

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Tourism and leisure'

Title Create an advertising leaflet for local community amenities	Curricular area Technologies	Age group Middle to upper secondary
Lesson/project focus Lesson: DTP - Promotional graphics display Project: Using DTP skills, produce a leaflet to promote use of the new Clydeside community areas	Cross curricular links Social studies Language	Cross cutting themes Curriculum for Excellence; Enterprise in Education; Assessment is for Learning; ICT; Citizenship; Personal and Social Dev
Short description Applying skills in desk top publishing/computer aided graphics to create a leaflet advertising local amenities to the local community.		
Description Young people will design a promotional poster or flyer to encourage the public to visit the Clydeside or some of the buildings or places of interest surrounding it. This idea will develop research skills, a knowledge and understanding of promotional graphics to market local area amenities. Applying knowledge and understanding of layout, lettering, creating and editing images to produce a promotional graphic display.		
Aims of learning <ul style="list-style-type: none"> • To meet learning objectives of lesson topic e.g. justified choices – layout, colour etc • Gain purposeful understanding by putting learning into real context by researching and editing content • Achieve and identify capacities of Curriculum for Excellence (enterprising skills and attitudes) 		
Broad Outcomes of learning <ul style="list-style-type: none"> • Subject knowledge of desk top publishing gained and enhanced • Employability skills enhanced – application of knowledge in a real situation by using a variety of techniques and software to produce or edit work • Develop enterprising skills such as effective communication, planning and organisation, ownership achievement of task, sense of responsibility • Confidence of working independently from teacher-led lessons demonstrated by leadership in the area chosen to research, the target market and the format of the graphic. • Learners take responsibility for their learning through making decisions about the layout, 		

theme, target market and selection of relevant information

- Learners have developed enterprising skills identified as 4 capacities of CfE:
 - confident individuals as responding to task to produce a useable product
 - successful learners because they apply their knowledge through doing
 - effective contributors by co-operating and negotiating
 - responsible citizens through providing a service for local community

CfE Experiences and Outcomes

Learning in the technologies enables the learner to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve the learners life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden the learners understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden the learners awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

Using ICT to enhance learning

The learner can:

- approach familiar and new situations with confidence when selecting and using appropriate software to solve increasingly complex problems or issues
- use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks.
- make effective use of a computer system to process and organise information.
- by discussing the business, environmental, ethical and social implications of computer technology, begin to gain an understanding of the need for sustainability and accessibility.
- to facilitate the transfer of skills between classroom and the world of work, select and use specialist equipment and appropriate software to develop administrative and management skills.
- whilst working in a simulated or real workplace, select and use appropriate software to carry out a range of tasks which support business and entrepreneurial activities.
- whilst working in a simulated or real workplace, examine the work environment, considering office layout, ergonomic factors, and health and safety legislation.
- work with others to plan and use a learning group for sharing experiences, ideas and information within a secure online environment.
- compare different forms of security software to gain knowledge and understanding of their functions in protecting contemporary technologies.
- integrate different media to create a digital solution which allows interaction and collaboration with others.
- through research, gain knowledge of computer systems or emerging technologies to understand their differing features and consider their suitability for the world of work.
- by learning the basic principles of a programming language or control technology, design a solution to a scenario, implement it and evaluate its success.
- create graphics and animations using appropriate software which utilise the learner's skills and knowledge of the application.
- use features of software to create my own animation which can then be used to create an

animated sequence.

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Resources

- See 'Tourism and Leisure ' resources
- Adobe or Serif website for various tutorials if needed.
- <http://goldennumber.net/goldsect.htm>

Resources for project

- Selection of promotional graphics (pick up free from tourist stations etc)
- PC or Mac
- Photoshop, or similar
- Serif draw/page plus or similar
- Paper/pencils for planning
- Access to web/camera for research

Relevance to curriculum

- Supports standard grade illustration and presentation or can be used for higher tri-fold promotional leaflet - no templates allowed for the latter
- Learners can select an area or building of interest, conduct research of relevant information, and apply to create a real promotional leaflet incorporating all the skills needed for the graphics CAG component

How to develop an *enterprising* lesson

Developing confident individuals

How will you provide a *real* context for learning?

