



## Lesson Plan

Supervisor: Dr LAM Bick Har	
Week:2 ( Lesson 2-3 )	Venue: Computer room
Year Group: Secondary 4 (Elective C)	Class size: 15 students
Lesson duration: 65 minutes	Subject content: Multimedia Production (2) _Text

### Students' prior knowledge:

1. Basic Concept of what is Multimedia Production
2. Multimedia elements are text, graphics, videos, audios, and animation
3. Knowledge of using Microsoft Word
4. Multimedia Production has three concepts (IPO)

### Learning Objectives:

Upon completion of the lesson, students should be able to:

#### Knowledge:

1. Explore the three elements (i.e. typeface, font and layout) of multimedia production.
2. Understand the knowledge of those Text File Formats (i.e. .txt and .doc) and choose the format suitability
3. Explore the concepts of text attributes and text layout

#### Skill:

1. Use word processors to create a readability text
2. Design a readable and attractive text style picture and portfolio with Font types, size, style, and Layout spacing

#### Affection:

1. Appreciate a portfolio message

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Time (Mins)	Topics	Assessment	Activities	Materials (Remark )
5	Lead-in Activity	Recall students' prior knowledge (the basic concept of multimedia elements)	<ol style="list-style-type: none"> <li>1. Teacher asks a few open-ended questions. (Did you use any social media application e.g.: Instagram, Snapchat?)</li> <li>2. Teacher shows the Instagram story and uses different kinds of typeface for showing the idea of typeface. And teacher will take a selfie with the students for attracting their attention            * The capture screens are the functions of creating texts in social media application</li> <li>3. Teacher asked an open-ended question again. (Is there any other thing to affect the font?)</li> </ol>	PPT Slide P.2-4 (Appendix I)
15	Explanation	Teacher explains what Text and the three elements of Text is. The elements are typeface, font and layout.	<ol style="list-style-type: none"> <li>1. Teacher shows authentic examples to explain Text and its three elements.</li> <li>2. Teacher points out three element "typeface, font and layout"</li> <li>3. Teachers ask students "What is the difference and function of the element".</li> <li>4. Display the different style on the screen</li> </ol>	PPT Slide P.5-15 (Appendix I)

15	Activity 1	Students discuss the different kinds of attributes group by group. (Each group for one only.)	<ol style="list-style-type: none"> <li>1. Each expert group completes a worksheet and reports the attributes (typeface, font, and layout) (They are required to finish only one attribute for each group.)</li> <li>2. Teacher uses a word processor to show the answer</li> </ol> <p>**Each Group have different worksheet</p>	<p>PPT Slide P.16-17 (Appendix I) Worksheet Exercise (Appendix II) Word File (Appendix III)</p>
15	Jigsaw	Students found out the attributes of the elements through activity 1 and shared them with other groups. Also, they would need to create a new text style document	<ol style="list-style-type: none"> <li>1. Teacher assigns students to form a homegroup by hyphen. And students share their worksheets for the new group.</li> <li>2. Teacher requests them to create an attractive text style picture/document with different kinds of attributes by following the format of the original worksheet.)</li> <li>3. Students present their ideas to their groupmates.</li> <li>4. Teacher concludes the finding of the activities on Jigsaw. (Regarding the attributes of students use in their work.</li> </ol>	<p>PPT Slide P.18-19 (Appendix I) Worksheet Exercise (Appendix II) Word File Word Processor (Appendix III)</p>
10	Activity 2	Teachers ask students to output the text file to a different format. (.txt or .doc)	<ol style="list-style-type: none"> <li>1. Teachers request students to output the text file and check the file properties of the document.</li> <li>2. Students discuss the difference of the</li> </ol>	<p>PPT Slide P.22 (Appendix I) Word File Word Processor</p>

