
***Activity Resource
Management Document***

Grade 11
TGJ3E Communications Technology
(Workplace Destination)

**Unit 1, Activity 2:
Promotional Graphic Material**



*This Activity Resource Management Document (ARMdoc)
was produced by the Ontario Council for Technological Education (OC TE)
to supplement the Ministry of Education's Grade 11 Course Profiles.
It may be used in its entirety, in part, or adapted.*

Activity Resource Management Document



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TGJ3E Communication Technology

UNIT 1 ACTIVITY 2

Promotional Graphic Material

Activity Description (from course profile)

Time: 420 minutes (7.0 hours)

Students apply design, composition, and typographical principles to produce a promotional product such as a brochure, sign, or display. Using computer hardware and graphics applications, they learn to prepare camera- and film-ready files for print production. Using available methods of reproduction, students produce a proof copy of their promotional product.

Activity Resource Management Doc (ARMdoc) Contents

Teacher Resource Pack (TRP)	Pre-planning Notes, Expectations by Category, Activity Deliverables, Instructional Aid Sheets, Terminology List, Career Information
Student Project Brief (SPB)	Project Brief, Assessment/Evaluation Checklists and Rubrics, Activity Log
Safety Resource Pack (SRP)	Safety Information (Technology Lab Safety Passport)

This Activity Resource Document (ARMdoc) was produced to supplement the Ontario Ministry's Grade 11 Course Profiles. These profiles can be found at:

<http://www.curriculum.org/occ/profiles/profiles.htm>

ARMdocs for several Technological Education profiles can be found at:

<http://www.octe.on.ca>

The Technological Education policy documents can be found at:

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

Pre-activity Planning Notes

Teachers should have some familiarization in the use of graphic design software. Additional familiarity with principles of design, design elements and the steps involved in the design process will be essential. Teachers should introduce and reinforce specific design principles to students throughout the activity. Teachers begin this activity by photocopying and/or preparing student notes. Lessons are easily adapted for blackboard/ overhead or as web page format. Prepare according to selected method of delivery. Ensure computer workstations are available and in proper working order. Ensure students are familiar with board policy on Internet use.

Prepare a variety of 3D visual aids such as newspaper ads, flyers, magazine advertisements, university/college posters, brochures, business cards, book covers, etc. Use these items to illustrate the principles of design. Illustrate levels of achievement through rubrics and possibly via exemplars if they are available.

Teachers should begin with short classroom discussions introducing key concepts/terminology of unit. Teachers may elect to provide assessment and/or evaluation tools to cover student's demonstration of knowledge of key concepts and terms.

Decide beforehand the event or topic to be considered for promotional material, or alternatively, prepare a short list of promotional topics to be used in this particular activity (keeping topics to narrow focus will make assessment/evaluation easier). Suggested topics include local business or community event scenarios, simulations of fictional business situations or seasonal or special events happening within the school or local community. Other suggested topics may include public issues such as the environment, healthy living, dangers of drinking/driving, dangers of substance abuse, the underprivileged, disease research.

It is important to conduct peer review (constructive criticism sessions) at key points in the activity in order for students to rationalize their design decisions. The activity is best conducted as a small workgroup activity, simulating graphic design company operations. A portion of the activity could be used to assess learning skills with respect to peer collaboration. Evaluation must be conducted on an individual basis; the use of a daily work log is suggested as a method to track individual contributions in the team environment.

Sketch pads, pencils and other hand sketching tools must be available for developing preliminary ideas. Tutorials, manuals or how-to books should be on hand for the graphic software package to be used in this activity. Decide on method for students to submit their work. Work can be submitted in hardcopy, or electronically via email or the local area network if any shared network drives are available.

Review the possibility of having someone from the advertising, printing or promotions industry visit the classroom as a guest speaker. A student enrolled at the local college or a college representative may also provide insight into the industry and enable students to have a glimpse at career possibilities.

