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Chapter 1: Introduction

This workbook will present a wide variety of activities you can do with teachers at NIE workshops. Use it like any good cookbook – select those “recipes” that you believe will work with your teachers and ignore the rest! Your selection of newspaper activities will be the key to the learning that occurs in your workshop.

You are marketing your program. No matter how you look at NIE, the success of the program is based on getting teachers to see the value of using the newspaper. Many of us came to NIE from education or other non-sales related enterprises. As NIE folks, we need to be able to sell the program to teachers. The activities listed in this workbook will help you reach this goal. However, do not be afraid to “ask for the newspaper order” during the workshop.

Workshops are the heart and soul a good NIE program. Workshops can serve several vital functions for a successful NIE program including: teacher training; recruiting new teachers to use NIE in their classrooms; and getting orders from teachers.

Teacher Training

One of the major objectives of many NIE workshops is to train teachers to use your newspaper successfully in the classroom. A teacher who has been through some NIE training should be able to use the material you provide in the classroom and should be able to develop new NIE activities. As you present your teacher workshop, offer the participants many opportunities to tell how they would expand on activities you present or how they might meet the same objectives with different activities. A good NIE teacher is one that will develop many more activities than you can ever present in a short period of time.

Your goal in presenting a teacher workshop should be to create a cadre of teachers who effectively USE your newspaper in the classroom. Nothing will destroy an NIE program faster than to have a teacher receive bundles of newspapers that sit unopened in the back of the classroom. You need to foster an enthusiasm for using that newspaper every time it arrives in class.

Recruiting NEW NIE Teachers

Workshops present you with an opportunity to expand your NIE program. Your enthusiasm and that of teachers who are already using the newspaper are contagious. Use this momentum to get new teachers to use your newspaper in the classroom.

Many successful NIE programs have paired an experienced NIE teacher with a new NIE teacher. This gives the new teacher someone to call upon when questions arise and you are no longer in the building. Creating a mentor system gives visibility and credibility to the teachers already using your newspaper and provides a support for new teachers.
Getting the Order

Creating interest in the newspaper on the part of teachers is not enough to ensure a successful NIE program. You must convince teachers that they need to get the newspaper in their classroom on a regular basis. The most efficient way to get an order is to ask for it! We have a valuable product – the newspaper – that can help teachers do their job better and more effectively. That product has value and teachers need to understand that. If you are selling your newspapers directly to teachers or schools, they have to see enough value in the product to pay for it. If you are distributing sponsored newspapers to your teachers, they need to know that the sponsor is paying for the product.

To Charge or Not to Charge?

This is one of the most difficult questions to ask yourself as you plan your NIE workshop. There is a belief held by many NIE professionals that a workshop that is completely free does not create any commitment on the part of the participants. That is a valid point.

If you decide to charge a fee for your workshops there are several things to consider. What will the fee be for? If the fee you charge will be used to pay for newspapers that are delivered to teachers at a later date, you need to be careful of ABC regulations. You may use money from registration but only that money which is above the cost of any premiums the teachers may receive at the workshop and it must be clear to the teachers that the money will be used to pay for newspapers. If, for example, you give each teacher a coffee mug, the cost of the mug must be deducted from any money you use to purchase newspapers.

If you will deliver sponsored newspapers to the teachers after the workshop, make sure they understand that a sponsor is paying for them. Newspapers are not free!

NIE Workshop Philosophy

Most NIE workshops are developed using a Learner-Centered philosophy. The difference can be most easily seen in the following comparison.

Two Styles of Instruction

<table>
<thead>
<tr>
<th></th>
<th>Information-Centered</th>
<th>Learner-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stated Objective</td>
<td>To cover all points: to get a lot of information across; to adhere to the curriculum, lesson plans, etc.</td>
<td>To change behavior (improve the performance) of the learner</td>
</tr>
<tr>
<td>Underlying Objective</td>
<td>To meet instructor’s need for recognition as the expert</td>
<td>To meet the learner’s need to know and do; to improve performance</td>
</tr>
<tr>
<td>Role of the Instructor</td>
<td>Imparter of information; expert; lecturer</td>
<td>Arranger of experiences and activities; moderator</td>
</tr>
<tr>
<td>Instructor’s Qualifications</td>
<td>The “expert” - knows more about the procedure, system, rules, etc. than anyone else</td>
<td>The non-directive “counselor” type; the moderator and coach who acts as catalyst; learning guide</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Instructor’s Basic Philosophy</td>
<td>“You can’t tell ’em enough, sometimes you gotta say something four or five times before it sinks in … There’s so much a trainee needs to know before the job can be done correctly!” (i.e. before they will ever know what I know!)</td>
<td>“We learn, not by being told, but by experiencing the consequences of our actions.” “Learning is an experimental process—we learn by doing.”</td>
</tr>
<tr>
<td>Method</td>
<td>Talk, show and tell; instructor does most of the talking</td>
<td>Socratic method – instructor asks questions: does no more than 50% of the talking</td>
</tr>
<tr>
<td>Typical Question</td>
<td>Do you have any questions? Do you understand?</td>
<td>Why do you think we do it this way? What would you do if…</td>
</tr>
<tr>
<td>Learner’s Role</td>
<td>Passive – a sponge who absorbs information</td>
<td>Active – learn by doing. Learner corrects his/her behavior because he/she is experiencing the results of actions</td>
</tr>
<tr>
<td>Purpose of Feedback</td>
<td>To see if the trainee understands the information; to test the trainees retention; to see if information should be repeated</td>
<td>To see if the trainee can apply what is learned; to see if the trainee needs more practice; to provide additional (remedial) instruction</td>
</tr>
<tr>
<td>How Instructor Gets Feedback</td>
<td>By asking trainee if there are any questions; by asking the trainee to repeat (parrot-like) what the instructor has just explained</td>
<td>By giving the trainee tasks or situations in which newly acquired skills and concepts are practiced and applied</td>
</tr>
<tr>
<td>Instructor Controls Learner Through</td>
<td>Reward and punishment (sanctions and embarrassment)</td>
<td>Positive and negative reinforcement (praise and constructive criticism)</td>
</tr>
</tbody>
</table>

Acceptance of the learner-based philosophy of doing NIE workshops removes from the leader the onus of having to be the “expert.” No matter what your background, you can lead teachers through activities which will help them become successful NIE users. You do not have to be an expert in education or even in NIE to lead a quality workshop.

**Follow-up**

The successful NIE workshop does not end when the presentation is completed. Every workshop needs follow-up to make sure the participants received the information they need and that they are not experiencing problems implementing NIE concepts in the classroom. The mentor system mentioned above is one way to achieve this goal. A variety of other successful follow-up methods are also successful. These are outlined in Chapter 6 of this workbook.
General Workshop Tips

Many tips can be offered for conducting successful workshops. Some of the suggestions that follow will be expanded upon in later sections of this workbook. These tips will give you a place to start thinking about your workshop:

- Decide in advance why you want to do workshops. Every workshop should have a goal and a way to measure the success of reaching that goal.
- Keep a form near your phone to record all the information you need about a workshop. Make sure you have the time, date, location, length of the workshop, subjects to be covered and a contact name and phone number.
- Keep the school principal, secretary and custodian on your side. Let them know what you are doing and why.
- Use name tags – and call the participants by name whenever possible. (The Icebreaker section gives some suggestions on creating name tags.)
- Start your workshop on time! Don’t reward those who come late by waiting for them.
- Listen more than you talk!
- Debrief every activity – talk about why you did it, ask how it could be done differently, what did the participants learn.
- Teachers love to get stuff! Many workshops are evaluated “by the pound.” Bring lots of handouts and other things to give away.
- Make sure the newspapers get to the workshop! Keep a spare bundle of old papers in your car – just in case! It is hard to convince teachers to order the newspaper when you are saying “They were supposed to be here by now, but …”
- Evaluate your workshop. Provide a way for the participants to give you feedback. Ask the principal for feedback. When you get back to your office, write you own evaluation of the workshop. What went well – what needs to be changed?
- Over-plan – It is better to have too much to do than to run out of activities!
- End on time. Participants will stop listening and start packing up to go home 15 minutes before the end of the workshop!
- Don’t be afraid of silence. When you ask a question be willing to wait for an answer.
- You are the expert on newspapers … the teachers are the experts on education. Let them develop the educational goals of the workshop.
- Like it or not … you are marketing a product. Don’t be afraid to “ask for the order.” If the teachers do not get your newspaper to use in the classroom the workshop was a failure.
- Have fun – If you are not enjoying yourself at a workshop, neither are the participants!
- Feed them – Nothing attracts folks like food, especially after a long day of teaching!
• Arrive early – it is easier to deal with a crisis before people arrive than when everyone is waiting for you!
• Allow the participants some time to read the newspaper before the workshop begins. They are going to do it anyway.
• Be enthusiastic! If you are not up-beat and full of energy no one else will be either. You should be exhausted at the end of a workshop!
• Put your name and phone number on EVERYTHING!
• Never suggest using old newspapers. Every activity should start with a phrase such as “Turn to today’s newspaper and …”
• Every child should have a copy of today’s newspaper. Do not recommend sharing a newspaper.
• Encourage teachers to send the newspaper home with the students after they have been used in class.
• Offer the teachers some “behind the scenes” information about your newspaper. They love to learn about the amount of ink and paper used, deadlines, printing process, how a story makes it into the newspaper, newspapers terms and jargon, etc.
• Invite teachers who are currently using your newspaper to present. Teachers love to hear success stories from those who are already using NIE.
• Collect good ideas from teachers and others and add them to this notebook.

Questions:

It is wise to determine in advance how you want to handle questions. Most NIE workshop presenters encourage participants to ask questions as they occur during the workshop. That may not always be the best way as an unrelated question can steer the workshop away from its intended content.

One simple method of dealing with unrelated questions is to provide each participant with a “Green Sheet.” The name simply comes from the color of the paper on which the form is printed! There is a sample on the next page.

The sheet should be introduced early in the workshop with the suggestion that questions may develop in the minds of participants that do not seem to fit at the moment but are important. Since you do not want the participants to forget the question, suggest that they write them down on the “Green Sheet” and save them for later. If you get a question that does not fit at the moment you can ask the participant to put it on your “Green Sheet” and we will come back to it.

Several times during your workshop you should stop at a natural break, like after you have completed an activity, and ask if there are any “Green Sheet” questions that anyone would like to ask now. When you ask for questions at the end of the workshop be sure you refer to the questions they have recorded throughout the workshop.
Remember that there is nothing wrong with saying, “I don’t know.” If you say you will find out an answer make sure you follow-up after you return to the newspaper. Ask for name and phone or address so you can return any promised information.
Questions To Ask

From time to time during this workshop you may think of a question you would like to ask but it does not seem to fit into the current discussion. Write your question on this sheet and we will be sure to give you a chance to ask it before the end of the workshop.

<table>
<thead>
<tr>
<th>My Question</th>
<th>The Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Chapter 2: Organizing Your Workshop

Every successful NIE workshop needs in-depth planning, written objectives, measurement and evaluation. The success of your workshop is largely determined long before the workshop begins. The key is in the planning.

Before planning your first workshop, take time to answer these questions. You may want to involve others at your newspaper in this process.

- Identify the changes you would like to see. Changes in the behavior of teachers, students, administrators, your newspaper?
- List the specific expectations you have for yourself and for all the other participants. What needs to be done by the school contact? By other people at your newspaper? By the school administration?
- Make everyone involved part of your planning team. They all have valuable insights to add.
- Develop a plan for following-up on the inspiration and motivation developed at your workshop. What will each member of your planning team do after the workshop is over?

You need to answer each of these questions as you begin your planning process.

- What is your overall plan?
- Why are you giving a workshop?
- What do you expect teachers to get from the workshop?
- What do you expect administrators to get from it?
- What do YOU expect to get from it?
- What do you expect of the participants?
- What can teachers expect from students as a result of this experience?
- Who will ensure that there is continuity in your workshop?
- Who is responsible for each of the details of the workshop?
- How long will the workshop be? (Many introductory workshops are 1 – 2 hours.)
- How will you know you were successful?
- How will you follow through to ensure lasting success?

The following pages offer a comprehensive checklist that will help you prepare the details of your workshop. Many experienced workshop leaders use a checklist like this every time they plan a workshop because every one is different. After you use this checklist a few times you may want to develop your own that more closely follows the procedure you use at your newspaper.
Newspaper In Education
Workshop Checklist

Decide who the **participants** will be. (Check all that apply.)

- Teachers who will get released time during the school day
- Participants recommended by the principal
- Participants requesting to attend
  - At no cost
  - Paid by the participant
  - Paid by the school system
- Representatives from individual schools or grade levels
- School district curriculum coordinators
- Administrators
- Parents
- Students
- Other ____________________________

Decide the **level** of your target audience. (Check all that apply.)

- College teachers
- Elementary teachers
- Junior high/middle school teachers
- High school teachers
- A mix: K-12
- Language Arts teachers
- Social studies teachers
- Math teachers
- Other subject area teachers ______________________
- Parents
- Other ____________________________
Decide how you will recruit the participants. (Check all that apply.)

- Teacher sign-up at the school
- Recruited by the principal
- Recruited by curriculum coordinators
- Involvement of all levels of administration from the Superintendent down
- Recruit through in-paper ads
- Recruit through direct mail flyers to teachers and/or schools
- E-mail, ListServ, broadcast fax
- Other ____________________________

Who will determine the content of the workshop?

- The NIE professional
- Teachers/administrators who requested the workshop
- A teacher committee working with the NIE department
- State or local standards used to set the content
- Other ____________________________

Who will conduct the workshop or be a speaker at the workshop?

- The NIE director/manager
- Other NIE personnel
- Teachers
- Students
- Other newspaper personnel
- Parents
- Other ____________________________
Determine a **date** for the workshop.

- Date selected by the school district/teachers
  - Make sure you have no conflicts on that date
- NIE personnel select the date to invite teachers for a workshop
  - Check for conflicts with school schedules (School secretary can be very helpful.)
  - Make certain the date does not conflict with any religious or secular holidays or observances

Select a **place** where the workshop will be held.

