

# Lesson Plan

<b>Date</b>	
<b>Period</b>	
<b>Class</b>	Year 7
<b>Lesson</b>	Lesson 6.

<b>Context of the lesson</b> Where this fits into the “Big Picture”	Students are going to improve their familiarity with using a DTP package by creating a school booklet which can be given to year 6 students before they arrive in. During this unit, students will focus on layout and suitability for audience.	
<b>MLO for this lesson.</b> What will pupils know/understand by the end of the lesson ( <b>teacher</b> )	<p><i>Know:</i> How to print and assemble their leaflet.</p> <p><i>Understand:</i> Why it is useful to use the design checker tool in Publisher</p> <p><i>Be able to:</i> To use the design checker tool to identify any design errors in their leaflet</p>	
<b>MLO for this lesson.</b> What will pupils know/understand by the end of the lesson ( <b>students</b> )	<p><i>All:</i> Will include a title, an image and some text on their back page</p> <p><i>Most:</i> Will use the design check tool to check for design errors in their leaflet</p> <p><i>Some:</i> Students will take digital photographs and use image manipulation software before importing them into their leaflet.</p>	
<b>Teacher input/Activities.</b> What the pupils should undertake with approximate timings.	<p>Greet and settle students. Take the register.</p> <p><b>Starter</b> Use memory sequence.ppt as a starter activity.</p> <p><b>Individual student task</b> Hand out student self assessment sheet (started last lesson) to students. Tell them that this will be their last opportunity to improve on their work. They should look carefully at the list and see what they need to work towards this lesson.</p> <p><b>Teacher led discussion</b> Ask students to remind you about what they did last lesson. Tell students that they will be working on the final page of their leaflet, the back cover.</p> <p><b>Teacher demonstration</b> Using ‘bad leaflet.pub’ from lesson 1, demonstrate how to use the ‘design check’ tool and explain why this is a useful thing to do.  (to access the design check tool use the ‘tools’ menu &gt; design checker and ensure that the ‘all’ radio button is checked)  Ask students to use the design check tool on their own leaflet and to fix any problems which are highlighted.</p> <p><b>Individual Student task</b> Students should log onto the computers, find their leaflet and begin work on the back cover (page 8). During the lesson they should use the design check tool on their leaflet – they might need reminding to do this. Provide assistance as required.</p> <p><b>Teacher demonstration</b> If this is to be the final lesson, stop students and show them how to print and assemble their leaflet. Tell them that they need to bring their completed leaflet to the next lesson.</p>	<p>10 mins</p> <p>5 mins</p> <p>5 mins</p> <p>5 mins</p> <p>20 mins</p> <p>5 mins</p>

	<p>If you decide to give students an extra lesson, this can be shown to them at the start of the next lesson.</p> <p><b>Student task</b> Students should look at their self assessment sheets for the final time and tick the things they feel they have achieved during this project. They should estimate the level which they feel they have achieved.</p> <p>Explain to students that in level 4, they might put a cross by some things, e.g. 'I might have a few spelling errors' because they don't have a single error. This would count as going beyond the statement so they can tick it and move onto the level 5 or level 6 version of that statement.</p> <p><b>NOTE:</b> Depending on how fast your students have worked, it might be necessary to allow a further lesson to enable them to complete any outstanding pages. It might not be possible for them to print and assemble their leaflet for homework, this could be built into an extra lesson if required.</p>	5 mins
<p><b>Review/Summary</b> At least 5 minutes before end.</p>	<p>Put students into groups of 4-6 Give them a sheet of A3 paper and a pad of post-it notes</p> <p>Students have 3 minutes to write down all of the things that they have learned during this project.</p> <p>After the 3 minutes, get one student from each group to take their sheet of paper to another group and go through the points that they came up with.</p>	5 mins
<b>Extension work</b>	Use digital cameras to take their own photographs for inclusion in their leaflet. If they have already taken their images, use image manipulation software to resize, crop, add effects to images.	
<b>Homework</b>	Students should complete and assemble their leaflet ready for the next lesson.	
<b>Materials required</b>	<p>Memory sequence.ppt Student self assessment sheets Bad leaflet.pub (lesson 1) A3 paper and post-it notes</p>	

*You may:*

- Guide teachers or students to access this resource from the [teach-ict.com](http://teach-ict.com) site
- Print out enough copies to use during the lesson

*You may not:*

- Adapt or build on this work
- Save this resource to a school network or VLE
- Republish this resource on the internet

**A subscription will enable you to access an editable version and save it on your protected network or VLE**