Expectations by Category (from Course Profile)**Knowledge**

- TFV.02** identify the mechanical and electronic characteristics of the components and processes required to produce a product or a service in communications technology;
- TF3.02** recognize symbols used for identification in current electronic, live, recorded, and graphic communications systems;
- TF3.03** identify industry regulations that affect systems and components in electronic, live, recorded, and graphic communications;

Inquiry

- TFV.01** apply the design process to develop solutions, products, processes, or services in response to simple challenges or problems in electronic, live, recorded, or graphic communications;
- TF1.02** apply the following steps of the design process to solve a variety of simple communications technology challenges or problems:
- identify what has to be accomplished (the problem);
 - gather and record information, and establish a plan of procedures;
 - brainstorm a list of as many solutions as possible;
 - identify the resources required for each suggested solution, and compare each solution to the design criteria, refining and modifying it as required;
 - evaluate the solutions (e.g., by testing, modelling, and documenting results) and choose the best one;
 - produce a drawing, model, or prototype of the best solution;
 - evaluate the prototype and what is required to produce it;
 - communicate the solution, using one or more of the following: final drawings, technical reports, electronic presentations, flow charts, storyboards, mock-ups, prototypes, and so on;
 - obtain feedback on the final solution and repeat the design process if necessary to refine or improve the solution;

Communications

- TF1.01** explain how a human need or want can be met through a new or improved product;
- TF2.03** explain how digitization is used for print, audio, video, recording, and photographic media and in the transfer of data;
- TF2.09** explain how different materials and components are converted or assembled to make finished products;
- SP2.03** use a variety of communications equipment and processes to produce pictorial and technical drawings, models, and prototypes of a communications product or a service;
- SP3.01** use a variety of methods to document the planning and production processes.

**Application**

- SPV.01** function effectively as individuals and as members of a cooperative team to produce a product or service.
- SP1.01** demonstrate the interpersonal skills required for effective teamwork;
- SP1.06** use time management schemes to ensure that their productions meet client deadlines;
- SP2.02** demonstrate the skills required to complete communications technology projects, both independently and in a group;

Assessment/Evaluation

Students will be assessed and evaluated on the following deliverables. See the Student Project Brief for assessment/evaluation instruments.

	Deliverable	Notes	Suggested Time (hr)
1	Assignment Principles of Design and Design Elements	Individual	1
2	Graphic Design Software Tool Usage	Individual	1
3	Introduction of Project Requirements and Brainstorming Ideas/Designs (thumbnails)	Team/Individual	1
4	Rough Layout/Comprehensive Layout	Team/Individual	1
5	Copy Markup	Team/Individual	1
6	Final Layout	Team/Individual	1
7	Presentation and Summary	Team/Individual	1

Terminology List

Balance:	the method in which elements are arranged in a layout. Balance can be formal (symmetrical) or informal.
Brainstorming:	method used by individuals or groups that involves generating many possible solutions or ideas relating to a problem or a design project.
Camera-ready Copy:	final layout that can be used for duplication (mass production).
Clip art:	libraries of ready developed artwork that can be inserted into a current design.
Comprehensive Layout:	sketched rendition of what final product will look like.
Copy Markup:	layout that includes notes for completing the final printed product.
Design Elements:	referring to shapes, lines, colour, texture, shades, light and others for use in graphic design.
Emphasis:	the focus points of a design. Elements that immediately attract the eye.
Harmony:	the appropriateness of how elements work together on a layout.
Pica:	a unit of measure in print. 1 pica = 12 points = 1/6 inch
Points:	a unit of measure in print. 1 point = 1/72 inch.
Proportion:	the size relationship that exists amongst elements.
Rhythm:	repetition of elements in a graphic design.
Rough Layout:	may include the use of thumbnail in graphic design. Can be a full layout in which elements are vaguely depicted.
Thumbnails:	small preliminary sketches done quickly and used to try several ideas that may fit a particular design problem.
Variety:	used to add variation or differences in graphic design. Breaking up monotony.
WYSIWYG:	What You See Is What You Get. A computer generated copy of what printed version will look like.

Reference Resources

Books

Sanders, Mark. **Communications Technology Today and Tomorrow**. Peoria, Illinois: Glencoe, McGraw-Hill, 1991. ISBN 0-02-838759-7 (Student Text) ISBN 0-02-838760-0 (Student Workbook) ISBN 0-02-838761-9 (Teacher's Resource Binder)

Johnson, Charles D. **Communication Systems**. The Goodheart-Willcox Co. Inc, 1992. ISBN 0-87006-961-6

The Sanders book includes a section entitled "Graphic Production Systems". The unit covers the principles of design and takes you through the design process. The book also has an article on the impact of desktop publishing on the graphic design industry. The Johnson book covers the design process as well. While it shares many of the ideas of the first text it also offers information not found in the Sanders text that would be relevant to the activity. Both texts offer background knowledge that deals with the theory and application of the material in this unit.