- At the school  (If the school requested the workshop they may want to select the location.)
  - Library/Media center works well if there are tables where teachers can work in groups
  - Cafeteria can work but make certain nothing else will be going on at that time. It can be hard to be heard in a large room with high ceilings!
  - A classroom can also work – make certain the chairs and desks are big enough for the teachers to use comfortably. Two hours in first-grade sized chairs can seem like an eternity!
- At the newspaper
  - Is there a conference room that is large enough to accommodate the number of teachers expected?
  - There is a special appeal to coming to the newspaper. Make the setting special.
  - Make sure there will be no other distractions in the room selected.
- At a hotel/restaurant/convention facility
  - There is a real feeling of being treated special when teachers are invited to this type of setting.
Facilities management professionals can take care of most of the details of room set-up for you.

What is your budget for the workshop?

☐ How many people do you expect? ______________

☐ Calculate your anticipated expenses.

<table>
<thead>
<tr>
<th>Item to consider</th>
<th>Estimated Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room rental</td>
<td>________________</td>
</tr>
<tr>
<td>Rental of AV equipment</td>
<td>________________</td>
</tr>
<tr>
<td>Supplies (pens, paper, scissors, glue sticks, etc.)</td>
<td>________________</td>
</tr>
<tr>
<td>Refreshments</td>
<td>________________</td>
</tr>
<tr>
<td>Luncheon</td>
<td>________________</td>
</tr>
<tr>
<td>Speaker honorarium</td>
<td>________________</td>
</tr>
<tr>
<td>Speaker expenses (travel, hotel, etc.)</td>
<td>________________</td>
</tr>
<tr>
<td>Development and printing of brochure</td>
<td>________________</td>
</tr>
<tr>
<td>Direct mail costs</td>
<td>________________</td>
</tr>
<tr>
<td>Printing of program</td>
<td>________________</td>
</tr>
<tr>
<td>Name tags</td>
<td>________________</td>
</tr>
<tr>
<td>Printing of workshop handouts</td>
<td>________________</td>
</tr>
<tr>
<td>Give-aways, gifts</td>
<td>________________</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>________________</td>
</tr>
<tr>
<td>Cost of newspapers used</td>
<td>________________</td>
</tr>
</tbody>
</table>

Total ________________

How are you going to meet the budget?

☐ Participants all pay a registration fee

☐ School district pays a workshop fee

☐ Paid by NIE budget from the newspaper

☐ Sponsor

☐ Combination of the above

☐ Other ___________________________________________________________________
Determine a way to get **attendance commitments**. (A free workshop that carries no requirement for attendance from the school district is very easy to “skip” at the last minute.)

- Fee paid by attendees
- Teachers sign up for college or recertification credit
- Have the school district require attendance
- Signed commitment which includes later follow-up
- Attendance required to get sponsored newspapers for the classroom

Decide how you will **publicize** your workshop. (Check all that apply.)

- Direct mail to administrators/curriculum supervisors
- Direct mail to teachers
- In-paper advertisement
- Newspaper stories
- Notice in school newsletter
- Posters at the school(s)
- Advertise in curriculum newsletters such as the state social studies council, etc.
- E-mail, ListServ, broadcast fax
- Other ____________________________

Invitation to **Speakers**. If your workshop will include guest speakers they need to receive a written invitation and be asked to complete a “Speakers Requirements” form (sample on page 17). Include the following information in the invitation.

- Purpose and expectations of the workshop
- Amount of time available to the speaker – be very specific!
- Number of participants expected
- Grade level of educators
- Subject area of educators
- Tentative program
Seating arrangements that are possible in the given space
How travel and other expenses will be met
Amount – if any – of honorarium
How the workshop will be evaluated
Other ____________________________

Send letters of confirmation to participants which include:

- Welcome
- Map to the workshop location
- Reconfirmation of the date, time and place
- Program agenda
- Parking provisions – if necessary
- Supplies the participants should bring with them
- Homework assignment – ask teachers to do something in advance of the workshop
- Other ________________

Develop a detailed timeline for the workshop.

<table>
<thead>
<tr>
<th>Action</th>
<th>Completion target date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order coffee and donuts</td>
<td>_______________</td>
</tr>
<tr>
<td>Order luncheon or other food</td>
<td>_______________</td>
</tr>
<tr>
<td>Order program printing</td>
<td>_______________</td>
</tr>
<tr>
<td>Order name tags</td>
<td>_______________</td>
</tr>
<tr>
<td>Assemble all supplies needed</td>
<td>_______________</td>
</tr>
<tr>
<td>Arrange for all audiovisual equipment</td>
<td>_______________</td>
</tr>
<tr>
<td>Order newspapers</td>
<td>_______________</td>
</tr>
<tr>
<td>Order/make signs for lobby – directions to session</td>
<td>_______________</td>
</tr>
<tr>
<td>Print evaluation forms</td>
<td>_______________</td>
</tr>
<tr>
<td>Make hotel reservations if necessary</td>
<td>_______________</td>
</tr>
<tr>
<td>Schedule breakout rooms</td>
<td>_______________</td>
</tr>
<tr>
<td>Confirm arrangements with:</td>
<td>_______________</td>
</tr>
</tbody>
</table>
Decide on the contents of a **workshop packet**. It adds a sense of professionalism to present each participant with a packet of materials as they arrive. Your packet might contain some of the following:

- Writing tablet
- Pen/pencil
- Program/agenda for the workshop
- A newspaper order form for classroom newspapers
- An order form for home delivery (This will make your circulation folks happy and it is surprising how many teachers do not get the newspaper at home!)
- Speaker’s biography
- Handouts
- Sample curricula materials
- Brochure listing materials and services available and their cost
- Evaluation form
- Other _________________________

**Just before** the workshop:

- Check on the room set-up. Make sure everything is set the way you want.
- Make sure the registration table is set-up and ready
  - Name tags
  - Welcome packet
  - Meal tickets if needed
- Obtain payment check for speakers/consultants (if needed)
- Make certain the newspapers have arrived!
- Be sure directional signs to the workshop location are posted
☐ Check on refreshments

**After** the workshop:

☐ Make sure the room is left as the custodian wants it. If you are at a school, ask what you can do to help cleanup.

☐ Send follow-up, thank you letters to:
  ☐ Principal or other administrative staff responsible for scheduling the workshop
  ☐ Any speakers
  ☐ All participants, include another opportunity to order the newspaper
  ☐ Sponsors
  ☐ Others _________________________

☐ Read all evaluations

☐ Determine a follow-up plan. You may want to send a note to all participants in two or three months.
Newspaper In Education Workshop
Speakers Information Sheet

Please complete and return this form to me by ________________

Thank you for agreeing to be a speaker at our upcoming NIE Workshop. Your participation is eagerly anticipated.

Workshop Date ________________ Start time ________________ End Time ________________

Workshop Location: ________________________________________________________________

Directions to Location:

Name __________________________________________________________________

Address ________________________________________________________________

City ______________________ State __________ ZIP ______________

Home phone _________________ Work Phone _______________ Fax _____________

E-mail __________________________________________________________________

Title of Presentation ____________________________________________________________

Short description (to be included in the program):

1. What type of seating arrangement would you prefer?

2. What audiovisual equipment do you need?
   [ ] VCR/TV  [ ] overhead projector  [ ] slide projector
   [ ] LCD projector  [ ] Internet access line  [ ] flip chart/markers
   [ ] Other: Specify

3. What other materials do you need?
   [ ] scissors  [ ] glue sticks  [ ] construction paper
   [ ] tape  [ ] markers  [ ] newsprint roll
   [ ] Other: Specify

3. Please attach all material you want reproduced and indicate the quantities needed.

4. Will you be using newspapers in your presentation?
   [ ] No  [ ] Yes  Quantity needed _______________________

Return this form to:

Name, Title, Newspaper, Address, City, State, Zip
School-Based Workshops

Some workshops you sponsor will be developed by you and may be held at the newspaper or at another location, including a school. Frequently, however, you will receive a call from a local school or school system asking if you can present a workshop at the school. You need to be ready for this type of call.

Planning a workshop at a remote site, like a school, offers special challenges. It is important that you gather good information right from the start to make the planning of the workshop easier for all concerned. The sample planning sheet on the next page can help you get the information you need. You may still want to follow all the steps outlined in the planning process on the preceding pages.

Make sure you know exactly when and where the proposed workshop is to be held. The directions you get to the location are important. You may want to visit the site prior to the workshop to see where you will be asked to conduct the workshop.

A contact name is vital as you may have follow-up questions that need to be answered. E-mail is the easiest and most efficient way to reach many teachers. They are seldom available to take a phone call but they can respond to e-mail at a convenient time. It is also wise to know the name and direct phone number for a school secretary. The secretary and the custodian may be the two most important contacts you can make at a school where you are to present a workshop!

Ask exactly what the requester wants to be presented at the workshop. Continue to ask questions until you understand what they expect you to do. If your contact just wants, “You know … tell us about Newspapers In Education.” Probe to find out what grade levels and subject area teachers will be attending. Do they currently use the newspaper? What topics are they currently teaching in their classes? Have they expressed an interest in any particular NIE topics? What are you teaching tomorrow? The more information you gather, the more successful the workshop can be.

A worksheet, like the sample on the next page, will help you gather information that you need to plan a workshop. Keep these near your phone so you will remember all the right questions to ask when arranging to do a workshop.
Newspaper In Education Workshop Plan

Date of workshop _______________ Day of week _________________________
Start time ______________________ End Time ___________________________
School ____________________________________________________________
Address ___________________________________________________________
   City __________________________ State ____________ Zip __________
Phone ______________ Fax ______________ E-mail _________________
Contact Person ________________________________ Title ________________
Grade level ____________________ Subject Area __________________________
Number of participants expected ______________________
Specific topics to be covered:

   AV Materials Needed:

   School site will provide:

   Currently ordering newspapers [ ] Yes [ ] No
   Directions to the workshop site:
Sample NIE Teacher Workshop Checklist

This checklist, created by Barbara Pierce Drew, at the Journal Star NIE Program, Peoria Illinois, provides both a list of items to consider and a reason for including them. The checklist was created to help a new staff member begin to develop workshops.

NIE Teachers Workshop Checklist

- Decide on a topic and grade level – over the past five years, we’ve done a lot of “basic” workshops, covering all grade levels and topics. Each year we try to do at least two of those and several “specialized” topics, like the Stock Market or Elections.

- Do some background reading on the topic from educational journals and textbooks. Including this information in the workshop establishes credibility with teachers. Choose appropriate newspaper activities for the topic. Plan on having at least 12 - 15 activities for a 90-minute workshop. The more activities you have planned, the better. You can always eliminate activities at the workshop if you are running out of time. Try to choose interactive activities that involve some teamwork among the teachers to use as “icebreakers.” Particularly in the case of afternoon workshops, teachers tend to be tired and need some humor and interaction to liven them up!

- If the workshop is related to a sponsored student workbook, invite the sponsor to send a representative to speak to the teachers. In particular, career information is always welcome by teachers. For example, when XYZ Financial Services sponsored the Stock Market Workbook, one of their brokers spoke to the teachers about her career. She was particularly good because she had started out her career as a middle school math teacher, then making the change to stock broker, so she could really relate to her audience, and she had instant credibility with them. Teachers need career information for their students.

- Choose a date and time for the workshop. Although this changes from market to market, we try to avoid the following: Saturdays; the last two weeks in August and the first two weeks in September; Teacher Institute Days; the week of Thanksgiving and testing weeks. If you’re planning a workshop focusing on a specific event (such as the elections or the Olympics), schedule it at least one month prior to the event, so teachers will have time to plan and order papers. The best time for workshops is usually between 4 and 6:30 p.m. on Tuesday, Wednesday or Thursday. Teachers are out of school, but can still get home in time to be with their families.

- Choose and reserve a place for the workshop – we’ve had them at Bradley University, the Civic Center, the Peoria Public Library, the Signature Inn and the Mark Twain/Packard Plaza, Eureka College and Western Illinois University. My first choice has been the Public Library, although teachers do have to pay for parking. Keep a workshop facilities file in your desk! One new facility worth considering is Dirksen Congressional Center in Pekin. If we’re using a facility that does not have in-house catering, we usually use St. Francis or Heavenly Delight in Pekin. Their
prices are quite reasonable, the food’s good and they do all set-up and take-down. Make sure the facility has a place to hang the NIE banner. The best table set-up is classroom style. If the workshop is in a classroom, make sure there’s enough room for teachers to spread out and work with the newspaper.

- Plan a menu. You must feed teachers – for a late afternoon/early evening workshop, plan on a heavy snack at the minimum or a sandwich/salad dinner. For a summertime workshop, plan on serving lunch. Serve coffee, soda, water and tea.

- Plan your workshop agenda and make sure your facility knows your a/v needs. Do you need a VCR, overhead, podium with microphone, etc.? Start the workshop with an introduction of NIE. Some of the teachers will already know the basic information, but they know that’s how we start all of our workshops. It’s important to get across that NIE is a classroom subscription program and that teachers must order newspapers in order to get the curriculum material. Once you’ve covered the basic why to use newspapers, how to use newspapers, etc., spend about five minutes going over the information from your background reading on the particular topic.

- Decide on the order of your activities and make overheads. Each activity must have at least one sample from the Journal Star. We strive to show variety and user-friendliness. We also try to make sure that each activity clearly demonstrates one of the “top ten” reasons to use newspapers in the classroom. (For example, flexibility, ability to tailor lessons to different skill levels, increasing awareness of other cultures, etc.) Point these out as you do the activities. In some cases, you can use past issues or you can wait until the day of the workshop to use that day’s paper.

- Put packets together – each packet should have the Discover NIE booklet, a sample student workbook, a business card, plus some gifts (NIE pencils, pens or magnets), and samples of each of the workshop activities.

- Order copies of the newspaper for the day of the workshop.

- Do you want door prizes such as Journal Star T-shirts, coffee mugs, etc.? We put small round stickers on the inside pocket of three or four randomly chosen packets for door prizes. I ask teachers to look at their packets for the stickers when we start the workshop.

- Promotions – begin promotions at least six weeks prior to the workshop registration deadline. Make sure that the department receptionist knows all pertinent information on the workshop (date, time, etc.).