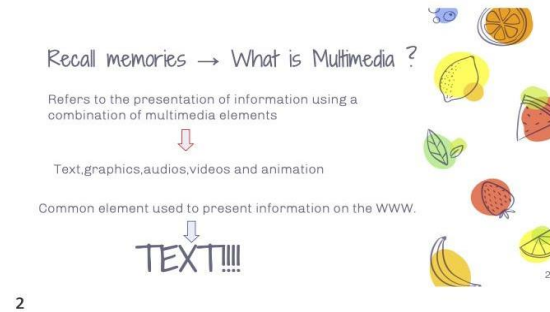
	**Our Micro Teaching Part**		text files in the home-group, such as file size, the text format.	(Appendix III)
	Peer Evaluation and Feedback	Students give feedback to their groupmate and themselves.	<ol style="list-style-type: none"> <li>1. Teachers request students to give feedback of the word file output to each other in group.</li> <li>2. Students pick the best one in the group for showing on the teacher screen.</li> <li>3. Teacher will comment on the selected file based on attributes and font style (by impressive and effective).</li> </ol> <p>***Feedback Rubrics</p> <ol style="list-style-type: none"> <li>1. Font types</li> <li>2. Font Style</li> <li>3. Layout</li> <li>4. Spacing</li> <li>5. Font size</li> <li>6. Readability</li> <li>7. Attractability</li> </ol>	PPT Slide P.11-14 (Appendix I)

Appendix I (PPT): [https://docs.google.com/presentation/d/1ZcswYKStzuYkUFOAd7kQGdmlBxBSh7EBpJA8\\_X9DwE/edit?usp=sharing](https://docs.google.com/presentation/d/1ZcswYKStzuYkUFOAd7kQGdmlBxBSh7EBpJA8_X9DwE/edit?usp=sharing)

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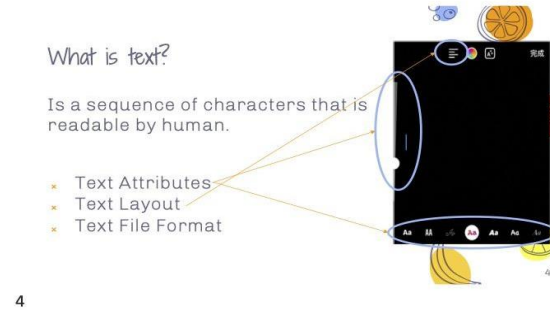
1



2



3



4

1




Text Attributes  
Font and Typeface

5

### Font

Is a set of printable or displayable text characters with its style specified.

- Typeface, eg. Times New Roman
- Point(Size), eg. 11-points
- Style, eg. **Bold**



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### Typeface

Is the type design for a set of fonts.

Any typeface you heard before? Which is the common used?

- Times New Roman
- Arial
- Comic Sans MS

Typeface family??



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### Typeface Family

Is a typeface have various display styles.

Example: Chivo typeface family

- Chivo
- Chivo Narrow
- Chivo Black**




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### Serif vs Sans Serif fonts

Is a line or a curve which extends from the stroke end of a character of the typeface.

Example of Serif fonts?

A

Time News Roman

sans=without  
in French



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### Font Size(Point)

Web pages=-1→7

One point= 1/72 of an inch  
Two Types of font:

Enlarged → ragged

**Bitmap** **TrueType**

a a



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### Font Style

Do you know any basic font style?

- \* **Boldface**
- \* *Italics*
- \* Underline
- \* Some additional font effects
- \* (eg. Outline, Shadow, Strikethrough)



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Text Layout

Alignment+Line Spacing+Character Format

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### Alignment

Is a major consideration of text layout of paragraph level.

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I love ICTII love EDUHKII love TextII love ICTII love EDUHKI	I love ICTII love EDUHKII love TextII love ICTII love EDUHKI	<ul style="list-style-type: none"> <li>✦ Left aligned</li> <li>✦ Right aligned</li> <li>✦ Centre aligned</li> <li>✦ Justified</li> </ul>
I love ICTII love EDUHKII love TextII love ICTII love EDUHKI	I love ICTII love EDUHKII love TextII love ICTII love EDUHKI	

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### Line Spacing

Greater → readable  
 \*balance:readable and amount of text

I love ICTI I love EDUHKI I love TextI Single line	I love ICTI I love EDUHKI I love TextI Double line	I love ICTI I love EDUHKI I love TextI 1.5 line
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### Character Spacing

Between individual characters  
 Condensed vs expanded

I wandered lonely as a cloud <small>Letter spacing of 0pt</small>	
I wandered lonely as a cloud <small>Letter spacing of 1pt</small>	
I wandered lonely as a cloud <small>Letter spacing of 2pt</small>	

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→ Here is a worksheet, and there are used some text Attributes and text Layout you have learnt!

