

IT & ME - WORKS
Lesson Plan for Multimedia/Design Guides

Strand:	Multimedia
Teachers:	Virginia Bruno (Berlin High School), Marlise Bryant (Mascenic Regional High School), John Dotski (Lisbon Regional High School), Paul Landry (Exeter High School), Judy Ann Lavery (Alvirne High School)
Subject:	IT & Me – Works
Grade:	10 th
Time:	5 hours preparation, additional hours for presentations
Objectives:	<p>At the end of the lesson, students will:</p> <ol style="list-style-type: none">1. Be aware of and be able to discern desirable elements of web page design2. Use web design software to create web pages3. Orally present their information via PowerPoint or another authoring software, to their classmates
Standard:	<p>Creates interactive multimedia presentation</p> <ul style="list-style-type: none">• Students will write effectively for a variety of purposes and audiences• Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively• The student will continuously acquire skills, attitudes, and knowledge that contribute to effective learning• The students will use information-gathering techniques and technologies in collecting, analyzing, organizing, and presenting information
Setting:	Computer Lab with authoring software and web page design software, such as Microsoft Office (PowerPoint and Word) and Internet access.
Materials:	<u>Multimedia Concepts</u> (text)
Teacher's Role:	In discussion, explain to students that the design of any multimedia piece should be focused on a target market's needs and wants. Explain that balance, movement, optical center, and unity contribute to the effectiveness of a web page. Have the students read pages 106 – 113 in text.
Activities:	<ol style="list-style-type: none">1. On the Internet, students will find 1 to 4 screens from web sites that illustrate poor or less-effective use of each of the following: balance, movement, optical center, and unity. They may use one site for all four

- factors or different screens that illustrate each factor separately.
2. Study the design of the screen(s) for the above 4 factors
 3. Open your presentation/authoring software
 4. Import the screen(s) to separate slides (if using same screen for more than one factor, import more than once)
 5. Analyze each design factor after the appropriate screen. Include:
 6. Balance:
 - a. What type of balance?
 - b. How are elements (heading, text, graphics, colors) used to achieve balance?
 7. Movement:
 - a. How is it achieved?
 - b. How does movement enhance the design?
 8. Optical center:
 - a. Where is the center?
 - b. How was screen designed to achieve center?
 9. Unity:
 - a. How is unity achieved?
 - b. How is inter or intra-screen unity evident?
 10. Using your web design software, design new screens to replace the screens you studied, including changes you would make to improve the pages.
 11. Using separate screens, explain how or why your changes to the above elements improve the page.
 12. Import your pages to your presentation.
 13. Arrange your presentation, beginning with title page. Students should now have a presentation of poor or less- effective web designs, with explanations of what is wrong with these pages, followed by pages they have created that illustrate better use of design.
 14. Practice and prepare to present to classmates.

School to Career: Any design position

Grading Assessment:

5 points	Very well written, thoroughly describes four factors and thoroughly illustrates four improvements, 9 slides
4 points	Well written, describes four factors and illustrates four improvements, 9 slides
3 points	Covers basic elements of four factors and four improvements, 9 slides
2 points	Covers basic elements of 2 or 3 factors and 2 or 3 improvements, less than 9 slides
1 points	Briefly describes four factors or four improvements
0 points	Did not complete the assignment

