

# Design a Leaflet

## Desirable Features: Desk Top Publishing

### Task Description

This is a generic ICT task on designing leaflets at Levels 3, 4 and 5. Teachers can set this task in a curricular context of their choice.

In this task, pupils are required to produce a leaflet based on a topic or curricular area. They may or may not need to research information and/or images to use in their leaflet. Pupils must show an awareness of audience.

### Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

<p><b>Explore</b></p> <ul style="list-style-type: none"> <li><b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li><b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally..</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li><b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

The Pupil Notes are set out in three parts.

Part 1 is for pupils working at Level 3, Part 2 is for Level 4 and Part 3 is for Level 5.

This task also provides opportunities for teachers to develop pupils' skills in literacy (communication).

### Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	✓
Personal Development and Mutual Understanding	✓
Physical Education	✓
The World Around Us	✓

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## Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information  
 Thinking, Problem-Solving and Decision-Making  
 Being Creative  
 Working with Others  
 Self-Management.

## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a word-processor to draft and redraft;
- using a digital camera or scanner;
- importing and manipulating graphics;
- using desk top publishing software; and
- looking at and creating leaflets.

## Resources

Suitable DTP software such as MS Publisher.

Graphics.

Internet.

Network.

CD-ROM, scanner or digital camera.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should be asked to collect and bring in some leaflets. As a group or class task, they look at the leaflets and talk about them in terms of the presentation of information, layout, fonts, graphics, readability and whether they are single fold, bi-fold or tri-fold etc. They then agree the topic for their leaflet and decide on appropriate sources to use for finding the relevant information or images that they need. They should plan which ICT resources to use, for example a scanner or images downloaded from the Internet.

### Do

Pupils should work individually to search for relevant information and images. They choose what they are going to use in their leaflet and create their own text to include with images. Pupils create their leaflet.

### Review

Pupils show their leaflets to others and talk about their own and others' leaflets, reflecting on how they were created and the results achieved. They identify any problems they faced. Pupils identify any improvements that might be made and review their work in relation to the goals set – how does the work reflect the original learning intention? Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Desk Top Publishing at Levels 3, 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of

UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

**This task may also provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.**

Assessment Criteria Grid

UICT Requirements	Level 3	Level 4	Level 5
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</li> </ul>	Typically the pupil can: <ul style="list-style-type: none"> <li>• <b>research, select, edit, use and evaluate assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a range of digital environments (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate);</b> and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)	Desirable Features - Level 5 (Desk Top Publishing)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• open a new (or existing) document (explore);</li> <li>• select a template, for example, brochure, card, newspaper, leaflet, etc (explore);</li> <li>• access and select images from a range of given sources (guided by teacher), for example, camera, Internet, clipart, picture bank, own artwork (explore);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• retrieve an existing document/ folder (explore);</li> <li>• independently access and select text, images and other assets from a range of digital sources (explore);</li> <li>• copy and paste text appropriately from a range of digital sources (explore);</li> <li>• show an awareness of audience (express);</li> <li>• create own text (express);</li> <li>• use a spellchecker (express);</li> <li>• use default text flow (express);</li> <li>• use a text box and format if appropriate (express);</li> <li>• create a table (express);</li> <li>• import a graph and position appropriately (express);</li> <li>• edit an image to enhance it using, crop, resize, adjust contrast/brightness (express);</li> <li>• replicate documents (express);</li> <li>• format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of audience and purpose (express);</li> <li>• demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express);</li> <li>• link text boxes to allow for text flow (express);</li> <li>• use page numbers where appropriate (express);</li> <li>• use grouping, for example, picture and caption (express);</li> <li>• format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</li> <li>• edit images using a wider range of image editing tools (express);</li> <li>• work collaboratively online when and where appropriate (exchange);</li> <li>• evaluate what they have done and discuss what they might do differently next time (evaluate);</li> <li>• update saved work, if and when necessary (exhibit);</li> <li>• create and organise sub-folders, for example, to store images, web links, etc (exhibit);</li> <li>• understand file formats, for example, for faster download (exhibit); and</li> <li>• showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• create text and alter font, size, style and colour of text (express);</li> <li>• spell frequently used words correctly (express);</li> <li>• display text appropriately, for example, using correct punctuation, word spacing (express);</li> <li>• include titles/subtitles if appropriate (express);</li> <li>• select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express);</li> <li>• begin to use tools available, for fill, autoshape, shadow, etc (express);</li> <li>• understand word wrapping, i.e. not using return key at end of each line of text (express);</li> <li>• position an image appropriately (express);</li> <li>• scale an image proportionally (express);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make changes to work if necessary (evaluate);</li> <li>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate awareness of screen or print (express);</li> <li>• use the text and picture toolbars to enhance appearance of text and images (express);</li> <li>• work collaboratively online when appropriate (exchange);</li> <li>• explain improvements made to document (evaluate);</li> <li>• create folders for saved work (exhibit);</li> <li>• demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• edit images using a wider range of image editing tools (express);</li> <li>• evaluate what they have done and discuss what they might do differently next time (evaluate);</li> <li>• update saved work, if and when necessary (exhibit);</li> <li>• create and organise sub-folders, for example, to store images, web links, etc (exhibit);</li> <li>• understand file formats, for example, for faster download (exhibit); and</li> <li>• showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online if appropriate (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when appropriate (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when and where appropriate (exchange);</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make changes to work if necessary (evaluate);</li> </ul>	<ul style="list-style-type: none"> <li>• explain improvements made to document (evaluate);</li> </ul>	<ul style="list-style-type: none"> <li>• update saved work, if and when necessary (exhibit);</li> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• create folders for saved work (exhibit);</li> <li>• demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>

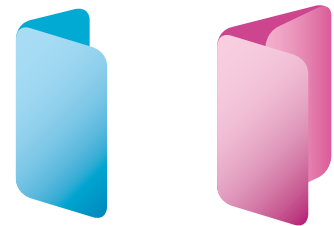
Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

## Design a Leaflet

You have been asked to create a leaflet for pupils in the year group below you. In the leaflet you should present some information on a topic you have been working on this term and which will be of interest to the children.



Have a look at some of the leaflets that your class has brought in and think about what is good or not so good about them.



Decide what type of leaflet you will create and how many folds it will have.

Decide on the information you want to put on your leaflet. You may already have the information or you may need to use a CD ROM or the internet to find information and pictures to use in your leaflet.



# Design a Leaflet

## Part 1

Select suitable software or a template to produce a single-fold leaflet.

Select and insert appropriate images and position them correctly.

Keep a note of all the sites you visit.

Insert appropriate text making sure that your punctuation and spelling is correct.

Make changes to your work if you need to. Save your work giving it a suitable file name.



## Part 2

Select suitable software or a template to produce a tri-fold leaflet.

Access and select images and text from a range of sources.

Insert your text using text boxes and format them. Edit an image using the picture toolbar. Import a graph or create a table and position it appropriately into your leaflet.

Save your leaflet, print it and discuss with others what improvements could be made.

Make the improvements and save your work in a topic folder.



# Design a Leaflet

## Part 3

Select suitable software or a template to produce a tri-fold leaflet.

Think about the message you will be trying to get across in your leaflet and who you are writing it for.

Choose suitable images and text from a range of sources.

Insert your own text using text boxes. Link text boxes to allow for text flow. Format the text. Use grouping, for example, to move picture and caption together.

Use page numbers or headers and footers if appropriate.

Create a Topic Folder to keep this work in and use this folder to create sub-folders containing images used in leaflet - scanned photos/images, digital photographs, weblinks, etc..

Access your leaflet from your topic folder. Display on a whiteboard or school intranet and ask the class to comment. Make adjustments if necessary and resave.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information used.

