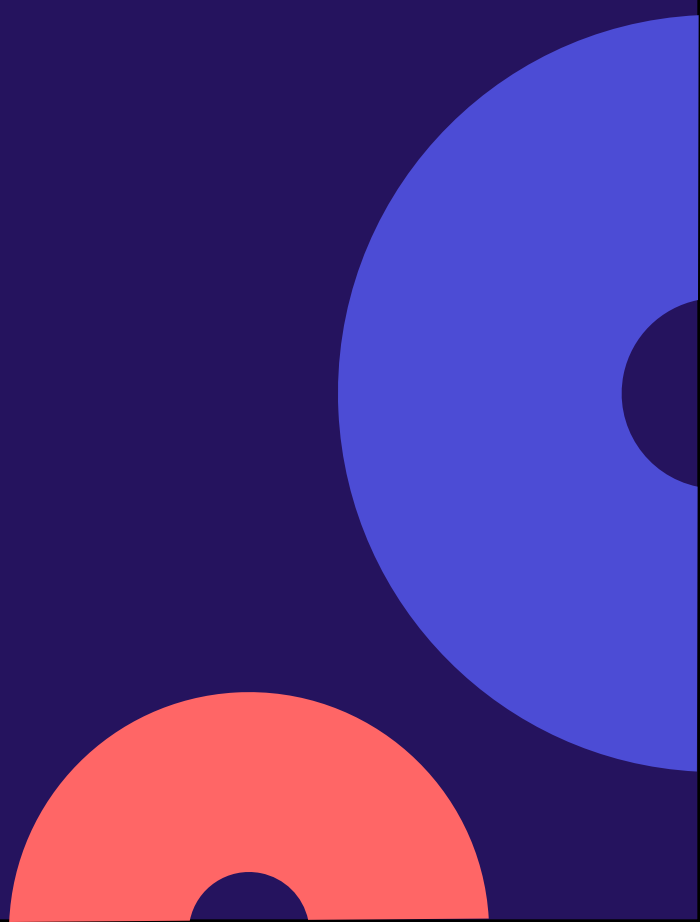


# Focus on publishing

60 - 90 minute lesson  
Age 11 - 18



Teacher	Subject: Focus on publishing	Age range: Year 11-18	Lesson timing: Ideally, 60 minutes is recommended. Can be extended to accommodate your school lesson timings.	Any other notes Lesson can be extended by completing Extension Activity 1 or 2 in class.
<p><b>Previous knowledge through questioning.</b></p> <p><b>LO:</b> Students will find out about some of the different career options available in the publishing industry and understand that different interests and skills are needed for these.</p> <p><b>AIMS:</b> For students to:</p> <ul style="list-style-type: none"> <li>Understand what work is involved in some of the different roles in book publishing.</li> <li>Identify some of the key skills and interests required in different roles and the school subjects that can help to develop these.</li> <li>Have some insight into the importance of the publishing industry, both economic and cultural.</li> <li>Know about some of the different ways of getting into publishing and how to find out more about different careers within the industry.</li> <li>Engage with creative activities in pairs and small groups.</li> </ul> <p><b>Materials:</b> <b>Focus on Publishing:</b> PowerPoint presentation Whiteboard or flipchart Pens and paper 1 x printout of <b>Publishing Activity Sheet</b> per student 1 x printout of <b>Publishing Marketing Challenge</b> per group Optional: 1x printout of <b>Extension Activity 1</b> or <b>Extension Activity 2</b> worksheets per student. If completing Extension Activity 1 in class: a selection of novels from different genres; pencils and plain paper. If completing Extension Activity 2 in class: computers.</p>			<p><b>CURRICULUM LINKS</b></p> <p><b>Literacy:</b> <b>KS3</b> <b>Spoken English</b> speaking confidently and effectively including using Standard English confidently in classroom discussions; giving short speeches and presentations; participating in structured discussions. <b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>KS4</b> <b>Spoken English</b> speaking confidently and effectively including using Standard English; working effectively in groups of different sizes; listening to and building on the contributions of others. <b>Writing:</b> writing for a wide range of purposes and audiences including notes and scripts for presentations; summarising and organising material.</p> <p><b>Numeracy:</b> Statistics: interpreting data</p> <p><b>Art and design</b> (if completing Extension Activity 1) <b>Computing</b> (if completing Extension Activity 2)</p> <p><b>Gatsby benchmarks:</b> Benchmark 2 - Learning from career and labour market information. Benchmark 4 - Linking curriculum learning to careers</p>	
<p><b>Adults:</b> One teacher should be available for this lesson. SEND and EAL learners may need additional adult support with the Activity Sheet.</p>			<p><b>Extension Activities:</b> These are optional and can be completed in class for homework. Suggested age ranges: <b>Extension Activity 1:</b> 11-14 <b>Extension Activity 2:</b> 14-18</p>	

