

Newspaper In Education



Workshop Workbook



Workshop Workbook

A Guide to Conducting Effective
Newspaper In Education
Teacher Training Workshops



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**Newspaper Association
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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 are delivered to the 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

	Information-Centered	Learner-Centered
Stated Objective	To cover all points: to get a lot of information across; to adhere to the curriculum, lesson plans, etc.	To change behavior (improve the performance) of the learner
Underlying Objective	To meet instructor's need for recognition as the expert	To meet the learner's need to know and do; to improve performance
Role of the Instructor	Imparter of information; expert; lecturer	Arranger of experiences and activities; moderator

Instructor's Qualifications	The "expert" - knows more about the procedure, system, rules, etc. than anyone else	The non-directive "counselor" type; the moderator and coach who acts as catalyst; learning guide
Instructor's Basic Philosophy	"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!)	"We learn, not by being told, but by experiencing the consequences of our actions." "Learning is an experimental process—we learn by doing."
Method	Talk, show and tell; instructor does most of the talking	Socratic method – instructor asks questions: does no more than 50% of the talking
Typical Question	Do you have any questions? Do you understand?	Why do you think we do it this way? What would you do if...
Learner's Role	Passive – a sponge who absorbs information	Active – learn by doing. Learner corrects his/her behavior because he/she is experiencing the results of actions
Purpose of Feedback	To see if the trainee understands the information; to test the trainees retention; to see if information should be repeated	To see if the trainee can apply what is learned; to see if the trainee needs more practice; to provide additional (remedial) instruction
How Instructor Gets Feedback	By asking trainee if there are any questions; by asking the trainee to repeat (parrot-like) what the instructor has just explained	By giving the trainee tasks or situations in which newly acquired skills and concepts are practiced and applied
Instructor Controls Learner Through	Reward and punishment (sanctions and embarrassment)	Positive and negative reinforcement (praise and constructive criticism)

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 your 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.

My Question	The Answer

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.

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

Action	Completion target date
<input type="checkbox"/> Order coffee and donuts	_____
<input type="checkbox"/> Order luncheon or other food	_____
<input type="checkbox"/> Order program printing	_____
<input type="checkbox"/> Order name tags	_____
<input type="checkbox"/> Assemble all supplies needed	_____
<input type="checkbox"/> Arrange for all audiovisual equipment	_____
<input type="checkbox"/> Order newspapers	_____
<input type="checkbox"/> Order/make signs for lobby – directions to session _____	_____
<input type="checkbox"/> Print evaluation forms	_____
<input type="checkbox"/> Make hotel reservations if necessary	_____
<input type="checkbox"/> Schedule breakout rooms	_____
<input type="checkbox"/> Confirm arrangements with:	

- School Principal _____
- School secretary _____
- Custodial staff _____
- Other _____

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 as 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!

-30-

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 as 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!

NIE Workshop

Evaluation

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.

- | | <u>Low</u> | | | | <u>High</u> |
|---|------------|---|---|---|-------------|
| 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.”