→ Your task is state those attributes and layout used with your groupmates

**\*\*10 Mins\*\***  
<https://www.online-stopwatch.com/countdown-timer/>

17

2.  
 Grouping with new members

18

Regrouping with other classmates.  
 First, share your discussion result. (~5mins)  
 Then, creating a new text style file. (~10mins)

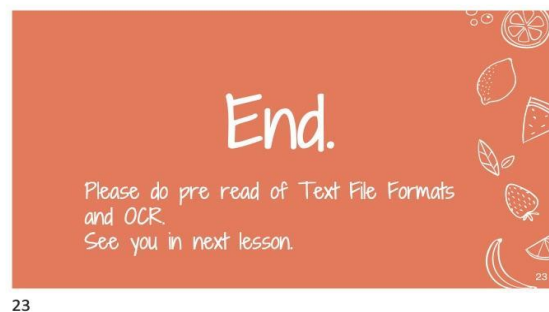
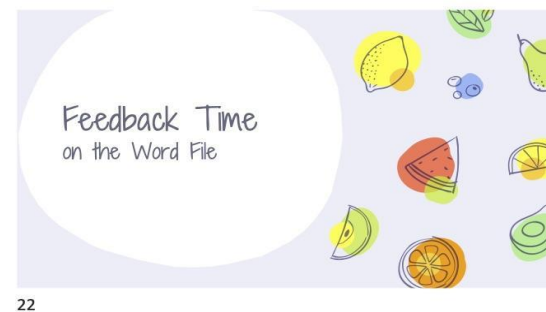
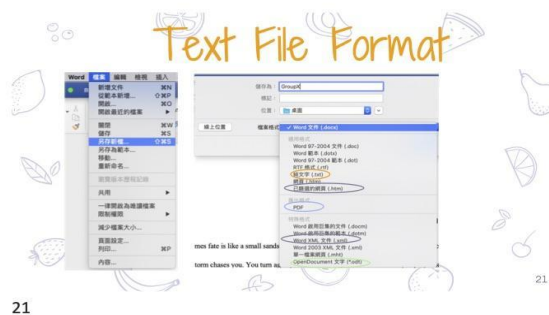
**\*\*15 Mins\*\***  
<https://www.online-stopwatch.com/countdown-timer/>

19

3.  
 Activity time

20

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Appendix II (Worksheet Exercise): <https://drive.google.com/file/d/1IYs9ppUAQ5rYv3hjhGWcBGw9kWY0u50a/view?usp=sharing>

## Haruki Murakami, Kafka On The Shore

“Sometimes fate is like a small sandstorm that keeps changing directions. You change direction but the sandstorm chases you. You turn again, but the storm adjusts. Over and over you play this out, like some ominous dance with death just before dawn. Why? Because this storm isn’t something that blew in from far away, something that has nothing to do with you. This storm is you. Something inside of you. So all you can do is give in to it, step right inside the storm, closing your eyes and plugging up your ears so the sand doesn’t get in, and walk through it, step by step. There’s no sun there, no moon, no direction, no sense of time. Just fine white sand swirling up into the sky like pulverized bones. That’s the kind of sandstorm you need to imagine.

*And you really will have to make it through that violent, metaphysical, symbolic storm. No matter how metaphysical or symbolic it might be, make no mistake about it: it will cut through flesh like a thousand razor blades. People will bleed there, and you will bleed too. Hot, red blood. You’ll catch that blood in your hands, your own blood and the blood of others.*

**And once the storm is over you won’t remember how you made it through, how you managed to survive. You won’t even be sure, in fact, whether the storm is really over. But one thing is certain. When you come out of the storm you won’t be the same person who walked in. That’s what this storm’s all about.”**



### Appendix III (Screenshot of Word Processor):

<https://drive.google.com/file/d/1uY7ge2T5swAKI0DLtaICI86tUv5CiOY8/view?usp=sharing>

