

Publishing a school newspaper



Strand	Organiser	Level							B6
		1	2	3	4	5	6		
Technology Practice	Investigation								
	Ideation								
	Production								
	Evaluation								
Information	Nature								
	Techniques								
Materials	Nature								
	Techniques								
Systems	Nature								
	Techniques								

Purpose

The activities in this module are planned to provide students with opportunities to design and publish a school newspaper. As a class, they identify the needs and wants of the school community and generate possible design ideas for a newspaper.

Overview

The following table shows the activities in this module and the way in which these are organised into orientating, enhancing and synthesising phases.

Orientating	Enhancing	Synthesising
<p>Discuss the context of newspapers to gain an understanding of layout and content.</p> <p>Investigate and explain how information is used in everyday life.</p> <p>Discuss the needs and wants of the school community and the need to be kept informed about school events.</p> <p>Describe and identify the different ways in which information is gathered and presented.</p>	<p>Compare different designs of newspapers.</p> <p>Work in groups to gather information.</p> <p>Identify different roles in the production of a newspaper.</p> <p>Design a layout and generate a mock-up.</p> <p>Follow step-by-step production procedures.</p> <p>Use tape recorders, scanners, digital cameras and computers to access and present information.</p> <p>Design a newspaper template on the computer.</p>	<p>Edit the newspapers.</p> <p>Publish the newspapers.</p> <p>Compare mock-ups with initial design ideas and evaluate them.</p> <p>Photocopy sets of the newspapers for the class and school community.</p> <p>Publish the newspapers on the school's intranet.</p> <p>Email copies of the papers to friends.</p>

Core learning outcomes

This module focuses on the following core learning outcomes from the *Years 1 to 10 Technology Syllabus*:

Technology Practice

TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.

TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.

TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.

TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.

Information

INF 2.1 Students explain the purposes of different forms of information and describe how these are used in everyday life.

INF 2.2 Students use simple techniques for accessing and presenting information for themselves and others.

Core content

The core learning outcomes are the focus for planning learning activities and assessment tasks. Students will engage with core content (see pp. 37–40 of the syllabus) when they are provided with opportunities to demonstrate core learning outcomes. While the content is listed in strands for organisational convenience, no one part of that content is to be viewed as discretely associated with a single strand.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be addressed at any appropriate level; not all of the content need be addressed at every level. Core content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The core content should be studied in a range of contexts. These could include personal and global contexts, as well as contexts of agriculture, business, communities, home and family, industry, leisure and recreation, and school.

Using this module

The activities in this module are designed to provide opportunities for students to demonstrate Level 2 learning outcomes from the Technology Practice and Information strands. These activities can also provide opportunities for students to develop and demonstrate the related learning outcomes at other levels. In order to do this, teachers will need to develop additional sets of anticipated evidence derived from the related learning outcomes at different levels. They may also need to modify aspects of the activities.

This module includes a variety of sequenced activities requiring varying amounts of time. Teachers can modify the design brief and related activities depending on the local contexts, particular needs and prior knowledge of students and the availability of materials and resources

Advice to teachers

Students will need to have background experience in and knowledge of the use of computers. Teachers may need to orientate students in the use of different applications related to scanners and digital cameras and assist them to resize and save pictures, import images into programs and save files.

Resources

Students' creativity in demonstrating core learning outcomes in this module should not be limited by the range and scope of resources and equipment provided by the teacher. A variety of resources should be collected over time and should be safely stored and made available to students as required.

Evaluation of a unit of work

After completion of a unit (or units) of work developed from this module, teachers collect information and make judgments about:

- teaching strategies and activities planned or selected to allow students to demonstrate the core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section of the sourcebook guidelines.

Links

Links to other key learning areas

Activities from this module can be used as part of an integrated unit that makes links to other key learning areas. When incorporating this module into an integrated unit of work, teachers can select activities that provide opportunities for students to demonstrate learning outcomes from other key learning areas and identify anticipated evidence of students' demonstrations of these learning outcomes. It is important, however, that the integrity of the processes and concepts within key learning areas is maintained.

This module could link to the following key learning areas:

- The Arts
- English
- Mathematics
- Studies of Society and Environment.

Contributions to the cross-curricular priorities

This module contributes to students' development of the cross-curricular priorities:

- **literacy** by developing students' understanding and use of language used to describe terms related to the publication of newspapers
- **numeracy** by familiarising students with concepts related to space, size and measurement
- **lifeskills** by contributing to students' personal development in the areas of self-management, establishing and maintaining relationships and cooperation
- **a futures perspective** by encouraging students to envisage and evaluate options in designing a newspaper.

