

## Skills Reinforcement Lesson Plan

Title:	SO all about me!
Suggested Grade Level:	Grades 9-11
Content Areas:	Computer Technology Graphic Design English Art
Overall Description of Unit and how graphics fits in:	Each year, Episcopal High School accepts approximately 120 new students. The faculty and student body prides itself in finding new and clever ways to get to know the newest members of the EHS community. In Tech 101, we learn about each other by creating an original PowerPoint presentation. In a previous lesson, students were introduced to the “10 Rules of PowerPoint”; rules which outline how to constructively use PowerPoint by adding color, shapes, and graphics along with text to make their PowerPoint presentations stand out and be more effective. Students have also learned the basic draw tools in MS Word and the tools in Paint. Armed with this information, students are being asked to bring all of this information together in one place, by creating an “All About Me” PowerPoint presentation and an 8.5 x 11” “Name” poster.
Overall Objectives:	The overall objective of this lesson is to reinforce skills students have already learned, specifically the “10 Rules of PowerPoint”, using visual language (both words and pictures/shapes) as a means of communication, and paint and draw tools.
Prior Knowledge Goals:	Students may use or create decorative graphics to enhance their final products. Students may use or create graphics that represent who they are as a person. Students may use or create graphics, explaining who they are as a person
Questions Students Should Ask:	Who: Who am I and what do I want people to know about me? What: How will I express who I am using graphics & text together? When: What do I show first about myself, what comes after that? Where: Where do I want my PowerPoint to go? Do I begin with my birth or do I start with who I think I am now? How much of myself do I want to reveal? How: What will people think of me if I use certain graphics? Will they understand who I am if I can’t use a lot of dialog? Will they make fun of me, or will they support me if I express who I really am?

Why: Why am I choosing or creating the graphics and text I am?  
Will they really describe who I think I am or who I want to be?

Description of:

Authentic Problem: Provide new students with a means to express who they are, while becoming familiar with their classmates.  
Clear Outcome/Product: PowerPoint presentation and name poster.  
Graphic/Software Skills Needed: Paint (color, draw, paint, save), PowerPoint (insert, shapes, color, word art, save, save as) Word (draw, texture, shapes, color, word art, insert, save, save as)

Sequence of Graphics Lesson:

Background Building Activity: Review 10 Rules of PowerPoint, practice using Paint and draw tools in Word.  
Authentic Activity: Create an “about me” PowerPoint presentation and name sign for dorm room door.  
Constructing Activity: Students need to use Paint or Word to construct at least one original piece of artwork depicting something about themselves, which must be included in both the presentation and name poster. Students need to use PowerPoint to construct a presentation that explains who each student is. Students may use Word, PowerPoint or Paint to construct a name poster to be displayed on dorm room door.  
Sharing Activity: Students will present finished PowerPoint presentation to members of class, spending a maximum of one minute; after presentation students will field questions from their classmates and teacher. Students will turn all material in for grading; after return, students will post their printed color sign on their dorm room door.

Evaluation Strategy:

Students receive a maximum of 25 points for completion of this assignment.  
5 points: Each student created a minimum of one original drawing depicting something about themselves, or who they think they are, and incorporated it into presentation and name poster.  
5 points: Each student created a minimum of one slide based on the 10 Rules of PowerPoint.  
5 points: Each student created at least one slide using visual language (text and graphics). The visual language must make sense and pertain to their presentation.  
5 points: Each student saved their presentation as a .ppt and a .jpg and emailed both to teacher.  
5 points: Each student presented their slide and spent a maximum of one minute fielding questions about themselves and their presentation