

BUS: Fun Desktop Publishing Projects (BUS)

Summary

Students will learn the basics of desktop publishing and design. They will create various projects in Microsoft Word as directed by the teacher.

Main Core Tie

FCS 6th Grade

[Strand 6](#)

Materials

- Desktop Publishing Packet for each student
- Desktop Publishing Instructions 2003 or 2007
- See each day below for other materials

Background for Teachers

3 Bus & 3 MKTG / Desktop Publishing

Instructional Procedures

DAY 1

MATERIALS: Ideas of current T.V., radio, magazine, and print advertisements & slogans

ACTIVITIES:

Introduce the vocabulary:

- Write the vocabulary words on the board
- Have the students volunteer to offer definitions for the words listed on the board
- Discuss the students= definitions
- Give a verbal complete definition of each of the vocabulary words

Discuss the students favorite and least favorite advertisements:

- Ask the students what their favorite and least favorite advertisements are remembering to focus on the following types of advertisements: television, radio, magazine, newspaper, billboards, bus stop benches, internet, etc.

- Ask students to point out what makes an advertisement effective or ineffective

Have the students create a new slogan and television commercial script for the product advertised in their least favorite television commercial

- Ask the students to write down their least favorite television commercial

- Explain to the students that their assignment is to rewrite the slogan and commercial for the product. Remind the students they need to convince other people to purchase the product, whether they personally like the product or not.

- Collect the assignments and review the new slogan and scripts.

DAY 2

MATERIALS: Allow students to use materials around the room for props

ACTIVITIES:

Have the students write and perform a television commercial

- Divide the students into groups of four

- Assign each group a product they need to advertise

- Explain the requirements of the assignment including the following:

- Must create a name for the product (if it applies)
- Must create a slogan for the product

Must create a television script including all the parts listed in the definition of television commercial script

Must include the slogan in the television commercial script

Must perform the television commercial in class to the other groups

Examples of products that could be assigned to the groups include the following: Sporting goods store, ski resort, water park, amusement park, rock climbing store, spook alley, arcade, movie theater, computer store, music store, pens, pencils, paper, notebooks, monitors, golf balls, snow boards, water skis, ski boat, etc.

If time permits, create slogans for products

Give the students a name of a product and have them write down a slogan for the product (may do as many as time permits)

DAY 3

MATERIALS:

Examples of magazine and newspaper ads: effective & ineffective

Opaque overhead projector

ACTIVITIES:

Show examples of magazine and newspaper ads on the projector screen

Ask students what they like or dislike about each ad \$ As the students discuss the positive and negative aspect of each ad, point out examples of the vocabulary and give a formal definition of each vocabulary word.

As the activity continues, keep pointing out examples of the vocabulary words

After showing all of the ads, ask for volunteers to define the vocabulary words

(There may be extra time on this day. If so, use the time to show students how to scan pictures from magazines. You can then show them how to insert the scanned pictures on Day 4. Also, you can show them how to take a digital picture and download it. Then you can show them how to insert the digital picture on Day 4. You do not need to allow every student time to scan or take a picture. This is only an introduction and when students are working on their PowerPoint presentation they may take the time to actually do it.)

DAY 4

MATERIALS: Computer for every student, Multimedia projector (if available) to show examples on the screen

ACTIVITIES:

Verbally teach the basic desktop publishing skills allowing the students to complete each step on their own computer as I give instructions

Have the students complete the following task to check for understanding B check for accuracy on each student's screen before moving on:

Insert a graphic on the screen

Flip the graphic upside down

Place a border around the graphic

Flip the graphic left to right

DAY 5

MATERIALS: Computer for each student, Desktop Publishing Packet for each student, Graphics put on the network

ACTIVITIES:

Have each student complete the Desktop Publishing Packet

DAY 6 (CONTINUATION OF DAY 5)

MATERIALS: Computer for each student, Desktop Publishing Packet for each student, Graphics put on the network

ACTIVITIES:

Have each student complete the Desktop Publishing Packet

DAY 7 (CONTINUATION OF DAY 5 & 6)

MATERIALS: Computer for each student, Desktop Publishing Packet for each student, Graphics put on the network

ACTIVITIES:

Have each student complete the Desktop Publishing Packet

Grade each packet on the screen or have the students print their assignments. Give feedback to the students about their work

Authors

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