxes (they still do that, right?).

- Gaming
- Fantasy football
- Favorite books
- Obsessions (snapchat, Candy Crush, etc.)
- Social media
- Hangouts
- Friday night social
- Non-school sports (skateboarding, snowboarding, figure skating)
- How we shop: in-store or online?
- Constant communication: how many texts do you send in a day?

Current Events

One of the most fun aspects of the yearbook is that it is essentially a time capsule. Up the ante by overtly including current events, music, and trends of the year.

- What's in the news this year?
- [Fashion trends](#)
- Style inspiration

- All about hair, makeup, and beauty
- Favorite TV shows
- Music: best bands and favorite concert experiences
- Dance moves of the year
- Knowing all the words to your favorite song
- Movies and blockbusters
- Your go-to memes
- New technology: wearable tech and hoverboards

Lunchtime

Whether it's chatting with friends, playing games, or finishing up some late homework, a lot of stuff goes down [in the cafeteria](#). With these ideas, you can focus on the food or the fun.

- Healthy or not?
- Best lunchtime traditions
- Droolworthy school lunches
- Who packs your lunch
- The best playground games
- Cafeteria workers tell all
- What school food will be missed the most?
- Who do you sit with during lunch and why?
- If you were cooking for the school, what would you make?

People

The most interesting part of anything (including high school) is the people. There are loads of fascinating dynamics, talents, and relationships to explore.

- Nicknames
- Unsung heroes: custodians, school nurses, and admin
- Friends since...
- Fresh faces: a spotlight on new teachers
- Who do you look up to?
- Hidden talents
- How did you become friends?
- Your biggest change in the last four years

- Legacies: kids who go to the same school as their parents

Places

Every story needs a setting, but these ideas turn the setting *into* the story.

- Rumors about the school: secret hallways, ghosts, hidden treasures
- If you could change one thing about the school, what would it be?
- The best restaurants in town
- Fun facts and quirks about the school building
- Where do you want to travel?
- Must-see locations in town
- Indoors or outdoors: where's the fun?

Time of Year and Events

Over the course of the year, a lot of specific activities take place based on holidays or the season. You can use these triggers as a launch point to look back on the year.

- New Year's Eve: school resolutions
- Valentine's day: love or loathe?
- Can we have class outside?
- School trips
- Science fair

Some yearbook articles practically write themselves (looking at you, [sports and activities](#)), but a great yearbook will feature additional articles that give a holistic view of your high school's student body. Coming up with ideas for these articles is as simple as considering what the students will want to remember.

Annexe 13

YEARBOOK ARTICLE

Present your subject

Report your interviewee's opinion, Discuss it

Conclude with your viewpoint

Annexe 12

REPORTING TECHNIQUES

The more specific your questions are, the better. And never ask questions that can be answered with a simple yes or no. Make your interviewee talk.

Be sure to write all your questions down in a notebook, then practice asking them with a partner. Become very familiar with your questions before you go into the interview.

You will want to bring:

- A pencil
- A notebook
- A list of good questions
- A recording device (always ask permission before recording an interview)

During the interview:

- Be courteous to your subject.
- Always take time to ask for an explanation about things you don't understand.
- Don't be afraid of uncomfortable silences and pauses.
- Let the interview take its natural course.
- Look the person in the eye when asking questions.
- Always listen carefully to the answers. Each answer could lead to more questions or include an answer to a question you haven't asked yet. Don't ask a question that has already been answered. Your subject will know you weren't listening and be insulted.
- Don't read through your questions one right after another like you can't wait to be finished. Conduct your interview like a conversation. One question should lead naturally into another. If you are LISTENING to the answers this will come naturally.

Ask about any object that interests you. You'll find some good stories.

Even If You Are Recording an Interview, Take Notes

Circle or highlight quotations that you think will be good for your article. Now you're ready to begin writing.