

7.1 Advertisements

In this activity the children collect as many advertisements as they can find, including English texts, and make an evaluation of their appeal.

LEVEL	Lower-intermediate and above
AGE	8–12
AIMS	Language: to practise language for giving opinions and reasons. Other: to make a poster; to gain confidence in expressing likes and dislikes, and justifying them.
TIME	45 minutes for discussing the designs, carrying out the survey, and categorizing the designs 45 minutes (or more if possible) for designing and making a poster
MATERIALS	A collection of advertisements; paper, pencils, glue.
PREPARATION	About a week before the lesson, ask the children to collect advertisements and bring them to class. Show them examples of advertisements aimed at three categories of people: children, teenagers, and adults. As the examples arrive, get the children to put them in different piles. Ask: Teacher: <i>Is this for children, teenagers, or adults?</i> Child: <i>It's for adults.</i> Teacher: <i>OK, put it on that table, please.</i>
IN CLASS	<ol style="list-style-type: none"> Ask each of the children to look at the examples and (if there are enough) to choose one from each category. Have a general discussion to introduce the ideas and the language of the activity: <i>Do you like this design: very much/a little bit/not very much?</i> <i>I like it/don't like it/quite like it.</i> <i>It's serious/etc.</i> <i>The colour/picture/letters look/s nice/funny/old-fashioned/modern beautiful/ugly/boring/interesting/exciting.</i> <i>This is the most exciting/etc.</i> Each pair of children now selects one example from the six they have chosen, show it to at least five other pairs of children, and ask them to say whether they like it very much, not very much, or not at all. Their findings should be entered into their survey sheet. Child A: <i>Do you like it very much, or not very much, or not at all?</i> Child B: <i>I like it very much./I don't like it very much./I don't like it at all.</i>

Designer's Survey

Choose one of these sentences:

I like it very much .

I don't like it very much.

I don't like it at all.

- 3 At the end of the survey, the results should be added up, and each design categorized and displayed as being very good/not very good/poor.
- 4 Discuss with the children some of the factors which make a design successful. Of course, children are not sophisticated enough, and do not have enough language, to explore such matters in depth, but introducing the idea that designs can be evaluated is already a step forward.

If the children don't think of these points, introduce them yourself in the mother tongue:

The main lettering must be big and clear.

The picture must have a strong shape, and be relevant to the message of the poster.

The words must be relevant to the message, and as few as possible.

People must know what they have to do, for example, who they must contact to say that they have a dog for sale.

- 5 The children now design a poster of their own. They might like to choose from the following list, or design a poster to meet a particular need of their own at the moment:

Poster design for:

a lost cat

a dog they would like to have

a party

a new bar of chocolate

a litter campaign.

The criteria for a good design might be:

Can you see it (from ten metres)?

Can you understand it (the idea, and what it is trying to say)?

Do you like it? (Is it beautiful and/or interesting and/or a good idea?)

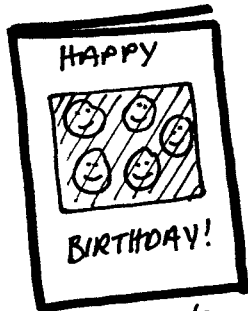
7.2 Birthday card

The principles of design given in this activity relate directly to book covers, book pages, posters, and greetings cards, all of which children can make.

LEVEL	Elementary and above
AGE	5–12
AIMS	<p>Language: to learn/practise language for expressing opinions and giving reasons; the language of greetings.</p> <p>Other: to make a card; graphic design; to gain confidence in expressing likes and dislikes.</p>
TIME	<p>40 minutes to collect, display, and evaluate examples of graphic design</p> <p>60 minutes for the children to design and make a birthday card</p>
MATERIALS	<p>A collection of examples of graphic design, particularly birthday cards, a guillotine (paper cutter).</p> <p>For each child: a piece of thin, white A4 card and (if you want the children to post their cards to real people) an A5 envelope, pens, and pencils.</p>
PREPARATION	<ol style="list-style-type: none"> 1 A few days before the lesson, ask the children to look at home for old birthday cards, and bring them into the lesson. 2 To give variety, you might like to use the school guillotine (a paper-cutter) to cut different sizes of paper (but do not let young children use it unsupervised).
IN CLASS	<ol style="list-style-type: none"> 1 Look at the examples of cards you have collected. Show each one, and get the class to vote on whether it is attractive or not. According to the language level and sophistication of the children, begin to introduce the sort of language they can use to say why they like or don't like the design. You can make a separate display of all the designs which nobody likes. Create an atmosphere of respect for minority views. While your aim is to focus the children's minds on what makes a good design, in the end, it must remain subjective. 2 Introduce the idea of designing a birthday card for a particular person. The children can choose someone known to them, for example, a member of their family, or one of their other classmates, or someone else, such as the school caretaker. If they have already invented one they could choose a manikin character (see 2.4).

3 Have a class brainstorming discussion to establish the following:

- which words are needed. The minimum must be *Happy Birthday!* Other texts might include *I wish you a Happy Birthday!* *A Happy Birthday from Tom to Grandad!*
- what picture he or she might like.
- whether to put the picture in a rectangle, a circle, or an irregular shape or to let the picture go off the sides. Draw these choices on the board:



rectangle



irregular



off both sides



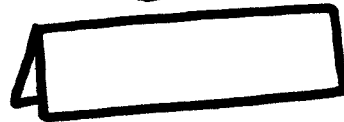
circle

4 Show the class the simplest fold, which is to fold the card from A4 to A5. You might like to show additional folds.



folded to A5

folded lengthways



zigzag

folded diagonally



5 The children design their cards, display them, and finally send them to the lucky birthday boy, girl, or grown-up!

COMMENTS

- 1 Because the lettering is important within the design, it might be helpful if the children do a lettering activity first (see 7.4, 'Designing your name').
- 2 As a general guiding principle, the criteria for what is good should not rest on the neatness and regularity of the lettering and lines used, but on the strength of the main message, and on the richness of the shapes, colours, etc.

FOLLOW-UP

The children can also design and make other cards for other festivals such as Christmas, New Year, Diwali, Eid, St Valentine's Day, Mother's Day, Father's Day, as well as sending congratulations and 'Get Well' greetings.