Fayol Inc. 0547824419

SECOND TERM

WEEKLY LESSON NOTES – B9

WEEK 4

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| **Week Ending:** 02-02-2024 | **DAY:**  | **Subject:** Computing |
| **Duration: 6**0mins | **Strand:** Productivity Software |
| **Class:** B9 | **Class Size:**  | **Sub Strand:** Introduction To Desktop Publishing |
| **Content Standard:**  B9.2.3.1. Critique a Desktop Published Document | **Indicator:** B9.2.3.1.1 Create and present a desktop published document (flyer, advertisement, invitation cards, business cards) | **Lesson:**1 of 2 |
| **Performance Indicator:** Learners can describe the basics of desktop publishing by creating and presenting a four-page document | **Core Competencies:**CC8.2: CP6.1 |
| **New words** | Desktop Publishing, flyer, advertisement, invitation cards, Overflow Text |
| **Reference:** Computing Curriculum Pg. 47 |
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| **Activities For Learning & Assessment** | **Resources** | **Progression**  |
| ***Starter (5mins)***Engage learners by displaying different types of printed materials, such as flyers, advertisements, or storybooks. Ask them to discuss with a partner what makes these documents visually appealing and effective in conveying information. Encourage them to consider layout, colors, images, and text.Share performance indicators and introduce the lesson.***Main (35mins)***Demonstrate how to use the selected desktop publishing software.Highlight basic tools, text boxes, image insertion, and linking text boxes for overflow text.Discuss key design principles, including balance, contrast, alignment, and proximity.Show examples of effective and ineffective designs, explaining the impact of each principle.Distribute a handout with step-by-step instructions for creating a four-page document.Assign a task where learners can choose to create a flyer, advertisement, or storybook.Encourage creativity and exploration, reminding learners to apply the design principles discussedAssessment1. What are the three main things you can do with desktop publishing software?
2. What are two important design principles that help create pleasing layouts?

***Reflection (10mins)***Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | Pictures and videos.Computers with desktop publishing software (e.g., Microsoft Publisher  | Describing the basics of desktop publishing by creating and presenting a four-page document |
| **Homework/Project Work/Community Engagement Suggestions** |
| * Besides print materials, what are three types of digital content you can create with DTP skills?
* What is one important tip you learned about using color in desktop publishing?
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| **Cross-Curriculum Links/Cross-Cutting Issues** |
| None  |
| **Potential Misconceptions/Student Learning Difficulties** |
| None |

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| **Week Ending:** 02-02-2024 | **DAY:**  | **Subject:** Computing |
| **Duration: 6**0mins | **Strand:** Productivity Software |
| **Class:** B9 | **Class Size:**  | **Sub Strand:** Introduction To Desktop Publishing |
| **Content Standard:**  B9.2.3.1. Critique a Desktop Published Document | **Indicator:** B9.2.3.1.2 Describe a desktop published document | **Lesson:**1 of 2 |
| **Performance Indicator:** Learners can explore and understand the key elements of desktop published documents, focusing on layout, color usage, mechanics, and content | **Core Competencies:**CC8.2: CP6.1 |
| **New words** | Desktop Publishing, flyer, advertisement, invitation cards, Overflow Text |
| **Reference:** Computing Curriculum Pg. 47 |
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| **Activities For Learning & Assessment** | **Resources** | **Progression**  |
| ***Starter (5mins)***Begin the lesson by displaying a well-designed desktop published document on the screen. Ask learners to observe and discuss with a partner what makes the document visually appealing and effective. Prompt them to identify specific elements such as layout, color usage, and how text and images are positioned.Share performance indicators and introduce the lesson.***Main (35mins)***Provide handouts with guidelines on how to examine a desktop published document, focusing on layout, color usage, mechanics (grammar, spelling), and content accuracy.Discuss each guideline and provide examples to illustrate.Assign each student a partner and instruct them to exchange their documents.Ask learners to examine the received document based on the provided guidelines.Learners will individually write feedback for their peer's document, focusing on strengths and areas for improvement.Encourage constructive and specific feedback related to layout, color usage, mechanics, and content accuracy.Assessment1. Discuss with your partner how the arrangement of text and images in the document you received contributes to the overall visual appeal.
2. Can you identify specific examples where the layout enhances or detracts from the document's effectiveness?
3. Examine the use of color in the document you reviewed. How does the choice of colors contribute to the document's message and overall design?
4. Can you suggest alternative color schemes that might improve the document?

***Reflection (10mins)***Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson. | Pictures and videos.Computers with desktop publishing software  | Exploring and understand the key elements of desktop published documents, focusing on layout, color usage, mechanics, and content |
| **Homework/Project Work/Community Engagement Suggestions** |
| * Evaluate the mechanics of the document, including grammar and spelling. Identify instances where improvements could be made for clarity and professionalism. How do these language elements impact the document's overall quality?
* Consider the accuracy of the content in the document you received. Are there any inaccuracies or areas where additional information would enhance the document's effectiveness? How does the accuracy of the content impact the document's credibility?
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| **Cross-Curriculum Links/Cross-Cutting Issues** |
| None  |
| **Potential Misconceptions/Student Learning Difficulties** |
| None |