

RETA Trainer's Guide

Desktop Publishing

Reminder for Trainers

- ✓ Send Email to Bethany at the RETA office scheduling your workshop to update the calendar.
- ✓ Take attendance at your workshop.
- ✓ Have participants fill out and submit their workshop evaluation forms.
- ✓ Submit your stipend, travel, and workshop evaluations to the RETA offices.

Introduction

This unit introduces the basic elements of desktop publishing layout and design through the use of paint/draw and publishing applications. It allows students to be creative and productive while learning to manipulate images, text and layout designs. It is a set of fun, hands-on activities that allows creation of brochures, fliers, posters, and printed programs based on a Play. Learners determine their own criteria for success and develop an assessment rubric for their products. This unit can be done with students from grades 3 through 12 and with adults.

Outcomes

Upon successful completion of this unit, the learner will:

- be able to identify the basic elements of desktop publishing layout and design
- be able to identify and utilize basic paint/draw tools

Content Standards and Benchmarks

National Educational Technology Standards

- 3) Technology productivity tools
- 4) Technology communications tools

New Mexico's Standards and Benchmarks

Language Arts

- 1) Students will understand and use Language Arts for communication
- 5) Students will speak clearly and write effectively for a variety of audiences and purposes
- 10) Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.

Arts

- 1) Learn and develop the essential skills and technical demands unique to visual arts.
- 2) Use visual arts to express ideas.

RETA Workshop Agenda

Desktop Publishing

One Day

8:30 - 9:00	Introduction to Desktop Publishing
9:00 - 9:30	Create a Caricature of Yourself & Do Introductions
9:30 - 10:00	Page Layout & Which Brochure?
10:00 - 10:15	Break
10:15 - 10:30	Create a Tri-Fold Brochure
10:30 - 12:00	Flier, Program, Ad
12:00 - 1:00	LUNCH
1:00 - 1:50	Printing and Publishing (& 10 min break)
2:00 - 3:30	Productions and Presentations
3:30 - 4:00	Bridge to Practice

Lesson A

09:00 - 09:30	Introduction to Desktop Publishing
09:30 - 10:00	Create a Caricature of Yourself
10:00 - 10:30	Introductions
10:30 - 11:00	Page Layout
11:00 - 12:00	LUNCH
12:00 - 12:30	Desktop Publishing Project
12:30 - 3:00	Create Brochure
3:00 - 4:00	Wrap Up & Bridge to Practice

Lesson B

8:30 - 9:00	Introductions, revisit previous workshops
9:00 - 9:30	Which Brochure?
9:30 - 10:00	Create a Tri-Fold Brochure
10:00 - 10:15	BREAK
10:15 - 12:00	Flier, Program, Ad
12:00 - 12:30	LUNCH
12:30 - 2:00	Doing the Final Touches
2:00 - 2:15	BREAK
2:15 - 3:00	Printing and Publishing
3:00 - 4:00	Productions and Presentations
4:00 - 4:30	Bridge to Practice

Bridge to Practice

The Bridge to Practice session allows learners to summarize what concepts they encountered during the workshop. It also sets up the expectations and preparations for the next workshop.

During this closure, have learners discuss the following questions. For large groups, pairing or teaming of participants is more effective. For small groups, a round table discussion is suggested. What did we do? How did we do it? Why did we do it? How can we use it again?

At the end of the discussion, go over the expectations for homework. If participants are taking the workshops for credit, they should have a specific assignment to complete before the next meeting. If they are not getting college credit, they should apply one of the newly encountered concepts in their classrooms before the next meeting.

Before dismissal, set up the plan for next workshop. Decide who will bring any necessary equipment or materials. Also establish start time, topic, site coordinator (who will open building, turn on heater/cooler, etc.), and what skills will be needed to complete the task or tasks of the next session.

RETA General Lesson

Desktop Publishing

Sell Your Hometown

This lesson introduces the basic elements of desktop publishing layout and design. It allows students to be creative and productive while learning to manipulate images, text and layout designs.

Technology tools used in this activity are:

- Draw/paint program
- Desktop publishing program
- Scanner (Nice, but not necessary)

Resources

Desktop Publishing Resources for tips, techniques, clip art, backgrounds and more.

<http://desktoppublishing.com/dtplinks.html>

PixelSight for images, backgrounds and more.

<http://www.pixelsight.com/>

Handouts

Brochure Rules

Desktop Publishing Terms

Brochure Compare/Contrast Form

Brochure Folding Visual Aid

Materials

- brochure examples of good and bad designs
- images/photos of the Southwest (if using a scanner)
- variety of magazines as image resources
- glue
- scissors
- markers
- white paper

Tasks

1) Introduction to Desktop Publishing and Rubric Creation

Evenly distribute the brochures to the participants.

In groups of four, use the Compare/Contrast sheet to come up with some ideas of what makes the brochures appealing or unappealing. Allow about 10 to 15 minutes for this activity.

Come back together and have each group explain its criteria.

Create a rubric using info from Design Rules as well as your groups ideas of appealing/unappealing designs.

2) Create Caricature of Yourself

This is to be done utilizing a drawing program (i.e. ClarisWorks, Paint, etc). Discuss basics of graphics and text applications. Participants should draw or paint an image of themselves. Participants should use the text tool to include three phases about themselves on the document.

