




Module on Children designing newspapers for Children

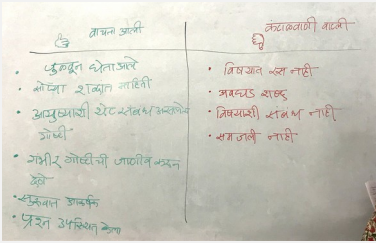

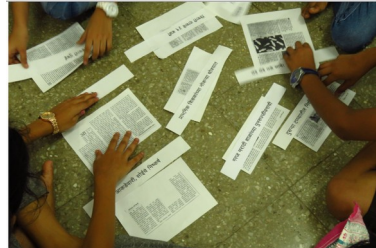



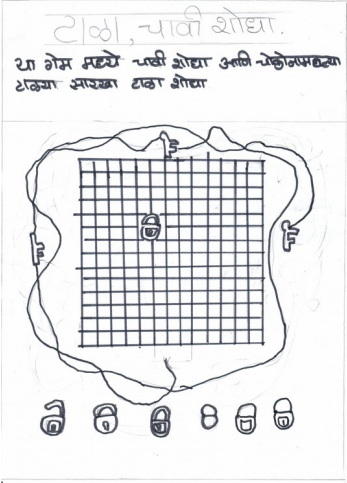
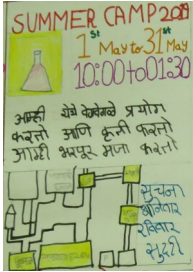


Newspapers are of special interest to teachers due to the possibilities they offer for teaching and learning. This commonly used artefact appears simple but the process behind making a newspaper is complex, involving several stages of content creation, planning and organization, visual design as well as execution. The newspaper design activity discussed in this resource was part of a five-week summer camp for middle school children where children had to design and make a children’s newspaper.

The camp was tailor-made for students whose first language was Marathi, the regional language of Maharashtra state of India. In addition to developing students’ reading, comprehension and writing skills, the camp also focused on building team-work, collaboration, hands-on skills and introduce them to fundamentals of visual design. The activity has been conceptualized to not only introduce students to the process of making a newspaper but more importantly to use newspapers as a medium for collective expression. The activity highlights the progressive learning of design thinking, prototyping and collaboration.

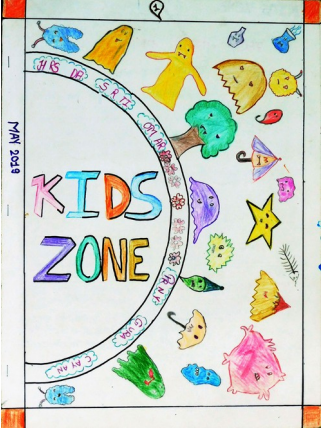
The table that follows showcases the series of activities carried out over the duration of five weeks (labeled W1 to W5) and the distribution of tasks per week (for instance W1 a, b and so on). Throughout the camp, students generally worked in pairs or groups. The final output was a hand-made children’s newspaper designed on 27.5cm by 37.5cm sheets of paper. We encourage teachers to customize and modify the timeline and series of activities as per their classroom and student needs.

S. NO.	Activity	Details of the Activity
W1a	<p>General discussion on what is news and its sources.</p> 	<p><i>Format: All participants</i></p> <p>Use this opportunity to bring in as many ideas as possible from the students.</p>
W1b	<p>Script writing and enacting</p> 	<p><i>Format: Groups of three</i></p> <p>Situation cards inspired by real news to be given to all groups to read and enact (role-play). The cards carry a short (4-5 lines) summary of an actual news piece. Students are tasked with preparing a script comprising of 3 people: A news anchor, reporter and a person who is connected to the news (for example, victim/ stakeholder). Post-enactment, students read the same news report in a printed newspaper article format.</p>
W1c	<p>Discussing pros and cons of the print and digital medium for delivering and reading news.</p>	<p><i>Format: All participants</i></p> <p>This discussion can generate interest in the activity and also help address student assumptions, if any, regarding the different media of delivering news.</p>
W1d	<p>Analysis of adult and children's newspapers</p> 	<p><i>Format: Working in pairs</i></p> <p>Analysis of a newspaper: in terms of sections of the newspaper, size and number of pages, visual presentation, etc.</p> <p>Analysis of a news article: Body of the text, important points, quotes, points written in colored box (emphasis), pictures, date.</p>
W1e	<p>Survey to decide sections of the newspaper</p>	<p><i>Format: All participants</i></p> <p>The exercise of analysing newspapers mentioned above can lead students to come up with sections for their own “Children’s newspaper”. This can be done by students voting for the sections they wish to see in their newspaper: Games, Interviews, Advertisements, News features, Stories/poems, Drawings/photos/pictures.</p>