- Learners put their learning into a real context by creating a promotional graphic on local Clyde-side amenities for local community and providing to a community group for distribution e.g. distributed to families, displayed at parents evenings or in local cafes and community centres
- Partners in learning: make contacts with business and community groups who can offer advice/support on layout, printing/production or distribution.
- Look at the jobs that are linked to this task in a real context e.g. marketing, advertising, graphic design, illustration, art worker, editor etc
- Action & participation activity: learners work to complete their final design within a time constraint and have to research, analyse and use their knowledge of the software and market to support what they are trying to do

Developing responsible citizens

How will you give *responsibility* to learners for their learning?

- Independent learning was demonstrated through research, analysis, planning and presentation
- Learners took responsibility for this learning by conducting their own research and determining their style
- Learners had a choice about the attractions they chose, their market group and the style and content of their presentation
- Learners co-operated in the task by sharing with their peers in a team by offering constructive feed forward

Developing effective contributors

How will you develop *relationships*?

- Learners worked together to help improve ideas and source information
- Learners were encouraged to work in a team with others through sharing resources
- Internal and external partners in learning were parents, graphic designers, printers or local businesses
- Learners contributing and communicating was shown by final presentation

Developing successful learners

How will you *reflect* on this learning?

- Test k/u knowledge at end of unit (learning outcomes for lesson) by meeting the criteria, learners can justify decisions.
- Reflect: time can be built in at specific stages to review how they are getting on in their task and make changes if necessary e.g. when ideas slow down, 'post-it' comments from peers to suggest improvements
- Identify skills that have been developed and ones that require more work such as layout, content, theme, style, presentation, software skills
- Progression identified – self awareness raised when learners are motivated and can justify design choices
- The impact of using this approach to learning was shown by learner motivation, opportunity to display/ share knowledge, variety of output

Developing lifelong and employability skills

How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?

Employers/business engagement

- graphic designers
- printers to provide talk or visit
- software trainers
- marketing companies

Local community

- sites of interest, distribution options

Families were involved through display of knowledge

Is there an opportunity to highlight career opportunities?

- Working with the businesses above will highlight opportunities to possible career options such as graphic designer, editor, planning, research, art worker, marketing, advertising etc
- Career information can be included throughout
- At subject option choice time, learners will be more aware of how subject knowledge can impact on careers profiled

Reviewing the process

If this is a lesson idea, how could you involve other curricular areas?

Art

Models, illustrations- history

Social Studies

Geography

History

Modern Studies – communities , lifestyle

Languages

Reports, creative writing, poetry, research

Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?

- Presentation and or distribution to parents
- Competition in school for 'Best marketing leaflet' of the whole year for all classes judged by designers and developers of regeneration of area/local community/local businesses

Brief outline of plan

Timing	Input and content	Teacher activity	Learner activity
1- period	Introduction of topic Establish the outcomes of learning	<ul style="list-style-type: none"> Introduce lesson on promotional graphics Give learners a selection of promotional graphics to choose from Explain use of columns, blank space, golden section etc 	<ol style="list-style-type: none"> Learners take one leaflet each and sketch out the layout. Blocking in colour, showing headings, images and smaller text using the correct planning method. Sketches are annotated explaining grids, colour choice etc
Period 2-3	Research of area Plan layout	<ul style="list-style-type: none"> Lead initial discussion on new developments and places of interest Discuss the key information: users would look for e.g. directions, opening times, what activities are there, prices, other similar places, as where as where this would be best positioned. Recap on the leaflet appraisal they completed last period 	<ol style="list-style-type: none"> Learners conduct research for images, information, ticket prices, directions etc Learners select content and plan layout as in the first exercise
Period 4-8	Demonstration of software skills Compiling graphic	<ul style="list-style-type: none"> Teacher provides relevant demonstrations for setting up pages, editing images, text etc 	<ol style="list-style-type: none"> Learners digitalise their ideas
Periods 9-11	Class feedback	<ul style="list-style-type: none"> Teacher explains criteria for feedback- 2 stars and a wish, what is an acceptable comment, constructive etc Teacher should ensure everyone moves clockwise and comments on every alternative piece 	<ol style="list-style-type: none"> Learners have 5- 8 post it notes each. Learners must comment on the allocated pieces of work Learners evaluate what are the strengths and weaknesses of their work so far and develop their idea
12	Presentation of work	<ul style="list-style-type: none"> Facilitate presentation of work – oral, visual, 	<ol style="list-style-type: none"> Prepare presentation for guests to view

		or both to an invited audience of parents or local community reps	<ol style="list-style-type: none">2. Request feedback on work completed3. Assess achievement4. Invite a local business to distribute work locally
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