The valued attributes of a lifelong learner

The overall learning outcomes of the Queensland Years 1 to 10 curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner.

The following points indicate how various activities in this module might contribute towards the development of these attributes.

Knowledgeable person with deep understanding

- recognises and anticipates changes in technology within societies
- develops understandings about investigation, ideation, production and evaluation.

Complex thinker

- judges the relevance, reliability and validity of data and information
- Makes decisions and justifies choices in realising their designs.

Active investigator

- explores aesthetic, culture, economic, environmental, ethical, functional and social implications
- generates and accesses information from a variety of sources.

Responsive creator

- uses imagination, originality, intuition, enterprise and aesthetic judgment when meeting design challenges.

Effective communicator

- comprehends information presented in various forms, including three-dimensional models, sketches and formal drawings, photographs, multimedia, diagrams, specifications, tables and graphs.

Participant in an interdependent world

- works individually and collaboratively on a variety of design challenges with confidence and initiative.

Reflective and self-directed learner

- reflects on their own practices to better manage time and resources when 'working technologically'
- looks for and recognises ways of 'working technologically' in everyday life.

Assessment strategies

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts.

Suggestions for gathering information about student learning are provided in the activities section of this module. The table below provides descriptions of anticipated evidence that teachers might gather to support their judgments about students' demonstrations of learning outcomes and suggests sources of evidence. The table is neither exhaustive nor mandatory. Once sufficient evidence has been collected, judgments can be made about students' demonstrations of learning outcomes.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.	Organise written and graphical records in a Technology project folio. Develop concept maps. Sequence pictures or develop charts relating to information gathered about ideas, procedures or products.	Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Anecdotal notes. Work samples and/or Technology project folios.
TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their ideas using annotated drawings that identify basic design features.	Make lists of needs and wants and how they may be met. Generate ideas by brainstorming in groups. Question others on their design ideas and listen to explanations by others. Represent and communicate ideas clearly by compiling lists/tables. Draw pictures of design ideas which include labels of major features.	Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Anecdotal notes. Work samples/Technology project folios.
TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.	Identify the production procedures they want to use and explain why they have chosen these production procedures. Sequence and follow production procedures needed to complete a task. Create products from their own simple design ideas.	Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Anecdotal notes.
TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.	Ask questions about their own products and how well they compare to original designs. Evaluate their own products and assess how well they meet the intended purpose.	Work samples/Technology project folio.
INF 2.1 Students explain the purposes of different forms of information and describe how these are used in everyday life.	Explain the need for and purposes of different forms of information and how it is used to instruct, persuade, inform and report. Recognise how forms of information affect their lives. Consider which forms of information they, their family and friends access.	Observation of students as they participate in planned activities. Consultation with students to verify the evidence gathered. Anecdotal notes.
INF 2.2 Students use simple techniques for accessing and presenting information for themselves and others.	Use simple techniques to access, record and generate information. Gather, group and organise information — tabulate data from classmates (about opinions, feelings and ideas) and magazines (collect and sort pictures). Examine how others represent and communicate their ideas and information.	Work samples/Technology project folios.

In gathering evidence to make judgments about students' demonstrations of core learning outcomes, it may be necessary to look at the level above and below Level 2. The following table indicates evidence of the level below. Students may be demonstrating core learning outcomes at another level.

Core learning outcomes	Anticipated evidence	Sources of evidence
TP 1.1 Students gather knowledge, ideas and data from familiar environments and consider how they will use this information to meet design challenges.	Look at and identify the features and functions of a newspaper. Ask questions in order to discuss the design of a newspaper.	Observation of students as they participate in planned activities.
TP 1.2 Students generate design ideas and communicate these through experimentation, play and pictures.	Brainstorm design ideas in groups. Record design ideas in different ways — for example, prepare a simple layout of their newspaper.	Consultation with students to verify the evidence gathered.
TP 1.3 Students make products that are meaningful to them, and describe their production procedures.	Make a newspaper that represents their design ideas.	Anecdotal notes.
TP 1.4 Students express thoughts and opinions to evaluate their own and others' design ideas and products.	Identify and express thoughts and opinions about products that have been made by themselves or others and how they meet needs and wants.	Work samples/Technology project folios.
INF 1.1 Students identify and describe different forms of information.	Identify and describe the differences between a newspaper, magazine, book and letter.	Observations of students as they participate in planned activities. Consultation with students to verify the evidence gathered.
INF 1.2 Students use simple techniques for presenting information for their own purposes.	Create a simple newspaper using computer software, drawings and text.	Anecdotal notes. Work samples/technology project folios.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

advertisement	format	masthead
classified	ideate	mock-up
evaluate	investigate	produce
font	master	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies will be of particular relevance to some of the activities that follow. It is essential that teacher demonstrations and student activities are conducted according to procedures developed through appropriate risk assessments at the school.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved
- work individually or in groups
- value diversity of ability, opinion and experience
- value diversity of language and cultural beliefs
- support one another in their efforts
- become empowered to communicate freely
- negotiate
- accept change.