- Newspaper ads should include date, beginning and ending time, and place of the workshop, plus an overview of the topic(s) covered and appropriate grade level. Include as much detail as possible; otherwise you’ll get a lot of time-consuming “information only” phone calls. Teachers should have the option of registering by phone, mail or fax using the registration form in the ad which should include school,
grade, and home and work phone numbers. Run ad at least eight times, making sure it hits each day of the week at least once. Consider whether ad should run adjacent to a particular part of the paper – for example, if you did a “Using the Newspaper to Teach Health and Nutrition” workshop, you’d want to run the ad at least once in Wednesday’s food section and at least once in the Sunday Focus section.

- Plan to do at least one direct mail promotion to the schools – if the workshop focuses on a specific topic, make sure you indicate that on the outside of the flyer – e.g. “Please Route to Science Teachers.” At the minimum, on the outside of the flyer say, “Important Information on NIE Teacher Workshops – Please route or post in teachers lounge or office.” Drop direct mail so it hits about two weeks before the registration deadline – it often takes that long to get a flyer routed around school.

- Write article about the workshop for NIE Ideas! (teacher newsletter)

- Make sure appropriate newsroom staff have workshop information for calendars. If workshop covers a particular topic, see if the newsroom columnist for that area will run an announcement. For example, will the business editor run an announcement about a stock market workshop or will the sports editor run an announcement about an Olympics workshop?

- Have a sheet ready by your phone to take phone registrations.

- Confirm reservations and give final headcount to the caterer/facility.

- Arrive at the location at least 90 minutes prior to the starting time of the workshop. This may seem unnecessary, but teachers are extraordinarily punctual and you’ll have people arriving at least 30 minutes before the start of the workshop. It helps to have everything set-up when they arrive. If you’re serving a meal, make sure they can help themselves to coffee, tea or soda when they get there.
Summary – Organizing Your Workshop

*Plan Ahead!!* The key to delivering a successful workshop is the planning process you undertake long before the workshop begins. If this is your first workshop or your 100th workshop, the process should be the same. Your planning process needs to be organized and should be in writing. The more checklists you use, the fewer last minute surprises you can expect!

From the time teachers walk into your workshop until the time they leave, everything should happen according to an advance plan. And when they leave, you should review the plan to see what changes need to be made for the next workshop!

Now that your plan is in place, you are ready to begin to determine the content of the workshop. The next chapter will show you a number of ways to organize your workshop and the final chapters will give you a variety of activities from which you can make selections. Like planning a good menu you need an appetizer, a balanced main course and a satisfying desert. Choose carefully the items you plug into your advanced plan and you will create a memorable workshop.

Bon Appetit!
Chapter 3 - Designing Your Workshop

Once you have completed all the necessary planning outlined in the previous chapter, it is time to consider the content of your workshop.

The basic structure of most workshops is similar. Each should begin with some type of icebreaker. The intent of this activity can be:

- To learn who your participants are
- To introduce the participants to your newspaper
- To set the tone for the workshop
- To discover hidden agendas that may hinder learning at the workshop

If a school or group of teachers has requested a workshop, the focus of the workshop should be on the topic or subject they select. You will need to find a series of activities that helps teachers see that using the newspaper can teach/reinforce the concepts and skills on which they want to focus. Getting teachers actively involved in doing newspaper activities is the best way to get them “hooked” on using the newspaper with their students.

You do not have to ask your participants to “pretend they are students.” Simply present the activities to be done and let them do them. They will have fun and will quickly see that their students would react in similar ways.

Every activity you do with your workshop participants should be done for a reason. That reason should become evident to the participants by the time the activity is completed. **You must take time to debrief every activity!** Debriefing is the process whereby you ask teachers a series of questions to get them to think about the activity and why it was done. They should be able to tell you how that activity could be adapted to their classroom. They should learn to find ways to extend the activity to cover different concepts than were discussed at the workshop.

Activities you select to do at a workshop should:

- Be fun!
- Be short enough to complete within an hour – at the longest.
- Be adaptable to many different grade levels and subject areas.
- Use the newspaper as a source of information.
- Be something that can use any day’s newspaper. Beware of sending teachers to find something that cannot be found into today’s newspaper!
- Make teachers want to use the newspaper in the classroom.

If your workshop is designed to introduce a new program from the newspaper, for example, Pigskin Geography or The Stock Market Game, then the activities you select to do with the participants should come from the program being introduced. This will give the teachers an opportunity to “try out” some of the activities and you can serve as a
model for how they will introduce activities to their students. If the workshop is for teachers who have already signed up for the program being introduced, then you may want to distribute curriculum materials and other collateral materials at the workshop. If, however, the workshop is to promote interest in the program, you must be careful not to give away too many activities. Why would a teacher buy the program if they already have all the curriculum materials! Make the workshop a teaser … and ask for the order at the end of the workshop!

The length of your workshop may be determined by the group who requested it. If you are designing the workshop you need to consider carefully how long you want the workshop to be and when it should be held. A three-hour workshop seems to be a good length to introduce enough material to get teachers motivated to use NIE in their classroom but short enough to keep from boring them!

An after school workshop may start as early at 2:30 p.m. at a middle school or high school but frequently must wait until 3:30 p.m. or later at elementary schools. As mentioned before, provide coffee, tea, soda and snacks at any after school workshop. Some teachers are willing to participate in Saturday workshops and occasionally a school system will release teachers to attend a daytime workshop. (That is rare!)

**Danger!** There is a real danger when presenting a general NIE workshop that the teachers will finish the workshop with the feeling that “We have seen the NIE program.” Your aim at the end of a workshop should be to leave enough questions and enough enthusiasm that the teachers will want to invite you back for another workshop. One workshop technique that helps solve that problem is called a Workshop Smorgasbord developed by Jim Abbott when he was the NIE manager at the Portland (ME) Press Herald.

### Workshop Smorgasbord

*By Jim Abbott*

When I am invited to a school to do a workshop to introduce NIE to the teachers, I prepare a list of 25 or 30 different activities that could help that grade-level teacher learn what NIE is and how it can be used in the classroom. After doing an icebreaker of some type, I distribute a list such as this to the teachers:

- Classified Writing: Developing a concise writing style (20 minutes)
- Complete Sentences: Understanding and creating complete sentences (15 minutes)
- Comic Candidates: Teaching the electoral process (60 minutes)
- Easter Bunny Barriers: Problem solving (30 minutes)
- Family Crest: Self-esteem (15 minutes)
- NEWSO: Multidisciplinary game (20 minutes)
- Sports Mania: Geography (20 minutes)
- Etc.
I make certain that the total amount of time needed to do the activities listed far exceeds the time available during the workshop.

Once the teachers are given the list, I tell them that they are in charge of how the workshop will proceed. What activities do they want to do? Then I wait for someone to pick one of the activities. (You have to wait … frequently it may take two or three minutes of dead silence before someone will suggest an activity.) By forcing the participants to select the activities they want to try, they become the owners of the workshop. I am not telling them what we will do, they are telling me.

I will then do three or four activities with them. I bring a handout to go with each activity so they will not have to take notes. The handout may be the worksheet on which the activity is conducted or it may be a write-up of how the activity is done. We debrief each activity and look for ways it can be adapted and extended in each teacher’s classroom.

As time begins to get short, I will do the last two or three activities as “walk-throughs.” I will give the participants the handout and talk our way through the activity describing how things might have happened.

About 10 minutes before the end of the workshop, I distribute information about ordering the newspaper and an evaluation form for today’s workshop.

Without fail, someone will ask about the activities we did not get to. “Can we get the handouts, at least?”

“Oh, no. I really need an opportunity to describe the activity to you so you can make the best use of them. I am sorry we did not have time to get to each activity today but, perhaps I can come back another time.”

I get invited back!

Workshop Wrap-up

You have picked a great icebreaker (Chapter 4) and selected activities that make teachers eager to go back to class and start using your newspaper (Chapter 5). Now the end of the workshop is approaching. What do you do for a finale! Don’t let your workshop simply die… The end is every bit as important as the beginning. You started the workshop at a particular point by saying something like, “Hi, my name is XXXXX and I would like to get us started using the newspaper.” Your end should be just a precise. There is nothing worse than having teachers sitting and wondering if the workshop is really over.
About 10 minutes before the end of the workshop you should point out the order form that was included in the packet the participants got at registration. Remember that you are a salesperson! This is when you “ask for the order.” There may be no money involved if you are offering sponsored newspapers but you still need to ask the participants to sign-up. Walk them through the order form line by line. Make sure you get the information you need.

At this same time, make note of the evaluation form that was also included in the registration packet. Ask that the teachers take a few minutes to fill out the form before they leave. As soon as you ask them to complete the evaluation form, many members of your audience will stop listening! Keep your evaluation simple and easy to complete. Offer a check-off or a circle the number response for most of the questions. Allow some space for participants to write general comments. (A sample evaluation form is found on the next page.)

Offer to answer any questions the participants may have. Answer those you can but keep an eye on the clock. If there are no questions … end the workshop! Don’t sit in silence waiting for someone to think up a question.

About five minutes – at the latest – before the scheduled end of the workshop say, “Thank you very much for having me here today. I certainly look forward to meeting with you again in the future. If any of you have additional questions, I will be here for a few more minutes.” Then sit down. Do not stand up again until the majority of the teachers are headed out of the room. The workshop is over. NEVER … NEVER … NEVER let the workshop run beyond the appointed ending time!
Thank you for joining us at today’s workshop. We would ask that you take a minute to let us know how well we met your expectations. Thank you for your help.

Circle the appropriate number following each question below.

1. Were the physical facilities adequate for this workshop? 1 2 3 4 5
2. Did this workshop meet your needs and expectations? 1 2 3 4 5
3. Was the presenter knowledgeable? 1 2 3 4 5
4. Was the presenter prepared? 1 2 3 4 5
5. Were visual aids effective? 1 2 3 4 5
6. Was the presenter enthusiastic? 1 2 3 4 5
7. Would you recommend this workshop to others? 1 2 3 4 5
8. What was most helpful to you in this workshop?
9. What was least helpful to you in this workshop?
10. Comments:
Chapter 4 - Icebreakers

Every good workshop begins with some type of icebreaker. This gives your workshop a specific starting point.

As teachers enter your workshop, it is recommended that they receive a registration packet that will include:

- An agenda for the workshop
- An evaluation form to be completed at the end of the workshop
- An order form for having your newspaper delivered to the classroom – Even if you are providing sponsored newspapers, the teachers still need to provide a request and delivery information.
- Sample learning activities
- Information sheets such as “Have You Read the Latest?” and “A Dozen Good Reasons for using the newspaper in the classroom.” (These are found on pages 30 and 31 of this workbook.)
- Information about other workshops or seminars you may be hosting. (Sample promotional brochure on page 32.)
- AND A COPY OF TODAY’S NEWSPAPER!

Your workshop should have a clear starting point, and the icebreaker activity should be it. You do not need to introduce yourself prior to the first activity. You want to set the tone that this is to be an active workshop and that the participants are going to do most of the work. Start your workshop on time!

If you are to be introduced by someone from the school or organization where you are doing the workshop, ask that they introduce you promptly at the appointed starting time and that the introduction be kept brief.

You may want to start the workshop by saying something like … “Hi, I am XXXX and our first activity this afternoon will be …” Give the directions and let people go right to work!

You may want to select an icebreaker activity from this chapter of the workbook or you may want to create your own. When you attend workshops and conferences, watch how others begin a workshop and incorporate the best ideas into your workshop! Add new ideas to this notebook as you find them.
Have You Read the Latest?

On Newspapers

Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected, we mean that of reading them in schools, and by the children in families. Try it for one season. Do you wish your child to improve in reading solely, give him a newspaper—it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In fine, do you wish to have him acquainted with the manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newspaper—newspapers are plenty and cheap—the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes some new and valuable information. Instead of being a luxury, it is a matter of economy, and the poorest family, may and ought to be furnished with at least one paper per week. Encourage newspapers and you encourage learning and you secure the liberties of prosperity. Learning in the hands of a few, effects a nobility, but generally diffused, is an effective barrier against every invasion of the rights of man. Newspapers supply the want of schools, the want of company and want of preaching. They have the power to mitigate the pains of the afflicted, alleviate the distresses of the sorrowful, check the wild extravagance of the licentious, bring home the prodigal, and in fine, to do good to all ranks, denominations, characters and situations in life.

From The Eastern Herald, June 8, 1795, printed in Portland, District of Maine, State of Massachusetts. Who says the use of newspapers in the classroom is a new idea?
A Dozen Good Reasons for Using
the NEWSPAPER in YOUR Classroom!

1. It is an adult medium. No big seventh grader who has difficulty reading likes to be seen carrying around *Six Ducks in a Pond*, but that same student is proud to be seen reading the newspaper.

2. It deals in reality, in what is happening here and now. Motivation for reading and for discussion are built in.

3. It bridges the gap between the classroom and the “real” world outside.

4. It contains history as it happens, reported as completely and as objectively as possible.

5. It is the ideal text for individualized instruction because it contains something for every student – the comics for reading enjoyment; the editorials for thinking skills; math problems ranging from number recognition to understanding stock reports; information useable in every academic discipline.

6. It contains practical vocabulary, the words students will use over and over throughout their lives. It provides a perfect base for learning English.

7. It can be marked, cut, pasted, colored – all important to all those who learn by doing and seeing.

8. It contains, in its news stories, the best models for clear, concise, simple writing.

9. It is the perfect model for teaching students to write for a purpose and for a particular audience.

10. It is the only up-to-date social studies and science text there is.

11. It is the only text the majority of students will continue to read throughout their lives.

12. It is an influential and integral part of our free society. Its freedom is guaranteed in the Bill of Rights. This freedom is “less the right to the newspaper to print than it is the right of the citizens to read.”
Sample Promotional Brochure from the Deseret News, Salt Lake City

1998-99 teacher classes

SALT DEVELOPMENT CLASS: Generate new building project and new building plans. The course includes design and planning, building codes, and safety measures. Registration includes credits, lunch, and all materials. This class will run 90% of the time in Salt Lake City, unless otherwise indicated. Please keep in mind that class size is limited to 150 attendees. 

NOTE: Registration will be taken in the order of receipt and may be transferred.

