

| Lesson 16 | Study Module 7: Combining and presenting information (2/4) | Time | | | | | | | | | | |
|------------------------|--|-------|------|--------------|------|--------------|--|--|--|--|--|---------|
| Lesson objective | In this lesson students are learning how to: <ul style="list-style-type: none"> • plan a publication | | | | | | | | | | | |
| Learning outcomes | At the end of the lesson students will be able to: <ul style="list-style-type: none"> • analyse requirements • match types of publications to requirements • rank information for specific publications • set success criteria for publications • review effectiveness of layouts | | | | | | | | | | | |
| Specification coverage | L1: 1.1, 2.1, 10.1, 10.2, 11.1 L2: 1.1, 2.1, 9.1, 9.2, 10.1 | | | | | | | | | | | |
| Resources | <p>Starter</p> <p>Write "Event: Charity Ball for 16-19 year olds" on the board.</p> <p>State that, obviously, people need to be told about this event - if nobody turns up, it will be a flop. Tell them that you want to revisit the Bentley Charity Ball and that they will have a chance to change their text selections made in Lesson 15 and/or add their own text to it.</p> <p>Draw a table that resembles the one used in the previous lesson but has Publications as the last heading.</p> <p>Event: Charity Ball for 16-19 year olds</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Who?</th> <th style="text-align: center;">Why?</th> <th style="text-align: center;">What?</th> <th style="text-align: center;">How?</th> <th style="text-align: center;">Publications</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>Start with the target audience: Who? Obviously 16-19 year olds - but who else? What about parents/guardians?</p> <p>Why? To raise money - but is that all? What about other reasons, e.g. having a good time, socialising with friends, meeting new people?</p> <p><i>Note: Rank groups of people (audiences) and purposes with numbers, use 1 for 'primary' or most important, 2 for secondary, and so on.</i></p> | Who? | Why? | What? | How? | Publications | | | | | | 15 mins |
| Who? | Why? | What? | How? | Publications | | | | | | | | |
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| content storyboard layout image text style print on screen | <p>What information do the target audiences need to know, what will make them come to the ball? What is essential information? Cover date, start time, venue, location. Ask students if the name of the benefitting charity is essential. Can students think of any other information needed, e.g. when the ball finishes? Point out that the organisers might have additional requirements, e.g. name a sponsor.</p> <p>Conclude by asking students to suggest types of publications that meet the requirements. Select two very different ones, e.g. paper-based / screen-based, large poster and leaflet / handout.</p> <p>Turn to How? and pick 'location of venue'.</p> <p>Ask students to think of</p> <ul style="list-style-type: none"> • how they would present this information, e.g. text (address), image (map), or combination of both • where • in what style (e.g. small/large text) <p>Ask several students and discuss their answers with the group.</p> <p>Write Success criteria? above Publications.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td colspan="4">Event: Charity Ball for 16-19 year olds</td> <td>Success criteria?</td> </tr> <tr> <th>Who?</th> <th>Why?</th> <th>What?</th> <th>How?</th> <th>Publications</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Ask three students to give you what they consider to be the three top success criteria for two publications, then open up a brief discussion.</p> <p>If students focus only on the publications themselves, add others, e.g. all required software is available, own or staff ICT skill are at least sufficient, publications are delivered on time and to budget.</p> | Event: Charity Ball for 16-19 year olds | | | | Success criteria? | Who? | Why? | What? | How? | Publications | | | | | | | | | | | |
| Event: Charity Ball for 16-19 year olds | | | | Success criteria? | | | | | | | | | | | | | | | | | | |
| Who? | Why? | What? | How? | Publications | | | | | | | | | | | | | | | | | | |
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| | <p>Share lesson objective</p> <p>Introduce the lesson and share learning objective and outcomes.</p> | 5 mins | | | | | | | | | | | | | | | | | | | | |