Activities could include the use of other forms of information such as Braille, talking books and newspapers in other languages and from other cultures to provide students with examples of a variety of different forms of information.

It is important that these equity considerations inform decisions making about teaching strategies, classroom organisation and assessment.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

Activities

Orientating activities

Focus

INF 2.1 Students explain the purposes of different forms of information and describe how these are used in everyday life.

TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.

Teaching considerations

These activities provide opportunities for students to investigate and compare how different designs of newspapers meet needs and wants. Students explain the purposes of different forms of information and describe how they affect their lives.

Resources

Local newspapers, scissors, glue, Student resource 1 and Technology project folios.

Teacher	Students
<p>Organise a visit to the local newspaper office or invite a guest speaker to talk to the students.</p> <p>Help students to identify different sections in the newspaper.</p>	<p>Discuss the context of newspapers to gain an understanding of layout and content.</p> <ul style="list-style-type: none"> • Visit a local newspaper office and collect information on aspects of designing and producing a newspaper. • Look at local newspapers and discuss the different sections. In groups, identify the sections that are important to them. • Identify their specific needs and wants and consider what they would like to see in a newspaper.
<p>Use the articles collected by the students to brainstorm how information is used in everyday life . Information could be collected on a class chart.</p>	<p>Investigate and explain how information is used in everyday life.</p> <ul style="list-style-type: none"> • Collect articles from the newspaper that may be important to their lives — for example, articles on their school, family, themselves, friends and people they know or on their favourite pop stars and sports stars. • Keep these articles in their Technology project folio to use in making their mock-ups.
<p>This could be a homework investigation. A survey or data collection sheet could be used (Student resource 1).</p>	<p>Discuss the needs and wants of the school community and the need to be kept informed about school events.</p> <ul style="list-style-type: none"> • Ask family members and members of the school community what parts of the newspaper are important to them and why. • Keep records of these investigations to use when planning their newspaper.
<p>Teachers and students make a class chart of all the different sources and forms of information.</p>	<p>Describe and identify the different ways in which information is gathered and presented.</p> <ul style="list-style-type: none"> • Describe different methods of keeping people informed, such as radio, email, Internet, newspapers, letters, school newsletters, billboards and television.

Assessment Sources of evidence could include:

- contributions to and participation in activities and discussions
- drawings and designs in their Technology project folio
- explanations of work in progress
- survey sheets.

Enhancing activities

Design challenge

Design and publish a newspaper using either a publishing program or a word processing program. The newspaper is to inform the school community of the coming events within the school.

Focus

TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.

TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.

INF 2.2 Students use simple techniques for accessing and presenting information for themselves and others.

Teaching considerations

These activities provide opportunities for students to generate design ideas, acknowledge the design ideas of others and communicate their ideas using drawings that detail major features of a newspaper. They also identify, sequence and follow production procedures to make a product of their own design.

Students identify and use simple techniques to access and present information for themselves and others.

Resources

A collection of articles from the newspapers, A3 paper, glue, scissors, computers, scanners and digital cameras.

[This table spreads over the page.]

Teacher	Students
Consider asking the following focus questions: <ul style="list-style-type: none"> • How is the information in the newspaper collected and presented? • Where does the information come from? • How are the design and layout of the newspapers similar or different? • How does the design of the newspaper meet the needs and wants of the users? 	Compare different designs of newspapers. <ul style="list-style-type: none"> • Compare the different designs of newspapers and consider how they meet the needs and wants of users. • Discuss where the information printed in the newspaper comes from. • Discuss how they are going to collect their information and what sources they are going to use.
Discuss with students their methods of collecting information.	Work in groups to gather information. <ul style="list-style-type: none"> • Decide on what they are going to include in their newspaper — for example, a cartoon, sports section, classified section, a lead story and weather report.
Discuss the different types of jobs that people working in a newspaper office have. Provide direction to sources of information such as the Internet, library and local newspaper.	Identify different roles in the production of a newspaper. <ul style="list-style-type: none"> • At this stage, they may decide on jobs for each member of their group — for example, photographer, editor, reporter and compositor. • Research the jobs of each of the members of a newspaper production team.