Sept. 9 "Today's Newsmaker: The Donor's Experience," $40 A guided tour of the history and current registration at Donor's Experience, Salt Lake City. 

Sept. 25 "Dinosaurs, Naturalist, & Treehouse," $40 Options (see Educational Sections Oct. 33) A day at the Dinosaur Park, the Naturalist Center, and the Treehouse Children's Museum. 


Nov. 7 "Exploring Art," $35 Options (see Art Collection) A day at the Springdale Art Museum learning about art and fun ways to teach it. 

Dec. 21 "Growing Pains: Planning for Utah's Future," $35 Options (see Winter Break) An opportunity to experience a look at the future and how to plan for it. 

Feb. 6 "We're Jazzed!" $40 Yearly event with the Utah Jazz. (see description below) 

Feb. 20 "Just for the Health of It!" $35 Options (see Utah's Future) Explore teaching strategies across the curriculum that help young people understand and value good health.

Mar. 27 "Above & Beyond," $35 Please, learn how to make dynamic improvements in health and wellness, physical appearance and stress management, assisted by Nu Skin. 

Apr. 17 "Movement & Dance in the Learning Process," $35 (see Educational Sections May 29) Learn ways to enhance the learning process with music and dance. 

May 1 "A Day at the Airport," $40 A behind-the-scenes look at the everyday operations of the Salt Lake International Airport. 

May 15 "Sidewalk Tour of Salt Lake City," $35 Walk through Salt Lake City for a close look at buildings, museums, restaurants and history. 

June 12 "The Antelope Island Experience," $40 An opportunity to experience fun and exciting learning experiences on Antelope Island. 

June 16 "Dipnet "Zoo," $35 A "Dipnet" zoo at Utah's Natural Zoo, with new classroom lesson plans, a zoo tour and fascinating animal facts. 

June 23 "Making Sense of Crashes," $40 Learn how to teach basic economics through stock market games and a tour of two banks. 

June 26 "Patriot Historical Tour," $49.99 A guided walking and bus tour of patriotism's greatest in Utah History. 

July 7 "Ballyhoo Business & Food," $49 Spend a day touring behind the scenes at various businesses that all deal with food in some way.

"WE'RE JAZZED!" Saturday, February 6, 1999 9:00 a.m. - 1:00 p.m. Wadham Hotel (across from the Delta Center) 

Here we go again! The popular annual workshops with the Utah Jazz and the Deseret News Foundation (NEW) agenda, NEW presents, NEW educational information and NEW teaching strategies. 

- With the Delta Center for special presentations and a basketball tour. 
- Price discount tickets available for Jazz season games the night before, special Wadham Hotel overnight package also available. 
- Includes lunch, breaks, materials, overnight hotel/airport check-in, hotel parking and a total of 150 newspapers delivered during Jazz season including other preferences are available. 

TEACHING WITH THE SALT LAKE DESERET NEWS THE ONLY 2-YEAR NIE HALL OF FAME NEWSPAPER IN THE USA
A Dozen Ways to “Mix ‘em Up”

It is often helpful to mix up the participants as you begin any activity. This keeps friends from working together constantly and helps build group cohesion. Try any of the activities listed below to help you rearrange the groupings in your workshop. It is often wise to change the groups frequently in a workshop so that no one is “stuck” with an unresponsive partner or group.

1. Colored Stickers: Place a colored dot sticker on each participant’s name tag. When you are ready to do an activity ask that all the blue dots form a group – or ask that blue dots find a red dot as a partner, etc.
2. Comic Cut-ups: As participants enter the room give them one frame from a comic strip cut from the newspaper. As an activity begins ask the participants to find the people in the room who have the other parts of their comic strip.
3. Count Off: Ask the group to count off so there will be 2 ones or 3 ones or however many you want to have in each group. This can be done as often as you want to change groups.
4. Pick Your Own: Let each member of the group choose his or her own partner for an activity.
5. Birthday Scramble: Find as your partner the person in the group who has the birthday closest to yours. (Use only month and day to get mixed age groupings or use month, day and year to establish age-similar groups.)
6. Line-up: Ask the members of the group to line up according to some criteria, age or height are good. You assign the first two people as a pair then the second two as the next pair, etc.
7. Alphabetical Order: Ask the group to arrange themselves alphabetically by their first names. Pair off as in number 6.
8. Experience Counts: Ask the group to line up based on the years of teaching experience they have. Pair the most experienced teacher with the least experienced teacher. Continue until all have been paired.
9. Hair Color – Eye Color – etc.: Ask your participants to group themselves according to some color characteristic. All gray hair people in group one, all brunettes in group two, etc. This will not produce groups of equal size. (Base this on the color of the hair as it exists today! We don’t care what your natural color is!)
10. Subject Area – Grade Level Groups: Ask that groups form according to grade level taught (elementary level) or subject area taught (secondary). This works well if the activity is one that you want the group to extend to their own teaching area.
11. Where Were You Born? Line up the group based on how far they were born from the workshop location. You will want to have an atlas handy to help determine the distance from the participants birth place to the current location!
12. Newspaper Scramble: Place one half of a newspaper page in the registration packet of each participant. Ask that they find the other half of their page to be their partner. (Remember that newspaper pages have two sides!)
Icebreaker – Comic Relief Feelings

Objective:
To have each participant create a name tag that expresses how he or she is feeling today.

Materials Needed:
➢ 3 x 5 cards
➢ Glue stick
➢ Scissors
➢ Masking tape or pins to hold name tag on
➢ A newspaper including the comics page

Directions:
1. You are going to make your own name tag today.
2. Review the comics page from today’s newspaper and select one panel (not a whole comic strip, just one panel) that indicates how you feel today.
3. Glue the panel on the 3 x 5 card.
4. Now cut out the letters to spell your first name and glue them on the 3 x 5 card.
5. When the name tag is complete, attach it to you with masking tape or a pin.

Sharing of Results:
1. Ask each participant to stand and introduce him or herself.
2. Ask each to explain what comic panel was chosen and why.
3. Thank each participant for sharing.

Debriefing:
When each participant has had an opportunity to share their name tag with the group you should focus their attention on the process used by asking some of the following questions:

1. Did you have fun doing this activity?
2. Did this remind you of activities you have done in the past?
3. Did you feel uncomfortable talking about your feelings? Many of us do. The newspaper can help you and your students talk about feelings.
4. Can you think of ways this activity could be used in your classroom?
5. How might we extend this activity into other learning areas?
   ➢ Create a graph showing how many people selected the same comic strip. (Math)
   ➢ Determine the verbs used in each comic panel. (Language Arts)
   ➢ Etc.
**Icebreaker – Quiz Time!**

This icebreaker activity was developed and submitted by Dawn Kitchell, former educational services director of the Tulsa World, now NIE Professional for the Missouri Press Association.

Objective: To refute the argument that “I have no time to read the paper.”

Materials Needed: None

Directions:

Before the workshop begins I give myself 10 minutes to review the newspaper. I time myself so that I use no more than 10 minutes. I scan the news, never reading past the lead paragraph of any story. Based on that information, I write 10 questions on information that I believe is important to the group with whom I am going to work.

I administer the quiz, asking each participant to write down his or her answers to each question. I let them know that the information was gathered in just 10 minutes.

Each individual corrects his or her own quiz.

Sharing of Results:

- I ask how many passed the quiz. Sadly, few ever do.
- We talk about the amount of information I gained in just 10 minutes.

Debriefing:

- Ask how many thought they were well informed prior to the quiz.
- Ask them to talk about how the quiz made them feel.
- Ask if their students might benefit from a similar exercise.
- Suggest that they allow their students 10 minutes of “free reading” time at the start of each newspaper-based class.
- What topics that we could find in today’s newspaper would benefit the students in your class tomorrow?
**Icebreaker – News Reporter**

**Objective:**

To introduce all participants and to learn of hidden agendas.

**Materials Needed:**

List of questions on a flipchart, overhead or blackboard

**Directions:**

1. Find your partner. (Use one of the “Mix ‘em Up” techniques listed on page 33.)
2. Say, “Since we are using newspapers today, I want each of you to become a news reporter.” Please interview your partner and find the following information.
   - Name, grade/subject taught
   - Hometown
   - Favorite TV show
   - Least favorite advertisement
   - Favorite book
   - Something he/she dislikes about newspapers
   - Something of which he/she is proud

**Sharing of Results:**

1. Introduce yourself answering each of the questions.
2. Ask for a volunteer to introduce his or her partner. Then reverse roles and introduce the other half of the team.
3. Make sure there is applause for each person that is introduced and you should thank the introducer and welcome the participant that was introduced.
4. Refrain from commenting on things they dislike about the newspaper.

**Debriefing:**

Once everyone is introduced, ask the participants to think about the responses.
- Point out the variety of places we came from to get to this workshop. Geography is just one form of diversity that we have in the group today.
- Point out that there were some similarities and some differences in what we like as TV shows.
- How many of the advertisements that people disliked were from TV? Television is a medium that relies more heavily on emotions than do newspapers. Remembering an ad you dislike will make an advertiser almost as happy as remembering one you like!
➤ Our variety of tastes is further reinforced by the types of books we like to read.

➤ Everyone dislikes something about newspapers! Do not become defensive but do spend a minute talking about those responses. Part of your job during the workshop will be to overcome some of those dislikes! Let one of the participants defend the newspaper if they want. You may want to comment on the pressures of time deadlines (spelling and grammar errors), the economics of advertising (too many ads), the fact that we tend to reflect the community where we publish (too much “bad” news), etc.

➤ Really stress the fact that every one of us has something of which we are proud. So do all your students! One of the keys to motivation is to find that thing of which they are proud and use it as a base for teaching. You will want to remind the participants several times during the workshop that they all had something – frequently something unexpected – that make them proud.

Extension:

How might you use this type of activity in your classroom?

➤ Interview famous people from history or from today’s news or a figure from a book the students are reading with one student playing the famous person and one the reporter.

➤ Use this as a way of introducing parents at an open house.

➤ Allow students to interview people around the school such as the principal, cafeteria workers, custodians, secretaries, etc.

➤ Use the interview as a basis for a writing activity. Stress the proper use of quotation marks.

➤ What other uses can you think of?
Icebreaker – Charlie Brown

Objective:

To put the participants at ease. To allow them an opportunity to share their feelings about being at the workshop.

Materials Needed:

1. Overhead projector
2. Peanuts comic strip on a transparency

Directions:

1. Place a Charlie Brown comic strip on the overhead projector that shows Linus waiting for the arrival of the Great Pumpkin.
2. Have a bowl – or carved pumpkin! – that contains slips of paper with a variety of questions on them.

Sharing:

Ask for a volunteer to introduce him or herself to the group. At the end of the introduction the volunteer can read one of the questions to the group. If a participant wants to express a “NO” answer, he or she should hiss. For a “YES” answer they should applaud. For “NO OPINION” they should simply smile. The questions can include things like:

- Would you rather be home right now?
- Have you ever used the newspaper in YOUR classroom?
- Are you willing to bear with us for the next hour?
- Do you believe in the Great Pumpkin?
- Are you a good teacher?
- Are you tired after a long day of teaching?
- Etc.

Debriefing:

After everyone has been introduced ask the participants some of the following questions:

1. Did you have fun doing this?
2. Did you like having a different way of responding to questions?
3. Could you use this in your classroom?
4. What other types of questions would make this a valuable activity in your classroom?
5. Etc.
Icebreaker – “That’s ME!”

Objective:

To introduce all the participants and give them an opportunity to share something about themselves.

Materials Needed:

- 3 X 5 Cards
- Glue Stick
- Scissors
- Masking tape of pins to hold name tag on
- Your newspaper

Directions:

1. Find your partner. (You may want to use one of the “Mix ‘em Up” techniques listed on page 33.)
2. Search through today’s newspaper to find a picture, drawing or word that describes you. It may describe how you feel today or show something you like to do or tell something about your history.
3. Cut the item from the newspaper and glue it on a 3X5 card.
4. Cut letters from today’s newspaper to spell your first name. Paste those on the card.
5. Discuss your choice of item with your partner.

Sharing of Results:

1. Introduce yourself and the name tag you have created for today.
2. Ask for a volunteer to introduce his or her partner to the group and to tell us why the partner selected the item that appears on the name tag.
3. Applaud the person introduced and welcome him or her to the workshop.
4. Reverse roles and introduce the other partner.
5. Continue until all participants have been introduced.

Debriefing:

After everyone is introduced, ask some of these questions:

- Did you have fun doing this?
- What sections of the newspaper did you use?
- How might you use this activity in your classroom?

Note: You will quickly learn which participants would really rather not be here today! You will also identify strong personalities that you might want to call on during other activities.
Icebreaker – “What’s Your Sign?”

Objective:
To introduce each participant and create a name tag. To locate and use the horoscope in today’s newspaper.

Materials Needed:
1. 3 X 5 cards
2. Glue stick
3. Scissors
4. Masking tape or pins to hold name tag on
5. Your newspaper

Directions:
1. Find your partner. (You may want to use one of the “Mix ‘em Up” techniques listed on page 33.)
2. Find your horoscope in today’s newspaper.
3. Find two words or pictures in today’s newspaper that describe the type of day you are predicted to have.
4. Paste them on the 3X5 card.
5. Cut out the letters for your first name and past them on the card.
6. Talk about your horoscope with your partner.

Sharing of Results:
1. Introduce yourself and describe your horoscope for the day.
2. Ask for a volunteer to introduce his or her partner.
3. Applaud for each person as they are introduced. Welcome them to the workshop.
4. Continue until all participants are introduced.

Debriefing:
After everyone is introduced you may want to spend some time talking about the activity and about horoscopes in general. Ask some of these questions:

- Did you have fun?
- Would your students enjoy doing this activity?
- Do you believe in horoscopes?
- How could you use this in your classroom?
  - Creative writing of horoscopes for themselves or characters in history, a novel or the newspaper.
- Others?
Icebreaker – “My Home Town”

Objective:

To introduce all participants and let them tell where they were born

Materials Needed:

➢ Today’s newspaper

Directions:

1. Find the weather map in today’s newspaper.
2. On either the local map or the national map, mark the approximate location of your hometown.