Discussion/tasks/timing	Key/hinge questions	Measures of achievement
<p><b>TIMING. SLIDES 3-6: 15 MINUTES</b></p> <p><b>SLIDE 3 Introduction to the lesson's focus on publishing.</b> Ask for suggestions to answer the question then animate the definition. Note: the lesson focusses on book publishing.</p> <p><b>SLIDE 4 Icebreaker task.</b> Give students a few minutes to discuss the questions, then ask some to share their responses. Make the point that the books we read, or listen to, as young children stimulate our imaginations; they often stay in our minds and have special memories for us.</p> <p>Optional extension questions for discussion:</p> <ul style="list-style-type: none"> <li>• If you still read for pleasure today, what do you enjoy about reading?</li> <li>• Why do you think some governments (e.g. in Nazi Germany, the Soviet Union and China) have burned books?</li> </ul> <p>Emphasise the point that books help to spread information, ideas and different viewpoints.</p> <p><b>SLIDE 5 Class discussion: Winners and best sellers.</b> Ask for volunteers to read out the different bullet points. All students will probably be familiar with the Harry Potter books.</p> <ul style="list-style-type: none"> <li>• Have you heard of any of the others, or their authors?</li> <li>• What do you think, or know, that they're about?</li> <li>• Are they fiction or non-fiction books? What is the difference?</li> </ul> <p>Make the point that different books are popular for lots of different reasons. For example, we can escape into imaginative worlds in them, be inspired, and be educated by them. They also support other creative industries as many films and TV series are based on books.</p> <p><b>SLIDE 6 Partner task: Fact or fiction?</b> Quick fire activity. Students may need one example from both genres to get them started. After a few minutes, ask students to share one example from their lists.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>• Fiction: Fantasy; Science fiction; Historical; Detective/Crime/Mystery; Classic fiction; Horror/Thriller/Suspense; Romance; Action/Adventure; Ghost stories; Family saga; Myths and legends; Comedy; Short stories.</li> <li>• Non-fiction: Biography and autobiography; Diaries and memoirs; Textbooks e.g. History, Science, Geography; Reference books; Self-help; Health and wellness; Travel guides; Crafts and hobbies; Cookbooks; Nature and wildlife.</li> </ul> <p>Make the point that there are lots of different types of books, appealing to lots of different readers and learners.</p> <p><b>TIMING. SLIDES 7-10: 15 MINUTES</b></p> <p><b>SLIDE 7 Quercus books.</b> Play the short video.</p> <p>Optional: Ask students to make notes while they are watching of the job titles of the three women interviewed, and what their roles involve.</p>	<p>What is publishing?</p> <p>How are books powerful?</p> <p>What different reasons make different books popular?</p> <p>How does publishing support other creative industries?</p> <p>What is the difference between fiction and non-fiction?</p> <p>Can you name some of the different fiction and non-fiction genres?</p> <p>Do you have a personal favourite?</p> <p>What are the job titles of the three women interviewed in the video?</p>	<p>Students are engaged with the task and actively participate in the discussion.</p> <p>Students give a considered response to the questions and listen to the contributions of others.</p> <p>Students can identify the difference between the two forms, and some of the different genres.</p> <p>Students are engaged with the video, as evidenced in their recall.</p>