Websites

Pagelab

<http://www.pagelab.com/>

A site that covers ligatures in graphic design. Many well known logos appear here as well as some instructions on how to create some of the ligature examples shown. The page also talks about how your computer creates colour.

How/Now Magazine

<http://www.howdesign.com/>

Links and graphic tidbits, includes examples of work, methods of graphic design and more.

CorelDRAW Tutorials

<http://www.grafx-design.com/coreltut.html>

A site that is handy if the graphic design package of choice at your school is CorelDRAW.

The Internet EYE Magazine

<http://www.the-internet-eye.com/>

A site featuring tutorials for many various graphic design packages. The site also has tips and tricks for creating some special effects.

Art and Graphic Design Resource

<http://www.deezin.com/>

A large number of links to related sites. Most of the information links are text in nature. Also includes some links to careers in graphic design.

Principles of Graphic Design

<http://www.mundidesign.com/presentation/index2.html>

You can download resources covering the principles of graphic design.

Grantastic Designs

<http://www.grantasticdesigns.com/glossary.html>

This site has an elaborate glossary of graphic design terms.

Search keywords: graphic design, principles of design, design elements, graphic design tutorials, promotion, branding, advertising methods, marketing, media

NOTE: This “skill builder” instructional aid sheet is to help instructors teach important topics and challenges to students. These skill builders may be used before conducting the activity to provide prior knowledge or skills required to successfully complete the activity.

Skill Builder # 1

Topic: Designing Promotional Graphic Material
The Design Process

Key Concepts:

- become familiar with the steps needed in a graphic design process
- identify client needs
- describe brainstorming and its importance
- use brainstorming to generate solutions to client needs
- create thumbnails and rough layouts of a design problem
- describe what is required to generate comprehensive layouts
- describe markup
- describe camera ready art

New learning:

- Steps involved in the graphic design process
- Thumbnail sketching
- layout schemes and techniques

Materials and equipment:

- Overheads of lesson (could also be chalkboard lesson or in a web page format).
- Handout of student assignment
- Overhead Projector or LCD projector or use of computer lab
- Paper and pencil
- Examples of promotional graphics

Challenge questions

- 1) What is brainstorming? Why is it useful?
- 2) What are thumbnail sketches? Why do graphic designers use thumbnail sketches?
- 3) How does a rough copy differ from a comprehensive layout?
- 4) What is copy markup?

Notes

- Teacher reviews the steps involved in the graphic design process.
- Students can begin working on assignment dealing with the design process.
- Use 3D aids or exemplars to illustrate the steps.

Assignment Challenge:

The following is a series of questions that may be used to generate an assignment for the students. The assignment questions are in the categories

1) Knowledge/Understanding 2) Thinking/Inquiry 3) Communication 4) Application

Knowledge/Understanding

1. What is brainstorming?
2. What are thumbnail sketches?
3. List the steps involved in the graphic design process and describe each step.
4. Describe why client approval is required at each of the design process steps.
5. What does camera-ready artwork refer to?

Thinking/Inquiry

1. Why is brainstorming essential to resolving client issues in a graphic design problem?
2. Brainstorm possible solutions to the following graphic design problems.
 - a) methods to promote your school
 - b) methods to promote your course (current course)
 - c) methods to promote intramural sports with your school
 - d) methods to promote community involvement at your school
 - e) methods to promote the importance of education

Application

1. Create thumbnails and rough sketches for any or all of the graphic design problems above in Thinking/Inquiry question #2.
2. Take a current graphic promotional item (advertisement) and use it as a markup copy, adding changes you feel are appropriate to improving it effectiveness.

Communication

1. Present thumbnails and/or rough layouts from the problems above at a board meeting (the other students in your class). Be sure to explain to them the rationale for your ideas. This can be completed in pairs or small groups.

NOTE: This “skill builder” instructional aid sheet is to help instructors teach important topics and challenges to students. These skill builders may be used before conducting the activity to provide prior knowledge or skills required to successfully complete the activity.