Sharing of Results:

1. Introduce yourself and show where your hometown is located. (You could put a map on a name tag if you like.)
2. Select a volunteer to introduce him or herself.
3. Each volunteer gets to select the next presenter until all participants have been introduced.
4. You can, if you like, offer a small prize to the person born the farthest from the location of the workshop.

Debriefing:

Ask some of the following questions:

➢ Did you have fun?
➢ Could you use this activity in your classroom to teach geography?
➢ What other ways could you use this activity in your classroom?
Icebreaker – “Who Am I?”

Objective:

To let participants get to know each other. To develop awareness of people in the news.

Materials Needed:

- Photos of newsmakers clipped from the newspaper
- Tape

Directions:

1. As each participant enters the workshop, tape a photo of a newsmaker to the participant’s back.
2. Participants must try to determine the identity of the photo on their back by asking only questions that can be answered yes or no. For example, “Is this person male?”
3. Participants may ask a participant only one question, then they must move on to another participant before asking another question.
4. You may want to award a small prize to the first individual to identify his or her newsmaker.

Sharing of Results:

1. Introduce yourself.
2. Ask for a volunteer to introduce him or herself to the group and to tell everyone what newsmaker was on his or her back.
3. Ask that they tell a bit about the newsmaker. (Keeping the cutline under the picture will help with this part of the activity.)
4. Applaud each introduction and welcome the person to the workshop.
5. Continue with another volunteer until everyone is introduced.

Debriefing:

After all introductions have been completed, talk about the activity. Ask some of the following questions:

- Did you have fun?
- Could you use this activity in your classroom?
- How could you change the activity to teach something you are currently teaching in class?
  - Place a part of speech on each back.
  - Place a number on the back and the student can ask only math questions about it. Example: It is an even number?
- Would this activity help your students learn about newsmakers?
Icebreaker – “What Have You Read So Far?”

Objective:

To introduce the participants of the workshop
To show the motivational power of the newspaper

Material Needed:

➢ Today’s newspaper
➢ Chalkboard, or newsprint pad

Directions:

1. As the participants enter the workshop give them their registration packets and a copy of today’s newspaper. DO NOT MENTION THE NEWSPAPER IN ANY WAY.
2. Keep busy with registration activities for a few minutes.

Sharing Results:

1. When you are ready to begin the workshop ask, “How many of you have read something from the newspaper you were given as you entered?” Take a show of hands to indicate who has read something.
2. Follow up by saying, “I’ll bet that all of you have at least checked the date to see if I brought you a new newspaper or an old one … right?”
3. Ask a volunteer to stand, introduce him or herself and tell what they read in the newspaper.
4. Applaud each introduction and welcome them to the workshop.

Debriefing:

After all introductions have been made ask the group:
1. “Why did you read something from the newspaper?”
2. Make a list of the reasons people give. The list will be the basis for talking about the motivational power of the newspaper to encourage reading.
3. When you have finished that list, ask if they would have been as motivated to read had you given them all a new math textbook?
4. You’ve got them hooked on using the newspaper!
Icebreaker – The Line-Up!

Note: This is a great activity to bring the group back together after a break such as after lunch when you are having an all day workshop.

Objective:

- To get your workshop participants to mingle.
- To show group problem-solving strategies.

Materials Needed:

None

Directions:

If participants are just arriving at the workshop, DO NOT give them name tags. If they have name tags ask that they be put away and not used.

Say to the participants: “I want to see how well you can communicate and how well you can follow directions. I want you to line up across the front of this room in alphabetical order by last name. **OH, BY THE WAY, YOU MAY NOT SPEAK AT ALL DURING THIS PROJECT.**

Stand back and let them try to solve the problem. Strictly enforce the no-talking rule. There will be real confusion at first but someone will eventually find a key to solving the problem. That person will then communicate the solution to others in non-verbal ways. For example in one group a man took his driver’s license from his pocket and showed it to the others. As more people found their licenses, the activity became easier. In other groups, someone has drawn the first letter of their last name in the air or even written it on a sheet of paper. (We didn’t say you couldn’t write ... you just couldn’t speak!)

Sharing Results:

When the line-up is complete ask that each person give and spell their name. Check to see if the order is correct.

Debriefing:

Ask the participants to talk about the process they used to solve the problem. Point out that there was a period of confusion at first but that a solution was reached. Using the newspaper is often like that. Ask if they think this activity would work in their classrooms. How could it be changed and adapted to best meet the needs of their students?
Icebreaker – Scavenger Hunt

This is likely the oldest yet most effective way that exists of introducing NIE workshops!

Objective:

- To introduce the participants to the many ways the newspaper can be used to teach a wide variety of subjects
- To get the participants to use every section of the newspaper
- To teach group process

Materials Needed:

- Today’s newspaper
- A copy of the scavenger hunt found on the next page for each participant
- A prize for the winning group

Directions:

1. Divide into groups. (You may want to use some of the techniques in “Mix ‘em Up” on page 33.)
2. Distribute the scavenger hunt to each participant.
3. Explain that this is a group activity and that as soon as one person in the group has found an item on the scavenger hunt, the group has found it.
4. Tell the group there is a prize for the first group to finish.
5. GO!

Sharing Results:

Ask the “winning team” to describe where they found each of the items.

Debriefing:

- Did you have fun?
- Did you do math?
- Did you do social studies?
- Did you do language arts?
- Did you do estimations?
- Did you use high level thinking skills?
- Did you use group process? (The fastest groups divide up the work!)
- Did you do punctuation?
- Did you do science?
- Did you do geography?
- Did you do political science?
- What items could you put on this scavenger hunt so your student would be looking for things you are going to teach tomorrow?
- Can you teach almost any subject using the newspaper?
Newspaper Scavenger Hunt

Directions: How many of these things can you find in today’s newspaper? When you find one of the items, please do two things: 1) put the page and section number on this list and 2) circle the item in the newspaper. Good luck!

Example: __A 1 ____ Today’s Date

_____ Two numbers in a single advertisement that total less than $10.
_____ A number larger than one million
_____ Television schedules
_____ The weather report
_____ An abbreviation
_____ An opinion
_____ A food you like to eat
_____ A used car for sale
_____ A puzzle
_____ A question mark
_____ A house for sale
_____ A verb in a headline
_____ The name of a country other than the United States
_____ The President’s name
_____ The name of the Governor of this state
_____ A movie you would like to see
_____ The name of a singer
_____ The name of the town where you live
_____ A story from the capital of this state
_____ Something you can buy for $.79
_____ A fact
_____ The name of a sports team
_____ A zip code

When you have finished – Stand up and shout, “We’re Done!”
Icebreaker – Following Directions

Editor’s Note: This activity, developed by Becky Hayes Booher of the Maine Department of Education, is guaranteed to get your workshop participants up, moving and laughing. It works best with elementary teachers and is a great introduction to the newspaper if you have only a limited amount of time with the group.

Objective:

To introduce teachers to the many uses of the newspaper.
To have fun!

Materials Needed:

- Today’s newspaper
- Multicolored jellybeans
- M&Ms
- Scissors
- Glue sticks
- Rulers
- A copy of the worksheet found on the following three pages.

Directions:

1. Hand out the directions sheet.
2. Say, “Please complete the following activities as quickly as possible.”
3. Sit back and watch the fun!

Debriefing:

- Did you have fun?
- Would your students enjoy this activity?
- What other things could you add to the directions to make it more useful for your class tomorrow?
Following Directions

1. Count the number of letters in the nameplate.* How many are there? Write your answer here ___________.  (*Nameplate: The name of the newspaper printed on the front page.)

   If the number is even and the number of letters in your last name is even, get up and walk around your chair once. If the number of letters in your last name is odd, pat your neighbor on the back. If the number of letters in the nameplate is odd and the number of letters in your last name is odd, get up and walk around your chair twice, counterclockwise. If the number of letters in your last name is even, shake hands with the person nearest you who looks friendly.

   **BONUS:** If you knew what nameplate meant without looking at the definition, pat yourself on the back twice!

   If you did not know what nameplate meant, you are to be congratulated for learning a new vocabulary word. You deserve a reward. At the front of the room you will find delicious jellybeans. You may have only one, of any color you wish, except green. Greens are poison. However, if they are your passion and you wish to live dangerously, be my guest. But you have been warned.

2. If you have red, gray or no hair, skip to number 3. Otherwise:

   Count the number of news photographs on the first two pages of the first news section. Write the number in this space. ______________

   If your answer is three or LESS, go the board and write your first name.

   If your answer is four or MORE, find the closest wall and rap on it twice.

3. If you have blond, brown or black hair, skip this item. Otherwise:

   Count the number of photographs on the first two pages of the sports section. (Don’t count ad photos.) Write your answer here. ______________

   If your answer is four or LESS, get up out of your chair immediately! Act out one bodily movement of your favorite sport.

   If your answer is five or MORE, tap you neighbor on the shoulder and tell that person your favorite sport.
4. Find the CROSSWORD PUZZLE. (Helpful hint: Look in the index to save time and frustration.) Multiply the number of boxes in the first item ACROSS by the number of boxes in the last item down. Answer: _________________

If your answer is 17 or LESS, stand up. Gaze all around the room while executing a big, toothy grin. You may continue this lesson as soon as someone acknowledges your big, toothy grin. (One of us will be watching for you so you won’t be standing like an idiot for 10 minutes.)

If your answer is 18 or MORE, find the person nearest you wearing the same color. Compliment each other on your good taste. Write that person’s first name some place in your crossword puzzle squares.

Cut out your crossword puzzle square and paste it to the bottom of this page.

5. Estimate the width of page one of your newspaper in inches. Write your estimate in the margin directly to the left of this item.

Now measure the width accurately. The actual width is ________ inches.

If you have estimated correctly within one inch of the actual width, you may walk up to the front of the room and reward yourself with THREE M & Ms. If your guess is within two inches of the correct measurement, you may treat yourself to two M & Ms. If you are way off, you may have a consolation prize of ½ M & M. We trust you to bite it in half and throw the other half in the wastebasket. This part also tests your strength of character. (Note: If you estimated within one inch, did you take FIVE M & Ms the instructions said you were entitled to? Figure it out!)

6. In your comics section, count the number of different characters who are shown wearing glasses.

Read the item above again. Note that it does not ask how many times glasses appear on the comics page. Write your answer here ___________.

If no characters are wearing glasses, draw a pair on someone in the comics, cut him/her out and paste him/her below.

7. Find the editorial page. (Remember, use the index!) Skim for the names of writers … editorials, columns, cartoonists or people who have written a letter to the editor.

If one of them has the same name as yours, either first or last, circle the name, stand up and shout “HURRAY.” (Loudly please, we want to hear you. You are special.)

If your name does not appear, pound your fist on the desk twice. (We’ll understand. You are still special to us!)
8. Turn to the movie listings.

Do part A or part B. DO NOT DO BOTH PARTS.

(HARD) Part A. Hunt for a movie with a G rating. If you find one, say out loud, “Eureka, I have found it!” Write the title here ______________________________

(EASY) Part B. Find an R-rated movie title. Revise the title so it is suitable for a G-rated movie. Use words or parts of words in the original title. (A little creative writing here.) Write the new title here ______________________________

If you did both A and B, you DID NOT follow directions. Walk to the front of the room and hum a middle C. (Don’t be nervous. Probably no one will pay attention to you anyway!)

Helpful hints:

- Middle C is the 40th note “up” on the piano, including all the black keys.
- Middle C is the note that starts “America.”

9. If your last name begins with one of the last 13 letters of the alphabet, choose the lowest numbered TV channel listed in the newspaper.

If your last name begins with one of the first 13 letters of the alphabet, choose the highest number channel listed.

Write the channel number that you have selected here ____________________.

If the 6 p.m. program on your channel is a news program, tear off the whole last page of the classified section and throw it away in the wastebasket. Please stamp down the trash in the basket twice after you have made your contribution.

If the 6 p.m. program on your channel is not a news program, tear out the entertainment page, fold it neatly with at least four folds and politely present it to a friend.

If you have followed the directions:

- You may rest.
- You may help your neighbor finish.
- You may read the newspaper.
- You may look at the sample newspaper activities you have been given.
- You may start thinking about how to adapt this idea for use in your class.
- You may do any or all or none of the above.
Chapter 5 - Content Activities

The following activities are a sample of the thousands of activities that can be done with teachers at a workshop. You need to select activities that the teachers could use in their classroom. Let the workshop participants complete each activity as adults. Do not ask them to pretend they are children.

Many of the activities listed here have come from a variety of NIE professionals, older NAA Foundation publications, personal files of the editor and other unknown sources. Credit to the creator of the activity is given where it is known but frequently activities evolve over time – changing as they pass from NIE program to NIE program. You are encouraged to share your favorite activities with others just as they will share with you. As you attend conferences and workshops, continue to add to the collection of activities listed here. The activities in your workshop should reflect your beliefs about NIE and how it can be used successfully in schools.

As was the case with Icebreakers, the most important part of doing an activity at a teacher workshop is the debriefing that occurs after the activity is completed. Your goal should be to train teachers to create their own activities. By learning how to adapt one activity to meet a different goal, they begin the process of developing their own materials. You will quickly learn that the teachers in your workshops are much more creative than you are! Given encouragement they will develop projects that you never dreamed of!

If your NIE program has a newsletter, encourage teachers to send in activities to share with other teachers that they have developed and that worked well in the classroom. There is nothing better than a teacher-tested activity.

Many of the following activities include a worksheet that can be reproduced and given to teachers. If you are having teachers write on an activity sheet, it is wise to bring extras so they can have a clean sheet to use with their students!

Grade levels and subjects for each of the following activities are estimations only. All these activities can be adapted to higher or lower grade levels with relative ease. Most of these activities work well with adult learners.
Classified Writing

Grade level: 4 – 12

Subject Area: Language Arts

Objective: To practice concise writing skills

Materials Needed:

➢ Today’s newspaper
➢ Worksheet on the next page

Directions:

1. Direct your class to the classified advertisements in today’s newspaper.
2. Have them create a list of the characteristics of a good classified ad. Record them on the board or overhead.
3. Talk about the types of words and abbreviations used in the classified ads.
4. Distribute the worksheet found on the next page. Tell them these are some very poorly written classified ads.
5. Ask the students to rewrite each ad using no more than the number of words listed at the end of each ad.

