

Suggested Exercises for Desktop Publishing

Introductory Activity

Module overview and introduction to the key features and procedures of desktop publishing.

Have a display of material illustrating the use of desktop publishing. This could include:

- the range of uses - articles, leaflets, instructions, advertisements, flyers, menus and so on
- 'good and bad practice' examples for sorting, with reasons
- labels /captions/ other display techniques to draw attention to particular features such as fonts or headers and footers
- enlarged page layouts, showing how columns, headings and images might be placed on the page (but without actual text or images in place)

Encourage students to consider the target audience and purpose of the document they are creating and how best to use different page layouts and features.

Introduce the idea that it is usual to import text and images into a prepared page layout, although where small amounts of text are involved, it is often easier to enter text directly.

It is good practice to do basic editing for content and spellings **before** importing text into a DTP document. This is particularly important where large sections of text are involved.

It can also be useful to ask students to review their existing skills and knowledge against the assessment objectives, performance criteria and skills for the module and to agree a focus for each session or part of a session.

Exercise One

Possible activity for session plan one in the suggested scheme of work

Preparing a short article or an advertisement or poster containing text and images.

Show students how to paste an image, how to move it around on the page and how to resize it (leave cropping an image until session two).

Examples

- an advertisement for a holiday resort or theme park, with a large caption, one photograph and two short paragraphs of text giving some details of attractions and a contact/booking address
- a short article giving a sequence of instructions for a task, using clip art drawings/digital photograph images/(simple, prepared) drawings, each with an accompanying line of text
- a short story for a young child (title, sequence of images with one-line captions)
- storyboard for a television advertisement, using a set of prepared simple line drawings
- 'property for sale/to let' advertisement or a car advertisement

Exercise Two

Possible activity for session plan two in the suggested scheme of work

Preparation work on layouts and text appearance.

This is a useful preparation activity before students start work on preparing a magazine article. It should not take very long.

Display examples of page layouts with and without text entered. Ideally, the 'skeleton' layouts should be labelled to identify headers and footers, headings, body text, images, and so on.

Ideally, you would also have a text file - the content is unimportant – for students to import into a prepared 'DTP trials' document containing two columns, a page heading and several sub-headings:

- draw students' attention to the layout and show them which toolbar and menu items are controlling this
- they should then import the text file into the body text and type in a heading and sub-headings
- give students time to experiment with the effect of changing the font and increasing /decreasing the point size in each kind of text. Make sure everyone understands the difference between serif and sans-serif fonts

Exercise Three

Possible activity for session plan two in the suggested scheme of work

Preparing an article for a magazine.

Use this session to introduce the idea of **cropping** an image (ie using only a part of the original image) and more work on controlling the page layout.

You will need to specify the layout, font, and other text appearance details in your instruction sheet for students if you want to use this as an informal assessment opportunity for any of these objectives. Alternatively, you could allow students to plan their own layout and discuss the choice of font, point size, etc.

Examples

- a report on a visit by the class to a place of interest, incorporating digital photo images of students, maps and extended text
- a report on a science or technology activity, or a consumer report, incorporating diagrams and tables (imported as images)
- a report on a famous person or event
- an article about a particular resort or holiday destination, showing the kind of things you can see or do, where to say and how to get there

Exercise Four

Possible activity for session plan three in the suggested scheme of work

Preparing a leaflet or small brochure. (The layout and style should be different from that of a magazine article).

This session ought to provide opportunities for students to practise each of the techniques introduced so far.

You will need to specify the layout, font, and other text appearance details in your instruction sheet for students if you want to use this as an informal assessment opportunity for any of these objectives. Alternatively, you could allow students to plan their own layout and discuss the choice of font, point size, etc.

Examples

- produce a leaflet for a small catering business advertising the different products and services the company provides

- produce a brochure for a car rental company, showing the different models available and the different rental arrangements
- produce a tourist information leaflet or brochure. This could be on a theme such as 'short walks around...', 'accommodation in...' 'conference venues in...' or 'days out for the family in ...'

Exercise Five

Possible activity for end of session plan four after practice test

Individual progress review

You could print out a sheet with tick boxes or gaps to enter information or prepare a template for students to edit and enter information on, similar to the one outlined below:

Individual progress review

Name: (student to enter, in bold)

Date: (student to enter)

These are the activities you should/ could have completed so far. Place a number to the right of each activity to show what you have completed: 2= completed, 1= started but unfinished, 0= not done.

List of activities

The list below shows the things you should be able to do

List (*NB tutors: these will be the performance criteria expressed less formally, perhaps in 'I can' type statements*).

Move each statement/description so that it is under the most appropriate heading for you right now.

I can do these independently and well

I need some help with these / I'm not very confident with these yet

I need help with these

I haven't done these