Skill Builder # 2

Topic: Designing Promotional Graphic Material
Principles of Design and Design Elements

Key Concepts:

- Become familiar with the principles of design
- Recognize and use design elements in their work
- Identify the use of the principles of design in real world applications

New learning:

- Principles of design
- Design elements

Materials and equipment:

- Overheads of lesson (could also be chalkboard lesson or in a web page format).
- Handout of student assignment
- Overhead Projector or LCD projector or use of computer lab
- 3-D aids identifying the principles of design and the use of design elements
- advertising flyers and other promotional materials

Challenge questions:

- 1) What are the principles of design?
- 2) What are design elements?
- 3) How are the principles of design incorporated into promotional material that you are subjected to each day?

Notes:

- Teachers review the principles of design. .
- Teachers review the use of design elements.

Assignment Challenge

The following is a series of questions that may be used to generate an assignment for the students. The assignment questions are in the categories

1) Knowledge/Understanding 2) Thinking/Inquiry 3) Application 4) Communication

Knowledge/Understanding

1. List and describe the principles of design?
2. List and describe the design elements?

Thinking/Inquiry

1. Given actual existing promotional material, the student is to create a markup of the material and incorporate a principle of design. The principle should be identified and accompanied with a short rationale as to why this would alter or improve the effectiveness of the original work.
2. Use design elements and make use of the principles of design to quickly brainstorm ideas to resolve all or any of the following graphic design problems to promote your school
 - a) methods to promote your course (current course)
 - b) methods to promote intramural sports with your school
 - c) methods to promote community involvement at your school
 - d) methods to promote the importance of education

Application

1. Create thumbnails and rough sketches for any or all of the graphic design problems above in Thinking/Inquiry question #2.

Communication

1. Present thumbnails and/or rough layouts from the problems above at a board meeting (the other students in your class). Be sure to explain to them the rationale for your ideas. This can be completed in pairs or small groups.

Types of Promotional Materials

Brochure

Pamphlet

Brand/logotype

Packaging

Bi-folder/Tri-folder/info-paks, etc.

Sign

Banner

Poster

Mall display

Magazine ad

Newspaper ad

TV ad visuals

Swag (pens, cups, pads, hats, stickers, etc.)

Shirts or other clothing

Web site

Web banners, pop-ups

Note that each method of promotion has its own purpose, audience, characteristics, properties, and requirements (scale, colour cost, production costs, delivery costs, etc.) Any promotional campaigner or designer must weigh these factors in deciding on the optimal and most cost effective methods.

Career Information

TGJ3E Communication Technology

UNIT 1 ACTIVITY 2

Promotional Graphic Material

Career Information Sites:

Human Resources Development Canada: National Occupational Classification Database-

<http://www.hrdc-drhc.gc.ca/noc>

HRDC NOC Search Engine-

<http://www.worklogic.com:81/noc/Query.htm?lang=e>

Ontario Prospects: geared to young people and students

<http://www.edu.gov.on.ca/eng/general/elemsec/job/prospect/eng/index.html>

Job Futures 2000: what's hot, what's not

<http://www.hrdc-drhc.gc.ca/JobFutures>

Job Profiles: real people profile their jobs

<http://www.jobprofiles.org/index.htm>

Canada WorkInfoNet: national and regional market info

<http://www.workinonet.ca>

The following activity related careers are described in the Human Resources Development Canada (HRDC) National Occupational Classification (NOC) database. Use the search engine link above to learn the main duties performed by practitioners of each trade, the education requirements for the position, and related occupations.

Advertising managers (in 0611 Sales, Marketing and Advertising Managers)

Desktop publishing specialists (in 1423 Typesetters and Related Occupations)

5223 Graphic Arts Technicians

5241 Graphic Designers and Illustrators

5242 Interior Designers

Imprinting technologists (in 9472 Camera, Platemaking and Other Pre-press Occupations)

Student Project Brief

TGJ3E Communication Technology

UNIT 1 ACTIVITY 2

Promotional Graphic Material

Contents:

1. Project Brief Handout
2. Design Scenario Handout
3. Design Report Format
4. Evaluation Rubrics/Checklists
5. Activity Log