Sharing:

➢ Let your students post their revised ads on a bulletin board.
➢ Ask students to volunteer to read their rewritten ad.
➢ Post the new ads in the school hallway.

Extension:

➢ Let your student write classified ads to sell something they own.
➢ Ask your students to write a classified ad that might have been written by a person from history or a story your class is reading. Examples: A help wanted ad from Robinson Crusoe… A used barge for sale by Cleopatra… etc.
➢ Others?
Classified Advertisements
(Concise Writing)

These ads were collected by Diane Vezina-MacLean of the Canadian Daily Newspaper Publishers Association and Allan Yamakawa of the University of Illinois.

1. My wife and I are very happy about an event in our family recently. My wife, whose name is Dale, gave birth to a baby. This occurred at Grace Hospital. The baby is a girl and we have named her Stephany Violte. Incidentally, my first name is Stanley. Stephany weighed 6 lbs. 4 oz. But, of course, we expect she will put on weight as she grows. She was born on August 2, 1999. My last name is Wilson. (Revised ad should contain no more than 26 words.)

2. My dad says he’s heard enough of my 1989 motorbike. I have decided discretion is the better part of valor and I’m going to sell it before he goes right through the ceiling. I’m sorry to see it go because I’ve partly customized it and it has many extra parts. It is a Triumph. I hope to get $1,000 for it but I don’t really think I will. My telephone number is 945-2579 if you’re interested. (13 words)

3. I have a 1985 car, believe it or not. It is not exactly in what you would call mint condition. In fact, it needs a little work to put it in satisfactory shape. It’s a Chevy. I’ll take whatever I can get for it. I hope to get $250. My name is Richard but my friends call me Rick. If you want to buy this car, call me at 948-9867 at 7 p.m. Oh yes, the car has two doors. (18 words)

4. If you were a retired teacher as I am and had this old desk around, what would you do with it? Sell it? That’s what I’m hoping to do. I want $50 for it. It comes with a chair. Of course, if I can’t get $50 for it, I’ll take what I can get. Call me at 256-9074. (9 words)

5. There are three of us children, see? Our father’s name is Daddy. Our names are Kara, John and Edward. Of course, that lets the cat out of the bag and you recognize us now, don’t you? Well, we just wanted to wish you a happy birthday, Ma Squaw. And we would like to say we love you. (12 words)

6. I wish now I had put Angel’s tags on her before I put her out in the yard. Well, no use crying over spilled milk. She’s gone. But I want her back. You would want your German Shepherd back, wouldn’t you? She disappeared near George Avenue and Tecumseh. If you have found her, please call me at 945-8241. (15 words)
Complete Sentences

Grade Level: 4 – 12

Subject Area: Language Arts

Objective: To recognize incomplete sentences and to make complete sentences from them.

Materials Needed:

- Today’s newspaper
- Worksheet on the next page

Directions:

1. Find ten headlines in today’s newspaper that are not complete sentences.
2. Write the headlines on the worksheet under “Headline in the Newspaper.”
3. In the column marked “Headline as a Complete Sentence” rewrite the headline so that it is a complete sentence.

Sharing:

- Ask for a volunteer to share one headline and the rewritten version of it.
- Continue until all participants have had an opportunity to share a headline and rewrite.

Extension:

- What words in the headline could be changed to make the headline mean the opposite of the way it was originally written? (Antonyms)
- Identify the parts of speech of each word in the headline. (Parts of speech)
- Write a two-word headline for an article about today’s workshop. (Concise writing.)
- Where does each of the stories take place? (Geography)
- What math-related terms were found in the headlines? (Math)
- What other ways could this activity be used in your classroom?
# Complete Sentences

**Student Objective:** To write complete sentences using headlines.

**Directions:** Headlines in the newspaper are not always complete sentences. Words are often left out because only a certain number of letters and spaces can be used. Look for 10 headlines in the newspaper today that are not complete sentences. Write the headline and the complete sentences in the spaces below.

<table>
<thead>
<tr>
<th>Headline in the Newspaper</th>
<th>Headline as a Complete Sentence</th>
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</thead>
<tbody>
<tr>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>
Comic Candidates

Grade Level: 6 – 12

Subject Area: Social Studies, American Government

Objectives: To learn about the electoral process

Material Needed:

- Today’s newspaper
- Materials to make signs and posters
- Tape recorder to make “radio” commercials
- Video recording equipment to make “TV” commercials

Directions:

1. Follow the script outline on the following pages.
2. Allow your students to form campaign committees to support the slate of candidates selected.

Sharing:

- The “vote” taken as part of the following script is the sharing process.

Extension:

- Once your students understand the electoral process, let them campaign for positions within the classroom: classroom monitor, person to distribute papers, collector of homework, etc.
- Design an election using characters from fiction books the class is reading.
- What other ways could this activity be used in your classroom?
Creating Awareness:

The United States is a representative democracy which means we often hold elections and vote for the candidates who will represent us in government. This electoral process is very important, because by selecting persons who share our views and attitudes, we have impact on future laws and how they will be enforced. If we do not exercise our right and responsibility to vote, we can find ourselves facing regulations we do not want and paying for services we may not need.

By now, we are familiar with the characters in our newspaper’s comic strips, so let’s use them as candidates for public offices so we can see first hand how the system works.

Let’s create our own candidates for three offices we will vote for in our own election. To get a balanced view, we should consider two things. First, we should have one candidate each for a local, state and national office. Secondly, our choices should also represent the three branches of government: executive, legislative and judicial.

For example, we could select candidates for county judge, state governor and U.S. Senator.

What three offices shall we include on our ballot?

Analyzing Data:

Now that you know what offices we must fill, open today’s newspaper to the comics page(s). Working with two partners, please select three characters from the comics who you think would be good choices for political office. Everyone on your team of three must agree on the team’s “ticket.”

To select these candidates, you will want to consider a number of factors and discuss them with your partners. Among the points to consider:

- What are some of the responsibilities of the person who will hold this office?
- How could this office-holder possibly affect me and the people I know?
- What kind of person would I want holding this office?
Which comic strip character reflects the kinds of attitudes and values I would want in my leaders?
Meet with another team of three and select one set of candidates to represent both groups.
Continue this process until there are just two slates of candidates for the offices to be filled.

Making Generalizations:

- How does this process we’ve gone through reflect the actual political process a real candidate might pass through?
- At what point were you functioning as a party nominating committee?
- What was most similar to the primary election?
- What advice would you give to a candidate planning a media campaign?
- What advice would you have for the voters who would be the targets of this media blitz?
- Where could voters get the greatest amount of information about the candidates? On what basis should voters make their choices?

Getting Validated:

It’s time to test your efforts!

Make arrangements to have another class vote on the two tickets your class has prepared. Get the other group ready to vote by creating and presenting newspaper, radio and television commercials for the candidates. Get permission to hang any posters your class has made in the other classroom.

Remind students that they are not voting in a popularity contest but in a contest for government leaders. They are to vote on the basis of the qualifications and qualities you promoted in your media campaign.

Have the other class vote! Tally the results and announce the winners.

Analyze the results to determine what may be some of the reasons for that outcome.

Debriefing:
- How do you feel about what happened?
- What did you learn?
- How can you use what you learned?
- How can we learn more about this process?
- How did this experience benefit you?

Credit: Kay Haffey, the Pottsville (Pa.) Republican
Easter Bunny Barriers

Grade Level: 3 – 8

Subject Area: Social Studies, Logic

Objective: Creative problem solving

Materials Needed:
- The directions sheet found on the next page
- Today’s newspaper

Directions:
1. Distribute copies of today’s newspaper to each child in class.
2. Distribute the directions sheet.
3. You may have students work in small groups to find ways to overcome each of the barriers listed on the directions sheet.

Sharing:
- Ask for volunteers to explain how they helped the Easter Bunny overcome the first barrier.
- Ask for other solutions to the same barrier.
- Repeat the process for each of the remaining barriers.

Extension:
- Can your students find stories about people overcoming barriers in today’s newspaper? Those barriers could be physical, emotional, political, etc.
- What ways would the students suggest to overcome those barriers?
- What other uses can you think of for this concept?
Easter Bunny Barriers

Problemsolving Using the Newspaper

The Easter Bunny is preparing to deliver decorated eggs and packages to children all over the country. The poor bunny has run into some problems. By looking at the advertisements (large display ads and the small, classified ads), find services or items you can buy to help the bunny overcome each of these barriers.

Remember, the Easter Bunny is carrying delicate decorated eggs.

1. A sudden blizzard has left a 10-foot high wall of snow around the bunny’s home. How can the Easter Bunny go over it, through it or around it?

2. The Easter Bunny has a cold. How can the bunny get over it in time to deliver all those eggs?

3. Your neighbor has a large cat that will attack the Easter Bunny. How will you protect the Bunny from the cat?

4. The Easter Bunny has just discovered that the Easter-egg dye used contains poison. (It is toxic!) What can the Bunny do?

5. The basket weavers went on strike. How can the Easter Bunny carry the eggs without a basket? (The poor bunny does not have much money left after buying all those eggs.)

6. The Easter Bunny needs a date to the annual Bunny Hop. Find someone in the newspaper ads to go as the Bunny’s date.

The Easter Bunny thanks you for all your help!

Adapted from Becky Hayes Booher, Maine Department of Education
Family Crest

Grade Level: All

Subject Area: Self esteem

Objective: To allow your students to focus on the good things about their family.

Note: For many of your students this may be one of the first times they have ever been asked to focus on the positive aspects of their family!

Materials needed:

➢ Today’s newspaper
➢ The activity sheet that appears on the next page
➢ Scissors
➢ Glue stick

Directions:

1. Distribute copies of today’s newspaper for each child in the class.
2. Distribute the activity sheet to each child.
3. Read the directions together.
4. Allow work time for the students.

Sharing:

➢ Post each child’s “Family Crest” on a bulletin board
➢ Allow volunteers to explain their “Family Crest” to the rest of the class
➢ You may want to create a hallway display of the students work

Extension:

➢ Display the “Family Crests” created by your students during a parent’s open house at the school.
➢ Students may want to create a family crest for other characters such as people in a story or novel the class is reading or characters from history.
➢ Research heraldry on the internet or at the library.
➢ What other ways could your students use this activity in your classroom?
Family Crest

A family crest shows what is best about a family. Your family is very special. What do you like best about your family? List at least six of your ideas of what is good about your family.

Look through today’s newspaper and cut out words or pictures that remind you of what you like about your family. Paste the words or pictures on the family crest below.

Now, write a paragraph telling what is good about your family and how the crest you have created shows these things.

Share your family crest with your friends in the class.
Categories

Grade Level: 3 – 12

Subject Area: Most subject areas can be covered depending on the categories you choose to put on the game board.

Objective: Categorization skills; skimming and scanning

Materials Needed:

➢ Today’s newspaper
➢ Activity sheet found on the next page

Directions:

1. Distribute today’s newspaper
2. Distribute the activity sheet found on the next page
3. Students may work alone or in small groups
4. Explain that the student/group needs to find one item in today’s newspaper – either written out as a word or a picture – that starts with the letter at the top of the column that fits into the category listed to the left. Write the item found and the page and section where it was found in today’s newspaper. The first group to fill in one item in each box is the winner.

Sharing:

➢ Ask the winning group to list the item they found for each category square.
➢ Ask other groups to tell what items they found that were different from the ones found by the winning group.

Extension:

➢ Let all groups finish … or set a time limit for the activity. When time is up, read the category titles, Places that start with the letter N, and award one point to each student/group that found an item that was not found by any other group. This technique gets your students looking for unusual or less obvious answers. The winning group is the one that scores the most points.
➢ Change the categories for which the students are searching. (A game page with blank categories follows on page 65.) For a math class, you could use as categories: Fractions, prime numbers, etc. A language arts class could look for: nouns, active verbs; similes, etc. Allow the students to determine what categories should be used. This makes a good review.
➢ What other ways could you use this activity?
## Categories in the News

**Student Objective:** To skim the newspaper for specific information

**Directions:** Search through the newspaper to find words or pictures in each of the categories below. In the first column each item must start with the letter “N” and fit the category listed at the left. Write the word plus the page and section where it was found.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>E</th>
<th>W</th>
<th>S</th>
</tr>
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<tbody>
<tr>
<td>Places</td>
<td></td>
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<tr>
<td>Names of People</td>
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<td>3-Syllable Words</td>
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<td>Food</td>
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<td>Kind of Car</td>
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</tbody>
</table>
# Categories in the News

**Student Objective:** To skim the newspaper for specific information

**Directions:** Search through the newspaper to find words or pictures in each of the categories below. In the first column each item must start with the letter “N” and fit the category listed at the left. Write the word plus the page and section where it was found.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>E</th>
<th>W</th>
<th>S</th>
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65
Problem Solving - Determining Cause and Effect

Grade level: 6 – 12

Subject area: Social studies, language arts

Objective: To determine cause and effect relationships

Materials needed:

- Today’s newspaper
- Activity sheet that appears on the next page

Directions:

1. Distribute today’s newspaper and give the students a few minutes to read anything they want.
2. Ask how many of them read about any type of problem.
3. Review a news article together and look for cause and effect relationships that exist within the article. For example: In a story about an armed conflict, can the students determine what the cause of the conflict was? Can they determine the effects of specific events?
4. Distribute the worksheet.
5. Allow students to work alone or in small groups.

Sharing:

- Ask for a student/group to describe one problem they found. What cause and effect relationships were reported in the article?
- Repeat this with other groups.

Extension:

- Ask your students to write an editorial about a problem in the community. Describe the problem, list the root causes of the problem and how those problems effect the community. They should then propose a solution to the problem.
- What other ways can this activity be used in your classroom?
Problem Solving – Determining Cause & Effect

Student objective: To learn to solve problems by determining causes and effects.

Directions: Your newspaper presents numerous problems that affect you directly or indirectly. As a citizen, it is your responsibility to be aware of these problems and the decisions being made about their solutions. Using the newspaper, locate three problems in the news. Briefly describe each problem and determine the cause and effects of each.

