

# Punk Magazine Kid

## Focus Questions

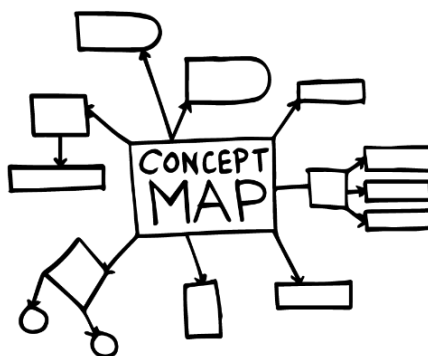
- Briefly summarise the BTN *Punk Magazine Kid* story.
- Where in England does Arlo live? Find using Google Maps.
- Why did Arlo start a punk magazine?
- What is in Arlo's magazine? Give two examples.
- Who would Arlo like to interview for his magazine? Name one person.
- Arlo is a massive fan of what music group?
  - Led Zeppelin
  - Pink Floyd
  - The Rolling Stones
- Where in the world has Arlo sold his magazine? Name one country.
- What does Arlo find difficult about making a magazine?
- What advice does Arlo give to other kids who want to make a magazine?
- Think of a concept for a new magazine. Design a front over of the magazine.

## Activity

### Class Discussion

As a class discuss the BTN *Punk Magazine Kid* story using the following questions as a guide. Record the main points of discussion on a mind map with **MAGAZINE** at the centre.

- What words do you associate with magazines?
- What magazines do you know?
- What do magazines have in them?
- Why do people read magazines?
- What is the difference between printed magazines and online magazines?



Students will then respond to one or more of the following:

- Think of a question you would like to ask the kid featured in the BTN *Punk Magazine Kid* story.
- Leave a message in the comments section on the BTN *Punk Magazine Kid* page.
- If you could make your own magazine what would it be about?

## Key Learning

Students will investigate the technical and symbolic elements of magazines. Students will create their own magazine.

## Curriculum

### English – Year 6

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches.

### English – Year 7

Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts.

Analyse and explain the effect of technological innovations on texts, particularly media texts.

### Media Arts – Year 5 and 6

Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks.

### Media Arts – Year 7 and 8

Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences.

Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues.

## Activity

### Glossary

Students will brainstorm a list of key words that relate to the BTN *Punk Magazine Kid* story, magazine design and production. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Genre	Target audience	Masthead
Production	Layout	Coverlines
Language	Publish	Composition

## Activity

### Analyse a magazine

Choose a magazine that is age appropriate to share with your class (alternatively, students can bring in a magazine they read to share with the class. It could be an old issue of a magazine they have at home or an online magazine). As a class, investigate the technical and symbolic elements of the magazine, using the following questions to guide discussion:


- What genre is the magazine? For example, art, music, design, entertainment, or sport.
- How would you describe the magazine's front cover?
- What terminology is used to describe the elements of a magazine's front cover? E.g. masthead, price, image, coverlines. Use your class glossary to identify the different elements. Add to your class glossary as you find new terminology.
- What topics are covered in the magazine?
- Can you find any advertising? What proportion of the magazine is advertisements?
- What other features do you notice in this magazine? For example, interviews, games, advice columns, contents page.
- Who do you think the target audience is for this magazine? Who do you think the magazine appeals to?

If you are analysing more than one magazine in your class, ask students to respond to the following:

- Sort and categorise the magazines into genre categories. What other genre categories do you know about?
- How are the magazines similar or different?

### Further research

Students will develop their own question/s for inquiry about the production of magazines and the magazine industry. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.



What are the types of jobs in magazine publishing?



What is the difference between printed and online magazines?



Why do magazines have advertising?

## Activity

### Design a front cover

Students will think of an idea for a new magazine and create a cover for the magazine. Students will need to identify their target audience, magazine genre and write a summary describing what the magazine is about. Once students have created their front cover, they will need to annotate and explain each element (e.g. masthead, main image, coverlines) in their design.

## Activity

### Create your own magazine

Students will create a magazine about a topic of their choice or alternatively your class can collaborate to produce a magazine about a topic you are already studying. Use the following to guide students when making their magazine.

## Explore

Make a list of topics that you are interested in, it could be something you know a lot about already or a topic you're interested in but would like to learn more.

Visit the BTN website to search for topics that you're interested in, click on the search button to find a range of stories. Here are some ideas:

- [Aboriginal art](#)
- [Space Science](#)
- [Aquaponics](#)
- [Opera](#)
- [Sustainability](#)
- [Beatboxing](#)
- [Tennis](#)

## Plan

Write a plan for your magazine:

- What is your magazine about? Write a summary.
- What is your magazine called?
- Who is your target audience? Explain.
- What will your magazine include? For example, feature report, interviews, surveys, columns, games, letter from the editor, persuasive text, articles.

If you are collaborating and making a class magazine, assign different roles and responsibilities to each student.

## Research

Spend one hour a week researching your topic or area of interest. Collect and record information from a wide variety of primary and secondary sources.

- Primary sources – Through using primary sources, that is a document like a diary, photograph or a physical object, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
- Secondary sources – Secondary sources are documents written after an event has occurred, providing “second-hand” accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

Will you interview people to include in your magazine? What questions will you ask?

How will you record your interview?

- Determine who you will interview, for example, family, friends, a teacher or

expert.

- Prepare for your interview by writing some questions that you will ask your interviewee. Write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.

## Write content

Start to write content for your magazine. If you are writing an article about an issue, consider whether you need to present one view or both sides of the issue. Ask another classmate to read what you have written, checking for typos and incorrect grammar.

## Create

- Decide whether your magazine will be in print format or digital.
- Create a design sketch before making your magazine. Think about background colours, font type and size and headings.
- Develop graphics to use throughout your magazine to support your text.
- If you are publishing your magazine you will need to take into consideration copyright on images you use.
- Consider using [Canva](#) to make your magazine which includes many templates to choose from.

## Activity

### Kids projects

Take a look at the following BTN stories to learn about other projects that kids are working on at home and in their classrooms around Australia. Students will think about what their hobbies or passions are and then consider creating a magazine about the topic. Alternatively, students may want to create a blog.



[Making school fun with fishing](#) – Meet a kid who is using math, geography and English doing what he loves most.



[Bee Business](#) – Finn is making honey. Well it's the bees making the honey, but Finn's worked hard to learn how to keep the bees and collect his product.



[Cricket Bat Kid](#) - We meet 10-year-old Riley who spends his spare time refurbishing old cricket gear and giving it to kids who need it.



[Koala Carer](#) – Libby is worried that some native animals are at risk of disappearing & she didn't want to wait until she was older to do something about it.



## Activity

### Become a Rookie Reporter

Are your students passionate about a topic or issue and would like to create their own feature report?

The [Rookie Training section](#) on the website gives students some great tips for making their own news story. Check out some of our [rookie reporter](#) stories from kids around Australia and the world for inspiration! We would love to see your reports, send them into the BTN via this email address [btn@abc.net.au](mailto:btn@abc.net.au)



## Useful Websites

How a 10-year-old created a lock down print hit for punk fans – BBC

<https://www.bbc.com/news/av/entertainment-arts-53480366>

Rookie Reporter – BTN

<https://www.abc.net.au/btn/rookiereporter/>