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| | <p>Planning</p> <p>Refer students to page 5 and briefly discuss the four bullet points with them. Draw their attention to what is said about allocating sufficient time for reviewing their work. Stress that allowing quality time for a final review <u>and</u> making improvements is especially important in the test.</p> | 5 mins |
| | <p>Getting started</p> <p>To illustrate the points made in this section, use the two sheets of A4 paper.</p> <p>Paragraph 1: white sheet of paper, portrait and landscape orientation</p> <p>Paragraph 2: coloured sheet of paper, landscape orientation</p> <p>To demonstrate the difference between orientations, hold up the white sheet in portrait, then put the coloured sheet in front and behind it in landscape orientation. The two overlap but 'bits stick out' - an important consideration when planning a publication.</p> <p>Recap what students learnt about margins in lessons on text, then expand by talking about margins of screen-based publications (paragraph 3).</p> <p>Remind students that information placed in headers and footers (as used in previous lessons) is repeated page after page - the equivalent in presentations is the 'master' slide (paragraph 5).</p> <p>Ask students to complete Skill Builder 7.3.</p> | 10 mins |
| | <p>Selecting content (pages 6 - 7)</p> <p>Remind students of information overload - a risk you first identified when looking for information on the internet. Ask them how they can avoid the risk of information overload in publications. Answer: be selective, just as with information found on the internet.</p> <p>State that ranking information is a good approach (paragraph 4) but stress that ranking is publication-specific: the same picture might have different rankings for a digital poster and paper flyer.</p> <p>Go through the points made in the sections on text, images, table, and graphs and charts.</p> | 10 mins |

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| | <p>Where will they go?</p> <p>Ask students how easy or difficult they found the homework, mapping out publication digital asset SB7.2.1.</p> <p>Explain that, with their help, you want to map out a poster to advertise the Charity Ball. As with storyboarding, you will start with place holders and labels, not the information itself.</p> <p>Tell students you will start with the 'date & time' of the Ball. Click on the Text Box icon, place the cursor randomly on the page and type in date & time. Ask students to give you an appropriate font size - instead of building up a specification, apply the suggested font size to the text box.</p> <p>Zoom out so that the whole page is visible on the screen, then ask students where the date should be on the poster and move the Text Box there.</p> <p>Reviewing the layout of a page</p> <p>Remind students of the need to review their work regularly. Zoom out (or switch to Print-Preview) and ask several students for their verdict: is the Date&Time information in a sufficiently prominent position and proportion to the size of the page? If 'Yes' - leave it there. If 'No' - move it to a different location, resize it if needed, and pre-view again.</p> <p>Remind students of the saying A stitch in time saves nine - encourage them to apply this advice to reviewing their work: 'a check in time saves time'.</p> <p>Point out that asking somebody else to comment on your own work is another way of reviewing. Stress that students must not do this in the test as they will work under strict examination conditions. In preparation for the test, they have to find ways to review their work themselves and get into the habit of doing so at all 'mile stones', not just at the very end.</p> <p>Let a student choose the next piece of information to go onto the poster, the AutoShape to represent it and any formatting features. Tell them they made a start to filling the 'white space' (page 5) but that they need not cover it completely; used appropriately, white space can be as effective as filled space!</p> <p>Show students how they can copy an AutoShape (Copy / Paste or Ctrl+drag / drop).</p> | 10 mins |
| | <p>Plenary</p> <p>Remind students of the learning objective, recap on what they have learnt in this and the previous lesson, and introduce the home work.</p> | 5 mins |

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| Homework | <p>Level 1 and Level 2 students:</p> <p>1. Where will information go? Use, format and label AutoShapes to create two outline layouts for a paper-poster to advertise the Charity Ball to 16-19 year olds. Write a short statement saying which one is better and why.</p> <p><i>Note: A4 text document, leave the orientation to the students</i></p> <p>2. Read section What styles? (pages 9 -10)</p> <p>3. Where will the picture go? Complete Skill Builder 7.4.</p> <p>Level 2 students:</p> <p>4. Where will the text go? Complete Skill Builder 7.5.</p> | 40 mins |