<table>
<thead>
<tr>
<th>Brief Description Of Problem</th>
<th>Causes</th>
<th>Effects</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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</tbody>
</table>
Who Are You?

Grade level: 4 – 8

Subject Area: Language Arts, Creative Writing

Objective: To create the basic information needed to write a creative story

Materials needed:

- Today’s newspaper
- Worksheet on the next page
- Scissors
- Glue stick

Directions:

1. Distribute a copy of today’s newspaper to each student in your class.
2. Ask them to find an inanimate (non-living) object that interests them in today’s newspaper.
3. Cut the object out.
4. Distribute the worksheet on the next page.
5. Paste the object on the back of the page.
6. Answer each of the questions about your object.
7. Write a story as if you were the object.

Sharing:

- Ask volunteers to share their object and the story they wrote about it.
- Create a bulletin board displaying both the object and the story written about it.

Extension:

- Allow each student to work with another student and write a new story that involves both of their objects.
- Repeat the process using an animal they find in the newspaper.
- How else could you adapt this activity to your classroom?
Who Are You?

Cut a picture of an inanimate (non-living) object from the newspaper. Pretend you are that object and answer the following questions about yourself.

1. Who are you?

2. What do you do?

3. Where did you come from?

4. Who purchased you?

5. When and why did they want you?

6. What happened to you when you got home?

7. Where are you kept at this place?

8. How do you feel about being who you are?

9. What is the world like from your point of view?

10. What major problem might you face being what you are?

11. What would you say to humans if you could speak?

Now, use all the information above and write an imaginary story about the object.
Can You Fill These Up?

Grade Level: 3 –5

Subject Area: Math

Objective: Practice identifying even and odd numbers

Materials needed:

- Today’s newspaper
- Worksheet found on the next page
- Glue stick
- Scissors

Directions:

1. Distribute a copy of today’s newspaper to each student.
2. Distribute a copy of the worksheet found on the next page to each student.
3. Ask them to cut numbers from today’s newspaper to fill the shopping carts with even and odd numbers.

Sharing:

- Display the results on a bulletin board.
- Ask for volunteers to share the numbers they have found.

Extension:

- Find other types of numbers to fill the shopping carts: whole numbers and fractions; multiples of 10 and multiples of 3; etc.
- Use the basic worksheet and find other items to fill the carts: living and non-living objects; nouns and verbs; hot items and cold items.
- What other ways could you use this activity in your classroom?
Can You Fill These Up?

These shopping carts are all set to go shopping. But instead of groceries, they would like to be filled with numbers. Cut out numbers from today’s newspaper to fill them.

Fill this cart with EVEN numbers.

Fill this cart with ODD numbers.
Hall of Fame – Hall of Shame

Grade level: 4 – 12

Subject Area: Social Studies

Objective: To select those individuals in the newspaper worthy of honor or condemnation.

Materials Needed:

➢ Today’s Newspaper
➢ Worksheet found on the next page or a bulletin board
➢ Scissors
➢ Glue stick

Directions:

1. Distribute a copy of today’s newspaper to each child in your class.
2. Allow time for free reading.
3. Ask if the students found stories in today’s newspaper that told of people doing bad things?
4. Did they find any stories or pictures of people doing good deeds?
5. Ask each student to select the person that the student thinks is most worthy of entry into the Hall of Fame and the one most worthy of entry into the Hall of Shame. These can be recorded on the activity sheet on the next page.
6. Divide the class into groups of four. Have the groups decide on a single entry into the Hall of Fame and the Hall of Shame.
7. Put two groups together and repeat the process.
8. Finally, as a whole class, decide on one entry into each category.
9. Record today’s Hall of Fame and Hall of Shame entries on a bulletin board.
10. At the end of the week, select one entry from each category as the weekly recipient. Repeat for the month. This is a good way to monitor current events throughout the year.

Sharing:

➢ The group decision making is part of the sharing of this activity as is the bulletin board that can be created.
➢ Ask students to write a paragraph or two stating why they believe each entry is worthy of placement in the Hall of Fame or the Hall of Shame. Post these on the bulletin board.

Extension:

➢ Add specific categories of people such as: politicians, sports figures, etc.
**Hall of Fame and Hall of Shame**

Every day the newspaper reports stories about people who have done good things and people who have done bad things. Review today’s newspaper and select an article or picture about the person you think did the best deed and the one who has done the worst thing. Clip the stories or photos and paste them below.

<table>
<thead>
<tr>
<th>Hall of Fame</th>
<th>Hall of Shame</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sports Mania

Grade level: 4 – 12

Subject Area: Geography

Objective: To practice geographic concepts

Materials needed:

- Today’s newspaper
- Worksheet found on the next page
- Large bulletin board map of North America – or individual maps
- Marker pins
- Rulers

Directions:

- Distribute a copy of today’s newspaper to each student.
- Ask them to turn to the sports pages.
- Locate the summary of the games played in a national sport yesterday such as the National Basketball Association, Major League Baseball, National Football League, etc. (Use whatever sport is currently being played.)
- Ask the students to determine the hometown of each team that played yesterday.
- Place a marker pin and the name of the team on the appropriate towns on the map.
- Distribute the worksheet found on the next page and ask the students, working alone or in small groups, to answer each of the questions on the sheet.

Sharing:

- Ask for volunteers to share their results. Compare with others to see if all agree.
- Let each group post its answers on the board with the map.

Extension:

- Let the students generate other geography questions using the sports page.
- Using a different colored pin, locate the major news stories of the day on the bulletin board map.
- How else could you use this activity in your classroom?
Sports Mania

Using the information on the sports pages of today’s newspaper and a map of North America, answer the following questions:

1. Which team traveled the farthest to play its last game?

2. Which team is located the farthest north in North America?

3. Which team had to travel the shortest distance to play its last game?

4. If the first-place team were to play the fourth-place team, how far would it have to travel?

5. Which team traveled the farthest north to play its last game?

6. In what direction did the first-place team have to travel to play its last game? How many time zones did it pass through?

7. How many teams traveled in an eastward direction to play their last game?

8. What was the total distance traveled by all teams to complete the last round of games?

9. Which teams played at the most southern point in North America?

10. List each team in alphabetical order.
5 W’s and H

Grade Level: 4 – 12

Subject Area: Language Arts; Journalism

Objective: To introduce student to the “Inverted Pyramid” style of writing

Materials Needed:

➢ Today’s newspaper
➢ Worksheet on the next page – multiple copies for each participant

Directions:

1. Find a news story on the front page of today’s newspaper that interests you.
2. Locate the information to fill in the grid on the worksheet.

Sharing:

➢ Select a partner.
➢ Show your partner the story you selected.
➢ Describe the information you found.
➢ Where did you find the 5 W’s and the H for the story? (Should be in the first – or lead – paragraph.)
➢ Where were the important details found? (Should be in the second, third, fourth paragraphs.)
➢ Where were less important details found? (Following paragraphs.)

Extension:

➢ Using a blank form, write in the information you would like to create a news story. Perhaps you could write a story about today’s workshop.
➢ Share your story with the group.
➢ What other ways could you use this writing form in your classroom?
The 5 Ws and the H of News Stories

Directions:

- Find a news story on the front page of today’s newspaper and use it to fill in the information below.

<table>
<thead>
<tr>
<th>Who is this story about?</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>What did the subject do?</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Where did the subject do this?</th>
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</table>

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<thead>
<tr>
<th>When did this happen?</th>
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</table>

<table>
<thead>
<tr>
<th>Why did this happen?</th>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How did this happen?</th>
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<table>
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<tr>
<th>What are the major supporting details of the story?</th>
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</table>

<table>
<thead>
<tr>
<th>What are the secondary supporting details of the story?</th>
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<td></td>
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</tbody>
</table>

Why do you think newspaper stories are written in this form?
Headline Sorting

Grade levels: 4-12

Subject Area: Geography; Categorization

Objectives: To allow students to determine where stories come from. To understand that there are many types of news stories.

Materials Needed:

- Today’s newspaper
- Worksheet found on the next page

Directions:

1. Ask your students where news comes from. Elicit the response that news stories come from many parts of the world but can be divided into local, state, national and international stories.
2. Distribute a copy of today’s newspaper to each student.
3. Ask what category of news each of the front page stories would fit into – local, state, national or international news.
4. Point out the dateline – first word in the story, usually in capital letters – that gives the place name where the story originated.
5. Distribute the worksheet on the next page and ask the students, working alone or in small groups, to complete the activity.

Sharing:

- Ask each student or group to share one story they found and where it comes from.
- Locate each place on a map.
- Post student worksheets on a bulletin board.

Extension:

- Place a large map on a bulletin board. Ask students to cut the stories they found from the paper. Place them on the bulletin board and connect the story to its location with string or yarn.
- Let students determine which story came from a point farthest from your classroom.
- What other ways could you use this activity in your classroom?
# Headline Sorting

Directions: Find a headline in today’s newspaper to fill in each of the boxes below:

<table>
<thead>
<tr>
<th>International News</th>
<th>National News</th>
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<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
<td>5.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>State/Regional News</th>
<th>Local News</th>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>

Which story interests you the most? Why?
What Am I

Grade Level: 3-12

Subject Area: Language Arts, Writing

Objective: To practice descriptive writing skills

Directions:

1. Look at the classified ads in today’s newspaper. Find the lost and found ads.
2. Create a list, on the board, overhead or flip chart, of the characteristics of a lost and found ad. (It must describe the lost or found item clearly so someone would know what it looks like.)
3. Find an inanimate object in today’s newspaper. Don’t tell anyone what it is.
4. Pretend that you are that object.
5. Without naming the object, write a description of that object for a lost and found classified ad.
6. Example: “I am lost. I have many pages. I am mostly black and white but I am read all over. I am a wonderful teaching tool.” What am I?

Sharing:

➢ Let a student volunteer to read the ad that was created.
➢ Can other students find the item in the newspaper that the student is pretending to be?

Extension:

➢ Write a classified ad describing a country you have been studying in social studies.
➢ Write a classified ad describing a character in a book your students have been reading.
➢ What other way could you use this activity in your classroom?
The Sheik Activity

Grade Levels:  6-12

Subject Area:  Social Studies, Creative Writing

Objective:  To create a persuasive campaign for a social project.

Materials Needed:

- Today’s newspaper
- Scissors
- Glue sticks
- Poster board
- Tape
- Markers

Directions:

- Divide your class into groups with the following interest areas assigned to each group:
  - Sports
  - Government
  - Education
  - Business
  - Arts
  - Religion
  - Others you choose to add

- Tell them the following story: “Sheik Abdul Abdulla has made lots of money selling oil. He has decided to donate $10,000,000 to our town. The only information he has about us comes from our newspaper. Create a campaign, using stories and pictures from today’s newspaper to convince the Sheik that he should donate his money to support a project in your area of interest.”

Sharing:

- Allow each group five minutes to deliver a presentation to the Sheik to convince him to donate to their interest area.
- Post items created by each group on the bulletin board.

Extensions:

- Using only today’s newspaper, what would the Sheik learn about our town?
- Create a time capsule from today’s newspaper to help people from the future to learn about our town.
Obituary Box

Note: Know your class well before beginning this activity. Make sure that no one has experienced a recent death in the family.

Grade levels: 6-12

Subject Area: Language Arts (Creative writing)

Objective: To learn to write in a given style, such as an obituary.

Materials needed:

➢ Today’s newspaper
➢ Box of “dead” items such as: a used tea bag; a broken pencil; an old toothbrush; an empty cereal box; a candy wrapper, etc.

Directions:

➢ Distribute a copy of today’s newspaper to each student.
➢ Direct your students to the obituary section of the newspaper.
➢ Read several obituaries together.
➢ Create a list, on the board, overhead or flipchart, of the characteristics of a good obituary. These should include: name, age, location, cause of death, important things done in life; survivors, etc.
➢ Let each small group select an item from the “Obituary Box.” They are to write an obituary for that item.

Sharing:

➢ Allow groups to share their obituaries with the class.
➢ Create a bulletin board display with the item and its obituary.

Extensions:

➢ Create obituaries for comic strip characters.
➢ Create stories written in other newspaper formats.
➢ How else could you use this activity in your classroom?

Note: We do not suggest that students write their own obituaries except under the direction of a trained counselor.
Fact and Opinion

Grade level: 4-12

Subject Area: Adaptable to most subjects.

Objective: To identify fact and opinion in various newspaper writing styles

Materials Needed:

- Today’s newspaper
- Worksheet found on the next page

Directions:

1. Conduct a class discussion to create a definition for facts and opinions.
2. Distribute a copy of today’s newspaper to each member of the class.
3. Ask them to complete the worksheet found on the next page.

Sharing:

- Ask for volunteers to share a fact found in a news story and then an opinion found in a news story. Whose opinion was it?
- Continue for the other types of writing.
- Discuss how both facts and opinions are found in most forms of writing.
- Ask if anyone disagrees with the division of fact and opinion that has been listed.

Extension:

- Discuss the more complex issues of reporting on an opinion. Example: “John said he thought Col. Mustard committed the murder with the lead pipe in the conservatory.” It is a fact that John said it … but what he said is an opinion!
- Rewrite a story removing all opinion.
- How else can you use this activity in your classroom?
Fact and Opinion

Directions: Facts and opinions can be found in almost all sections of the daily newspaper. As a good reader you need to determine what is fact and what is opinion. Using today’s newspaper, select one story or item for each of the categories below. In that story/item find one fact and one opinion. List them on the form below. For each opinion, determine whose opinion it is.

<table>
<thead>
<tr>
<th>Item</th>
<th>Fact</th>
<th>Opinion</th>
<th>Whose Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Story</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Editorial</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Opinion Column</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertisement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comic Strip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutline (The caption under a photograph)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make the Numbers Match

Grade level: 2-4

Subject area: Math

Objective: To match numbers written as numerals and as ordinals.

Materials Needed:
- Today’s newspaper
- 3 X 5 cards or construction paper
- Glue sticks
- Scissors

Directions:
1. Give each child in class a copy of today’s newspaper.
2. Ask the students to find numbers that are written as ordinals (1, 2, 3) and numbers written as words (one, two, three).
3. Paste the ordinal on the left side of a 3 X 5 card (or square of construction paper) and the word on the right side.
4. How many pairs can you find in today’s newspaper?