<p>W2a</p>	<p>Comparing dull articles v/s interesting articles.</p> 	<p><i>Format: Groups of 3-4</i></p> <p>A few articles can be given to students to read and analyze. Based on the discussion, some tips/guidelines can be shared with students to make their article more interesting. Example: thinking about the reader, use of easy words, short sentences, attractive headlines, avoiding unnecessary exaggeration, referencing easy to understand and reliable situations.</p> <p>The students can then be asked to write five lines about any topic and give a title to it. Students can then be asked to review the articles prepared by their peers.</p>
<p>W2b</p>	<p>Headlines</p>  	<p>Playing games with focus on understanding "Headlines". This activity has two goals (i) to motivate students to read more and (ii) to focus on writing attractive headlines.</p> <p><i>Game 1: All participants</i></p> <p><u>Caption it</u>- Writing creative headlines for an image. For this, students can be shown a variety of images and asked to think of catchy headlines which describe the images.</p> <p><i>Game 2: Groups of four/ five</i></p> <p><u>Headline Hunt</u>- Cutouts of 10 news articles without headlines and 10 cuttings of headlines can be jumbled up and given to students who need to match the correct headline with the article.</p>
<p>W2c</p>	<p>Newspaper sections and organization.</p> 	<p><i>Format: Groups of 3-4</i></p> <p>Students can be given paper folders and asked to make pockets and tag them with appropriate labels (sections) to organize their work. This helps students to stay focused, organize work at every stage and keep a log of their everyday work and process.</p>

<p>W2d</p>	<p>Game design</p> 	<p><i>Format: Group work and in pairs</i></p> <p>There can be a discussion on why students like playing games. Which games do they like to play? What makes a game fun and interesting?</p> <p>Each group is given two samples of games which commonly appear in children's newspapers. The task is to combine the two games and create a new one.</p> <p>Broad guidelines can be given to students to design their games (1) The new game has to have elements of the two games (2) There should be addition of newer elements in their game (3) The game should be fun.</p> <p>Once students finish making their games, copies of each game are to be distributed among all the children to play and test the games. Each group then waits at their feedback station where others can come to give feedback and clarify their doubts</p>
<p>W3a</p>	<p>Advertisement</p> 	<p><i>Format: Groups of 3-4</i></p> <p>There can be a discussion on what are advertisements, kinds and components of advertisements, their general layout, etc. After this brief discussion, students have to design an advertisement announcing a summer camp inviting other students from their school to join it.</p>
<p>W3b</p>	<p>Crafts</p> 	<p><i>Format: Groups of 3-4</i></p> <p>To give an experience of hands-on making skills as well as planning, a craft session involving any craft can be undertaken (like the 3D frame, shown in the image). The activity should expose students to material manipulation, measurements, choice of design elements, theme consistency, and lastly communicating the process through step-wise instructions of how to make a specific craft product.</p>
<p>W3c</p>	<p>Forming an editorial and design team</p> 	<p><i>Format: Two groups of 7 students each</i></p> <p>Two groups are to be formed as per the skills and interest of the students. One is the editorial group who has the responsibility of reading and editing all the newspaper articles written by all the participants of the camp. An editorial checklist which includes aspects like components of a newspaper, language, readability etc., is provided to the students. The second group is the design group who help in making margins for the final newspapers.</p>

<p>W4a</p>	<p>Interviews</p> 	<p><i>Format: Groups of 3-4</i></p> <p>To engage the students in this activity, the teacher can have a discussion on what situations call for interviewing, who would they like to interview and why? Students would be encouraged to select a person that they would like to interview and prepare questions. They then conduct the interviews. Lastly, students can organize the responses and write them in an interview format.</p>
<p>W4b</p>	<p>Outdoor activity: Documenting nature</p> 	<p><i>Format: All participants</i></p> <p>This session aims at providing an outdoor experience to students with a focus on documenting the environment around them.</p> <p>Students can be asked to prepare a simple herbarium, by pressing leaves and preserving them. They can also document oral histories on some of the plants/trees they observe by talking to their grandparents/family.</p>
<p>W5a</p>	<p>Planning and making a mini version of the newspaper to organize the content.</p> 	<p><i>Format: Groups of 3-5</i></p> <p>The students should now start putting all their content together in the form a newspaper. For this, the students can prepare a mini newspaper (prototype) to take a count of the newspaper items (sections) they have prepared and give headings/ titles.</p> <p>This also gives students an opportunity to identify empty spaces and create fillers (jokes, poems, puzzles, facts, thought of the day, etc).</p>
<p>W5b</p>	<p>Cover page design</p> 	<p><i>Format: All participants</i></p> <p>Students can be shown a variety of examples of cover pages and layout/ illustration styles that can elicit their own creative ideas to make the newspapers child-friendly and attractive.</p>

<p>W5c</p>	<p>Prototyping and visual design: Layout, grid, etc.</p>	<p><i>Format: Groups of 3-4</i></p> <p>Students are asked to create a visual hierarchy to highlight certain aspects in their newspapers. They can do this with the use of colours, playing around with text size and positioning of the content.</p>
<p>W5d</p>	<p>Making the final newspaper and display.</p> 	<p><i>Format: Groups of 3-4</i></p> <p>The newspaper has to be hand-made on sheets of paper. It has to have a cover page and content neatly organized within a set of sheets available. The students can show their final output to their peers and also display the designed newspapers in an exhibition.</p>