<p>Model some of the procedures and discuss some of the decisions the students have made about their layouts.</p> <p>A3 sheets folded in half can be used for their mock-ups.</p> <p>The lead story can go on the front of the newspaper, sports on the back, classifieds on the second back page.</p>	<p>Design a layout and generate a mock-up.</p> <ul style="list-style-type: none"> • Use existing newspapers as an example for formatting. • Design a layout for the newspaper on A3 sheets. • Glue collected newspaper articles onto the mock-up in columns and sections.
<p>Provide materials for the students to use and assist in the production process.</p>	<p><i>Follow step-by-step production procedures.</i></p> <ul style="list-style-type: none"> • Create a step-by-step production plan to follow when making their newspaper and write it on a sheet of A3 paper. • Use simple techniques to obtain the information such as accessing Internet sites and interviewing other students.
<p>Make a range of tools available and instruct students in the use of them as required.</p>	<p>Use tape recorders, scanners, digital cameras and computers to access and present information.</p> <ul style="list-style-type: none"> • Collect and present information. • Write their own classified adverts and cartoon strip and make up their own advertisements.
<p>Help students design a template on the computer.</p>	<p>Design a newspaper template on the computer.</p> <ul style="list-style-type: none"> • Use a publishing program on the computer to design a newspaper template. • Use the template to make the newspaper.

Assessment

Sources of evidence could include:

- contributions to group discussions
- selection of information and the layout of the newspaper
- presentation of information
- final newspaper designs compared with the original designs.

Synthesising activities

Focus TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.

Teaching considerations This activity provides opportunities for students to evaluate by comparing their initial design ideas with the final products and giving reasons for differences.

Resources Copies of the school newspapers.

Teacher	Students
Assist with the editing process as required.	Edit the newspapers. <ul style="list-style-type: none"> Edit their work and make any necessary changes.
Assist students where necessary.	Publish the newspapers. <ul style="list-style-type: none"> Print the newspaper out.
	Compare mock-ups with initial design ideas and evaluate them. <ul style="list-style-type: none"> Analyse and discuss the similarities and differences between the original copy and the published copies.
Photocopy a class set of the newspapers and other copies for the school community.	Photocopy sets of the newspapers for the class and school community. Publish the newspapers on the school intranet. Email copies of the papers to friends. <ul style="list-style-type: none"> A copy of each groups' newspaper can be displayed in the library for other members of the school community to read. Copies of the newspapers can be posted on the school's intranet and/or Internet site and emailed to friends.

Assessment Sources of evidence could include:

- manipulation of materials
- selection of information.

Sample teacher checklist

Teacher resource 1

Tracking student demonstration of learning outcomes

Student: _____

Class: _____

Date: _____

This student has demonstrated learning outcomes in the following strands and levels:

Level		F	1	2	3	4	5	6	B6
Strand:									
Technology	<i>Investigation</i>								
Practice	<i>Ideation</i>								
	<i>Production</i>								
	<i>Evaluate</i>								
Information	<i>Nature</i>								
	<i>Techniques</i>								
Materials	<i>Nature</i>								
	<i>Techniques</i>								
Systems	<i>Nature</i>								
	<i>Techniques</i>								
Contexts:									
Agriculture									
Business									
Communities									
Global									
Home/family									
Industry									
Leisure/recreation									
Personal									
School									
Aspects of Appropriateness:									
Aesthetic									
Cultural									
Economic									
Environmental									
Ethical									
Functional									
Social									
Management:									
Assuring quality products									
Resources/constraint									
Enterprise/marketing									
Risk Management/health/safety									

Survey sheet on newspapers

Student resource 1

	Person 1	Person 2	Person 3	Person 4
Q1. What part of the newspaper do you read first?				
Q2. What articles are important to you?				
Q3. Which newspapers do you read?				
Q4. What would you like to read in a school newspaper?				
Q5. How often would you like to receive a school newspaper?				

Support materials

Websites

(All websites listed were accessed in August 2002)

Yahooligans, http://www.yahooligans.com/school_bell/language_arts/online_stories/Stories_by_Young_Writers/
Links to examples of writing by other young students.

Kids Excellent Web Links, www.cybercomm.net/%7Eteach/

Classroom Newspaper, <http://208.183.128.3/tutorials/classnews.html>

Composing an Electronic newspaper,
<http://books.turnstonepub.com/vents/activity.jsp?actinID=191>

This sourcebook module should be read in conjunction with the following Queensland Studies Authority materials:

Years 1 to 10 Technology Syllabus

Years 1 to 10 Technology Sourcebook Guidelines

Technology Initial In-service Materials

Technology CD-ROM

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