Sharing:
- Ask for volunteers to show the cards developed.
- See who found the most pairs of numbers in today’s newspaper.

Extension:
- Cut the cards apart. Share the stack of cards with a partner and let the partner put them back together correctly.
- Match letters with pictures of an item beginning with that letter.
- What other ways could you use this activity in your classroom?
Healthy Snacks

Grade levels:  2 – 6

Subject Area:  Health, Nutrition

Objective:  To recognize healthy snack foods

Materials Needed:

- Today’s newspaper
- Scissors
- Glue stick
- Markers
- Paper plates

Directions:

1. Discuss healthy snacks with your class.
2. Distribute a copy of today’s newspaper to each member of the class.
3. Direct them to clip pictures of healthy snacks from the newspaper and paste them to the paper plate.

Sharing:

- Allow groups or individuals to show what they created as a healthy snack.
- Create a bulletin board display of healthy snacks.

Extension:

- Create a healthy meal using the same technique.
- Create a page of healthy snacks and a page of junk food.
- What other ways can you use this activity in your classroom?
Picture Story

Grade level: 4 – 12

Subject Area: Language Arts (Creative writing)

Objective: To write a creative story.

Material Needed:

- Today’s newspaper
- Scissors
- Glue stick

Directions:

1. Distribute a copy of today’s newspaper to each student in the class.
2. Ask each student to select three photos in today’s newspaper that they find interesting.
3. Cut the photos from the newspaper.
4. Glue the photos to the top of a sheet of lined paper.
5. Create a story that somehow ties together all three photos!

Sharing:

- Ask for volunteers to share their photos and the story created to tie them together.
- Create a bulletin board displaying the finished work.

Extension:

- Create the stories in small groups rather than individually.
- Cut 10 verbs that you think show excitement from today’s newspaper. Create a story that uses each verb.
- Create a “round robin” story based on a photo in today’s newspaper. The first student begins to tell a story about what may have happened in the photo. Stop that student and let the next student continue the story. Repeat until all have added to the story.
- What other ways could you use this activity in your classroom?
Today’s Forecast

Grade level: 4 – 8

Subject Area: Math, Geography

Objectives: Finding information in a chart; subtraction; locating cities on a map

Materials Needed:

- Today’s newspaper
- Worksheet found on the next page

Directions:

1. Distribute a copy of today’s newspaper to each student in class.
2. Direct them to the weather page.
3. Ask them to complete the activity sheet found on the next page.

Sharing:

- Ask for volunteers to share answers.
- All students check their own answers. Determine the correct answer if there is a discrepancy between answers.

Extension:

- Create a bar graph for each city showing high and low temperature.
- Locate each city on a map of the United States
- Order the cities in a variety of ways: alphabetical order; order by predicted high temperature; order by the amount of variation, etc.
- What other ways can you use this activity in your classroom?
Directions:

Find the weather forecasts in today’s newspaper. Find the predicted high and the predicted low for each of these cities. Record the data on the chart below. Calculate the difference between the predicted high temperature and the predicted low temperature for each city.

<table>
<thead>
<tr>
<th>City</th>
<th>Predicted High</th>
<th>Predicted Low</th>
<th>Variation (Difference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albuquerque</td>
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<tr>
<td>Boston</td>
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<td></td>
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<tr>
<td>Chicago</td>
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<tr>
<td>Atlanta</td>
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<tr>
<td>Baltimore</td>
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<tr>
<td>Cincinnati</td>
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<tr>
<td>Houston</td>
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<tr>
<td>Washington, DC</td>
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<td></td>
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<tr>
<td>Fargo, ND</td>
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<tr>
<td>Fairbanks, AK</td>
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<tr>
<td>New Orleans</td>
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<tr>
<td>Philadelphia</td>
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<tr>
<td>Denver</td>
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<tr>
<td>San Francisco</td>
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<td></td>
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<tr>
<td>Las Vegas</td>
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</tbody>
</table>
Content-Oriented Credit Workshops

By Carolyn Dickson
Deseret Morning News
Salt Lake City, Utah

Teaching Tool Vs Content:

We think the newspaper can be used for education in two ways, (1) as a tool for teaching skills in various disciplines, and (2) as a source of educational CONTENT and INFORMATION that is up-to-date, relevant material to teach with. Most NIE workshops focus on #1, teaching teachers how to use the newspaper to teach various skills.

Several years ago, we felt we could better meet the needs of secondary teachers, particularly, if we did some classes that were subject-oriented. At first we called them “Subject Seminars,” and they have been so enriching, that nearly all the workshops we do now are of this variety.

The Concept:

The concept is that there is so much new, timely information in the newspaper, that if we can give teachers an in-depth look at a specific topic they’re likely to read about periodically, and connect them with experts and resources in the community (which is what our newspapers do every day), then every time something is in our newspaper about that topic, teachers are much more likely to notice it, read it, and use it in their teaching. So we plan one-day workshops FOR CREDIT (teacher’s can’t afford to spend their personal time and money to update skills without it counting towards a lane-change and increase in their paychecks).

Partners:

Some classes are cosponsored by other groups, such as the State Office of Education, the National Energy Foundation, the Chamber of Commerce, the Oregon-California Trail Association and the Zoo. We often hire a bus and take teachers to specific locations for an on-site visit and instruction and sometimes have a reporter who covers that topic speak, too, knowing that teachers will ever after be twice as interested in anything that reporter writes, having met them.

Topics:

Topics one year: Primary Pioneer Route Hike (4.2 mile guided hike over the early pioneer trail into Salt Lake Valley to accompany our paper’s coverage of the state sesquicentennial); Utah Transportation: Moving Toward 2002 (a close-up look at the major overhaul of I-15 that was constantly in the news); What About Violence? (exploring causes of violence, impact on schools and families and resources for dealing
with it); *Character Education Umbrella* (exploring importance and impact and featuring articles in our paper on the decline of civility, etc.); *Park City Silver Mine Adventure* (taking teachers inside a silver mine, with history and newspaper-related mining activities); *All Around the Airport* (visit behind-the-scenes, including wetland project, drug-sniffing dogs, etc.); *About the Zoo* (behind-scenes, with demonstrations, etc., and articles about the zoo); *Aerospace Education Tour* (taking teachers to three premier space education centers in Utah); *Sidewalk Tour of Salt Lake City* (historical, guided walking-tour in downtown SLC, visiting museums and community locations); *Historic Lehi Bus Tour* (visiting Pony Express and stagecoach routes, etc., near SLC); *Inside Business Tour: Science in the Workplace* (going inside various businesses to see how what science students are learning in the classroom might be applied in the real world); and, of course, a highly popular annual workshop with our NBA team, the Utah Jazz.

**Promotion:**

We list the classes in a yearly brochure we send to each teacher in the state in the fall (sample on page 29) and also list them in individual district seasonal inservice booklets. We apply to our State Office of Education for recertification credit. We charge $35 to $40 for each class, to include lunch, materials, 100 newspapers they can order for their classroom for follow-up, bus, etc. The classes are a full 7 to 8 hours to meet credit requirements. We process state-required follow-up projects that show their application of the material. We have been one of only two or three “private providers” of staff development that were allowed to enter the credit directly into the State Office of Education computer which is the official record of credit that can be acceded by school districts.

I have participated in the Utah Staff Development Council (formerly the state Inservice Coordinating Council) that includes district staff development coordinators, people for the State Office of Education and various universities, as well as some “private providers.” This has enabled us to coordinate our NIE efforts with districts in the state and also to position our program as serious and valuable staff development.

The key, of course, is to make the classes so interesting and worthwhile to educators that word of mouth from those attending attracts others and spreads the “excellence” reputation to district staff. We often have our classes fill up and have waiting lists, especially when we are limited by bus space, etc.

**The Newspaper Connection:**

We can’t be sure some of our workshop topics will be specifically covered in the newspaper we will use with the class on the day we teach, which is simply “the nature of the beast” with newspapers. The Pioneer Trail was easy, because our newspaper ran a weekly series of articles about Utah’s pioneer history throughout the year, during both the Centennial and our Sesquicentennial year in state (which occurred in succession), so there was constant coverage of events. But we do some other things to make the tie-in, besides talking about the tie-ins during the class:
I always include a handout of newspaper activities related to the topic that are somewhat “generic” and able to be used with almost any issue of the newspaper. For example, one I like to use with mining, is to have students study the obituaries, then write an obituary for a specific rock, tracing its origin, changes it went through in its life, things it “accomplished,” its relatives, etc. One of the things that helps with this, is that my department produced an educational tab a while ago on minerals and mining, and also did a recent one on Park City Silver Mine history and mining: and these are handed out to class members to use the background and newspapers activities inside. We also have some on Salt Lake City and Utah history. And of course, the history of our own newspaper, which is one of only two pioneer newspapers west of the Missouri still in operation. It ties in beautifully with our Sidewalk Tour of Salt Lake City and the agenda for the class includes a tour of our brand-new building downtown, with a stop at the historical displays available in the building.

We also reprint copies of pertinent stories that have run in our newspaper for teacher’s reference, and to give them ideas of the kind of thing to watch for in the future. This encourages them to be daily newspaper readers, which is what we hope for. And we like to print the articles off our website, using the archives, which are available free to the public, which also introduces our website and encourages them to use that in school for research, etc.

Also, state recertification and district lane change requires teachers to complete a follow-up project after class for their credit, which is intended to require them to apply the class’s learning. We design the follow-up projects and include some that are specifically related to the use of the newspaper. The credit projects come back to us, are judged pass/fail, then we record that credit has been earned on the State Office of Education’s computer which is their official record of credit.

We also include newspaper orders in registration, with 100 copies available to the teacher to use whenever he/she would like, with a minimum of 10 per delivery. Sometimes we offer a class on the same subject as one of our educational tab, which is a natural. In that case, we schedule the class a few weeks before the tab comes out and teachers often use their newspaper order on the day of the tab so they can use the information with their students. That is true of our “Guess What My Brain Can Do?” tab we did for No Books Day during Newspaper In Education Week. The class was “Exploring Brain Research” and gave teachers an introduction and in-depth background on the topic before materials came to the school.

**Added Value:**

The wonderful thing about content-oriented workshops is that the WORLD IS YOUR TOPIC! The newspaper covers such a wide range of topics, that almost any subject can be considered! We love what we are able to learn by arranging these classes and it’s obvious the teachers do too. I just remember that when I was teaching, the sum total of my world was pretty much the four walls in which I was confined. There were very few
opportunities to explore much in the community and teachers enjoy and learn from field trips as much as their students. There is no substitute for standing on an early pioneer trail and seeing the rust stains on the rocks where pioneer wagon wheels passed over them!

Teachers take their students and their families back to places we’ve taken them, and all these people will never look at that place in the same way again. We change and enrich lives. That’s a pretty good community service, in addition to the public relations we accomplish for our newspaper. I think it helps teachers to see not only our NIE program, but also our newspaper as an excellent resource for information and service to the community.

Carolyn Dickson
NIE Department Manager
Deseret Morning News
Chapter 6 - After the Workshop

Don’t appear to be in a hurry to leave after the workshop has ended. Make yourself available for those last minute questions that participants may have. Some of your best contacts may come in the 15 minutes after the workshop has ended.

Once everyone has left and you have returned the room to the condition in which you found it … your work is still not ended! Follow this checklist so you will not skip any important follow-up duties.

One Day After the Workshop:

- Send a thank you note to every participant. Include an order form for getting your newspaper delivered to their classroom. At the very minimum, personalize each note with the participant’s name. DO NOT send a form letter that starts, “Dear Workshop Participant …”
- Send a thank you note to the school principal if the teachers were from one school or to school district officials if teachers came from several schools. In that letter tell the recipient what you did and how the teachers will use the information you gave them.
- Send a thank you note to the school secretary, custodian or anyone else that helped you set-up, take-down or conduct the workshop.
- If there was a sponsor for your workshop make sure you send a thank you to your contact there and copies of the evaluations of the workshop.

Within One Week of the Workshop:

- Enter the name, address, phone, e-mail and any other data you have for each participant into your database. Make sure they are on the mailing list for newsletters and future workshops.
- Read every evaluation that was returned to you.
- Make notes on your workshop plan of changes that need to be made for your next workshop.

One Month After the Workshop:

- Send a follow-up note to each participant asking if you can be of any help in implementing the new ideas they learned at the workshop.
- Include an order form for your newspaper.

At the End of the School Year – Or End of the Semester:

- Run a thank you ad in-paper that lists the teachers that have participated in your workshops.
- Include a coupon in the ad that can be sent in for more information or to have a workshop designed “for your school.”
Chapter 7 - Summary

The planning of NIE workshops is an on-going process. Once you have finished one workshop it is time to begin planning the next. There is no such thing as too much planning!

Things will go wrong. You can plan on that, too! There is nothing wrong with saying, “Well, this activity is not working well! Let’s go on to something else.” As soon as you finish, however, really examine what went wrong and take steps to make sure that does not happen again.

The resources presented in this guide only scratch the surface of the things you can do at an NIE workshop. As you conduct more workshops, collect the good suggestions you will hear from teachers and keep them in this notebook. Visit other NIE workshops and gather all the good ideas you can to help you make your workshops successful.

Following this page is a partial list of the resources available to you as you plan workshops and your NIE program. Many of the commercial resources can provide you with great activities for conducting workshops.

NIE workshops are fun, for the participants and for the presenter. Enjoy!
Resources

This list of resources is not intended to be complete. Add to it as you find other resources that can help your NIE program. For a complete listing visit our website: www.naafoundation.org.

Newspaper Association of America Foundation
Education Programs
1921 Gallows Road, Suite 600
Vienna, VA 22182
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Fax: 703-902-1735
E-mail: abboj@naa.org

NIE Information Service
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For the Kid In You
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Fax: 918-443-2429

Hollister Kids
Peter Landry, President
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Haverford, PA 19041-1419
Phone: 877-NIE-KIDS (Toll Free)
Fax: 610-520-0565
E-mail: niekids@aol.com

Hot Topics
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Fax: 215-782-1251
E-mail: hottopics@home.com

Kids Scoop
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Fax: 606-231-1632
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