<p><b>SLIDE 8 Comprehension check: Spotlight on commissioning editor.</b> Discuss the questions as a class to ensure that all students have some understanding of what a commissioning editor's role involves.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Acquiring books and seeing the book from idea to finished product.</li> <li>• Pitching for books in meetings; idea sessions; desk editing.</li> <li>• Students might say it's creative, it's varied, she works with lots of different people, it's very satisfying seeing a book go from an idea to a finished product.</li> </ul> <p><b>SLIDES 9-10 Partner task: Rate your skills.</b> Ask students to work with a partner on both activities, then ask for volunteers to feedback.</p> <p>Activity 1: Skills students added to the table might include: good literacy skills (spelling, punctuation and grammar); able to communicate ideas clearly to others; enjoy researching new subjects; good IT skills.</p> <p>How did students score themselves? Does anyone think they could be a commissioning editor in the future?</p> <p><b>TIMING. SLIDES 11-13: 10 MINUTES</b></p> <p><b>SLIDE 11 Partner task: Opportunities for all.</b> Ask students to complete Activity 3 with their partner. When they have, check the answers as a class:</p> <ol style="list-style-type: none"> <li>1. sales account manager</li> <li>2. publishing accounts payable</li> <li>3. rights director</li> <li>4. user experience designer</li> <li>5. contracts executive</li> </ol> <p><b>SLIDE 12 Fact check: Facts and figures.</b> Ask for volunteers to read the different statistics. Emphasise the point that publishing is a thriving industry in the UK with lots of job opportunities.</p> <p><b>SLIDE 13 Comprehension check: Spotlight on commissioning editor.</b> Discuss the questions as a class.</p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• To publicise books.</li> <li>• Yasmin mentions different forms of advertising including digital assets (such as digital photos, videos or audios) and physical ones such as postcards and bookmarks.</li> <li>• Examples students might think of could include Facebook ads; tweets on X; Instagram posts; posters at railway stations or on buses; physical giveaways such as badges, pens, keyrings and tote bags in libraries and retail outlets; online competitions to win the book; book signings by the author in bookshops.</li> </ul> <p>Record these ideas on a whiteboard or flip chart for students to refer to in the group task.</p>	<p><b>Key/hinge questions</b></p> <p>What does the job of a commissioning editor involve? What do you think is enjoyable and satisfying about it?</p> <p>What skills and interests do you need to be a commissioning editor? Which school subjects help you to develop these? Do you have the skills and interests needed to do this job? How could you develop them further?</p> <p>What are some of the other jobs available in publishing? What different skills and interests are needed for these? Do you think you'd be a good match for any of them?</p> <p>What conclusions can you draw from the statistics?</p> <p>What are some of the different strategies used to market/advertise books to readers? Which of these do you think are most effective with different age groups?</p>	<p><b>Measures of achievement</b></p> <p>Students explain what the role involves and show an understanding of what makes it interesting.</p> <p>Students show evidence of understanding the answers to the key questions, and reflecting on their own strengths, through their completed activity sheets.</p> <p>Students match the job titles and descriptions correctly on their activity sheets and can explain why the roles are, or are not, a good match for them.</p> <p>Students draw relevant conclusions.</p> <p>Students demonstrate a recall of some of the different strategies mentioned in the video and can suggest others.</p>
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TIMING. SLIDES 14-15: 15 MINUTES	Key/hinge questions	Measures of achievement
<p><b>SLIDE 14 Group task: Marketing challenge.</b> Students to work in groups of 4-6.</p> <p>Give out one Publishing Marketing Challenge Sheet per group; students can take it in turns to scribe.</p> <p>Groups can use the ideas on the whiteboard/flipchart to help them.</p> <p><b>SLIDE 15 Group task: Marketing presentations.</b> If time permits, the different groups can all present their ideas to the rest of the class. If not, you can ask them to summarise, and a spokesperson present the summary.</p>	<p>Which marketing strategies would suit the genre of the book you have chosen and the target audience you have identified?</p> <p>How can you convince the marketing manager that you have chosen the best ones?</p>	<p>Students work as a team to develop their ideas and demonstrate they that have considered their target audience through the strategies they choose. They present their ideas clearly and confidently.</p>
<p><b>OPTIONAL EXTENSION ACTIVITIES</b></p>		
<p><b>SLIDE 16 Extension Activity 1: Design a book cover.</b> Give out the Extension Activity 1 worksheets. Talk students through the task using the slide and the worksheet. If completing the task in the classroom, they can discuss the planning questions with a partner, before sketching their individual designs.</p> <p>Note: Editors often include comparison book covers in their cover briefs to give designers a clear idea of what would work well for a particular title, its genre and its target audience. If students are completing the task in class, they can choose a comparison cover from the books you have selected; if completing it for homework they can find a cover in a library, retail outlet or online.</p> <p><b>SLIDE 17 Extension Activity 2: Career guide.</b> Give out the Extension Activity 2 worksheets, which include web-site links and scaffolding. Talk students through the task. If completing the activity in class, you may want to limit the research to just one role and allocate these to different students. They can then report back to the class and/ or create a group careers booklet.</p>	<p>What makes a good book cover?</p> <p>How can you create a design that fits the genre of your book and will appeal to your target audience?</p> <p>What are some of the other jobs available in publishing? What do people your age need or want to know about them?</p>	<p>Students create designs that show evidence they have considered the book's genre and their target audience and understand what makes a good book cover.</p> <p>Students create guides that show evidence of research. They summarise and organise their material and write in an appropriate style for their audience.</p>
<p><b>TIMING. SLIDES 18-19: 5 MINUTES</b></p>		
<p><b>SLIDE 18 Plenary. Discuss the questions as a class.</b> Ask students to put their hands up if they think a career in publishing could be for them.</p> <p>Emphasise the point that you don't need a degree or experience to get into publishing. There are lots of different routes in such as starting as a publishing trainee.</p>	<p>What have you learned about careers in the publishing industry today?</p>	<p>Students recall facts and information and reflect upon what they have learned.</p>
<p><b>SLIDE 19 Getting started.</b> This slide is optional and intended for students aged 14+. Please note that students must be 13 or over to open a Bookstagram account or to work during the school holidays.</p>	<p>What practical things can you do if you are interested in a career in publishing? How can you find out more?</p>	<p>Students use the information on the slide to answer the questions.</p>