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Title:	Promotional Graphic Material		
Activity:	Promotional graphic material	Course:	TGJ 3E Communications Technology
Time Req'd:	7.0 hours	Date:	
RATIONALE			
<p>Communications technology is at the forefront of our economic infrastructure. Careers in communications lead the job market and are both interesting and rewarding. The material in this activity will introduce graphic design principles, design elements and the steps involved in the design process. The activity specifically addresses the use of graphic design to create promotional materials. Graphic design is considered the most important tool used in advertising projects. The activity is designed to enable you to obtain some first hand experience at working with graphic design software and incorporating the theory introduced in the unit.</p>			
THE ASSIGNMENT			
<p>You will create promotional material (posters, magazine ads, webs sites, etc) suitable for a specific target market. Your target market will be specified. Your ideas will be used to promote a subject from the following list: a) keeping our environment clean b) healthy living c) dangers of drinking/driving d) dangers of substance abuse e) giving aid to the underprivileged f) giving aid to disease research</p>			
LEARNING EXPERIENCE: You will:			
<ol style="list-style-type: none"> 1. Brainstorm ways to reach a target audience with particular messages. 2. make effective design decisions based on rationalization 3. Create layouts, rough drafts of designs 4. Create complete finished promotional materials 5. Communicate messages using communication technology 			
TOOLS AND MATERIALS			
<p>Pencil and paper. Computers and associated software applications programs. Mediums for storage of files for the duration of the activity. Computer peripheral devices such as scanners, printers, plotters.</p>			
NOTES			

EVALUATION				
No.	Deliverable	Time Limit (periods)	% Weight	Notes
1	Description of promotional materials assignment	1	10	From class discussions
2	Roughs/Comp Layouts	2	20	Submit layout designs for approval
4	“Camera Ready” Work	2	30	Final submission
5	Presentation	0.5	20	Class presentation
	TOTALS	5.5	100%	
NOTES				
<p>Markup copy to be submitted as part of the final submission. See your facilitator for approval of markup before printing your final submission.</p>				
PROJECT PROCEDURE				
Step	Procedure			
1	<p>Promotional Types Assignment (Individual) Based on classroom discussion, list types of promotional materials, their characteristics and types of audience Submit assignment for evaluation</p>			
2	<p>Design Solutions (Individual or group) (approximately <=1 period) Brainstorm solutions to the particular topic you have selected Generate a series of thumbnail solutions Share ideas with your group Select one or two ideas as a group Obtain facilitator approval before continuing onto further development.</p>			
3	<p>Rough/Comprehensive Layout (Individual or Group) (approximately 1- 3 periods) Create rough layouts for the idea you chose Make changes to improve the rough layout Place final elements into your design to create a comprehensive layout Use the comprehensive layout to generate your markup copy</p>			
4	<p>Final Design (Individual or Group) (approximately 1 periods) Use the information on your markup copy to complete your final design Produce a final copy for submission using the equipment available to you</p>			
5	<p>Presentation and Report (Group) (approximately one-half period) Introduce the design problem to the class Describe your target audience to the class Present your final design and give rationale behind design solution in report Conduct a peer evaluation</p>			

GRAPHIC DESIGN PROJECT CHECKLIST

The following are some of the points you may want to check during the completion of this activity.

Equipment

1. Computer equipped with graphic design applications programs.
Software package: _____
2. Select appropriate sketching tools.

Design Process Check

1. Are there suitable solutions from brainstorm session.
2. Is best solution adequate for further developing
3. Does design make use of principles of design
4. Are design solutions geared toward target audience

Promotional Graphic Material Report

(Post activity report):

1. Title Page

The title page is used to grab the attention of the reader. As such, it should contain some form of illustration that appeals to the reader. It should also contain the name of the report, the name(s) of the persons that produced the report, for whom the report has been prepared and the date of production.

2. Message Description

This describes the product, service or message that the promo material will address. The description should be brief (approximately one or two sentences).

3. Target Audience

Describe the audience that is being targeted by the material. Also describe how you feel the advertisement actually goes on to reach this particular audience. Describe any techniques that may have been incorporated to accomplish this.

4. Group Evaluation

This should be completed if your activity was completed as a group. Each of the duties of the group members should be explained and how it pertained to completing the activity

5. Materials/Equipment

List all the materials/equipment and any costs involved in the audio production.

6. Brainstorming/Rough/Comprehensive Layouts/Markup

Include all the ideas generated through the brainstorming activity. Include all the intermediate layouts. Ensure all of your work has proper titles and that any drawings are properly labeled and descriptive.

7. Conclusion

Describe the results of the process of finding a solution to the design challenge. Include the results of testing solutions. Include a description on how each of the design criteria was met (or not). Describe possible improvements or modifications for future work. Suggest other users or situations that may benefit from your research and/or testing.

8. References

This is a list of all reference materials that students used in order to complete the project, including books, articles, interviews, and Internet sources.

9. Log Sheet

From your daily log records, list the dates and amount of hours taken for each facet of the project. Each team member should include his or her personal time log.

Promotional Graphic Material

Elements of Product, Presentation and Report Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
<p>Knowledge /Understanding TFV.02, TF3.02, TF3.03 Identifies mechanical and electronic methods of production, symbols and regulations in producing rationalized promotional materials</p>	Describes, in limited detail, some of the methods and technical details used in producing the selected promotional material	Describes, in adequate detail, most of the methods and technical details used in producing the selected promotional material	Describes all methods and technical details used in producing the selected promotional material	Describes all methods and technical details used in producing the selected promotional material including comparisons of efficiency and effectiveness
<p>Thinking/Inquiry TFV.01, TF1.02 Uses knowledge of principles of design, design elements and the design process to complete promotional graphic material</p>	- demonstrates limited knowledge of principles of design, design elements and the design process	- demonstrates some knowledge of principles of design, design elements and the design process	- demonstrates thorough knowledge of principles of design, design elements and the design process	- demonstrates exceptional knowledge of principles of design, design elements and the design process
<p>Communication TF1.01, TF2.03, TF2.09, SP2.03, SP3.01 Explains design decisions</p> <p>Uses variety of graphic design communication media and documentation</p>	Explains design decisions in limited detail - demonstrates limited ability to use graphic design as a method of sharing and presenting information.	Explains design decisions in adequate detail - demonstrates some ability to use graphic design as a method of sharing and presenting information.	Effectively explains design decisions in considerable detail - demonstrates considerable ability to use graphic design as a method of sharing and present information.	Effectively describes well researched design decisions and compares alternative methods - demonstrates exceptional ability to use graphic design as a method of sharing and presenting information.
<p>Application SPV.01, SP1.01, SP1.06 SP2.02 Demonstrates effective teamwork, time management and project completion skills</p>	Demonstrates limited individual effort and cooperative teamwork in completing project	Demonstrates adequate individual effort and cooperative teamwork in completing project	Demonstrates effective individual effort and cooperative teamwork in completing project on time	Demonstrates effective individual and cooperative teamwork leadership in completing project on time

Promotional Materials Assignment

Answer the following questions. These should guide you in developing effective solutions to the challenge. Base your answers to specific message/challenge you are working on.

Knowledge

1. Describe the characteristics of the types of promotional material you will consider and the type of audience it is directed to.
2. What does the term target audience refer to?
3. Identify the technical process of producing the media types you have selected as effective solutions to deliver your message.
4. Describe, in general terms, the industry regulations that govern what you can say, and how you can say it.

Thinking and Inquiry

1. What is brainstorming?
2. How does brainstorming facilitate solving design problems?
3. Briefly outline the steps you will take in coming up with a plan and a solution to your design challenge

Communications

1. Explain how you will determine the needs of the client and audience
2. Explain how digitization can, or will be used in completing your finished promotional material

Application

1. Explain how will establish team members duties
2. Explain how your timeline for completing the project

Daily Log

Student:	
Class:	

Date	Project	Function	Hours	Teacher Signature

Total Hours:	
Student Signature:	
Teacher Signature:	

Safety Resource Pack

TGJ3E Communication Technology

UNIT 1 ACTIVITY 2

Promotional Graphic Material

Contents:

1. Safety Data Sheets:
Board Policy on Computer and Internet Use
2. Safety Passport(s) for Computer, Internet Use

Equipment used:

- Personal computer
- Computer peripheral devices

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INSERT THE FOLLOWING SHEETS FROM THE SAFETY RESOURCE PACK:

Contents:

1. Safety Data Sheets:
 - a. Board Policy on Computer and Internet Use
2. Safety Passport(s) for Computer, Internet Use