Notes: Do NOT emphasize layout at this time! This can be done in singles, pairs or small groups. It can be done off line with pencil and paper if necessary.

3) Introductions

If this is the first workshop for the group, play the Name Game. Have participants form a circle. Have the first person say her/his name and one word descriptor (i.e., I'm Laughing Larry). Second person says, "This is Laughing Larry and my name is Bob. People call me Boisterous Bob." Third person says, "This is Laughing Larry and Boisterous Bob. My name is Joe and people call me Joking Joe." Continue around the circle until all participants have stated their own name and attempted to name all the other members of the group. It is fun to allow participants the opportunity to volunteer to attempt to name all of the members in the group. Shuffle the caricatures from previous activity and pass them out to the participants. Participants then take turns trying to guess to whom each caricature belongs.

4) Page Layout

Discuss method and tools for desktop layout and publishing. Have participants hand design a half page layout using magazine images and hand written text.

5) Desktop Publishing Project

Present the problem: "How would you present our community if you were to design a brochure?" Discuss procedures /skills to produce a bi-fold brochure (ie landscape vs portrait, framelinks, text wrap, use of white space).

6) Create a Brochure

Participants work in groups by district to create a bi-fold brochure.

Notes: Use clipart, backgrounds, images, etc. from resource links and materials list.

7) Wrap Up

Come back together. Present brochures to group as a whole. Hold a short discussion on what was learned today. Divide into groups by district. Discuss implementation (across disciplines) of methods covered in the workshop in your own district.

"A Midsummer Night's Scream"

This lesson introduces the basic elements of desktop publishing layout and design. Participants will create:

- An 8 1/2" x 11" flier with graphics and text manipulation
- A publicity program using imported photos and text
- A 1/4 page newspaper ad utilizing a variety of fonts

Emphasis will be on overall creative design, appealing visuals, and page layout.

Technology tools used in this activity are:

- Draw/paint program
- Desktop publishing program
- Color printer
- Scanner (Nice but not necessary)

Resources

Desktop Publishing Resources for tips, techniques, clip art, backgrounds and more.

<http://desktoppublishing.com/dtplinks.html>

PixelSight for images, backgrounds and more.

<http://www.pixelsight.com/>

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Play Synopsis

A MIDSUMMER NIGHT'S SCREAM

It was a dark and rainy night . . . As the ghoul crawled out of the . . . The man with the raincoat watched the young man and woman cross the street . . . The door shuddered with the impact of . . . Suddenly the lights flickered and flashed out as the

This is our production. We have rehearsed hours and hours, and we are ready to perform. But, our publicity coordinator has quit! Can you help? Nothing has been started, but Ms Hitchcock has assured us that you are the best designer in the school. Get several of your friends and help us get our advertising out in time. There's a deadline! Our production is to start on the 5th of next month. So let's get cracking!

Here's the essential information you'll need to create a flier, a program, and a newspaper advertisement. The play starts at 7:30 p.m. and runs every night through the 10th, a total of six nights. We'll perform in the LightBulb Theater. In our cast, we have the leading man, Mr. Cute, and opposite him is Miss Sweet. The butler is Mr. Clean, with all the appropriate muscles. There are various secondary parts, please see Ms Hitchcock for their names and bios. You may interview any of the casts and include the publicity photos you take.

Good Luck and Break a Leg!

Tasks

1) Set the criteria for a good brochure.

- Evenly distribute the brochures to the participants.
- In groups of four, use the Compare/Contrast sheet to come up with some ideas of what makes the brochures appealing or unappealing. Allow about 10 to 15 minutes for this activity.

2) Create a Tri-Fold Brochure

Objective: To create a tri-fold brochure which advertises the date, time, place, ticket cost, and play synopsis for *A Midsummer Night's Scream*.

- On paper, sketch out the design of the brochure.
- Create a tri-fold by folding the paper into three parts.
- Determine the page layout (graphics and text). Use the layout standards determined in the previous activity.
- Using the clip art and materials provided, add the text to your brochure. Remember to use the standards established earlier.
- Cut and paste graphics onto the page to create final brochure.
- Present finished brochure to the group and congratulate everyone for a job well done.

3) Create the Flier

Objective: To create an 8 1/2" by 11" flier which advertises the date, time, place and cost of tickets for *A Midsummer Night's Scream*.

- Open the program being used for this activity. Open a new document/page. Save this as "final brochure" or something that will tell identify it.
- Using the standards created in previous activities, determine the layout of the Flier.
- Find or create graphics to use on the flier. You may draw your own or copy and paste from the Web, if available.
- It is better to create Text in a word processing program and move it into the brochure. Remember to pay attention to text size and font.
- Insert the text and graphics into the draw page you opened earlier. Use the cut and paste method.
- Print one edit copy to see if the layout is visually exciting and meets the layout standards. Is it pleasing? Will it grab attention and generate ticket sales for the play? Make any changes.
- Present your flier to the group for feedback and constructive criticism.

4) Create the Play Program

Objective: To create a publicity program that will be handed out at the performance of *A Midsummer Night's Scream*.

- Using the information given in the Play Synopsis, design a quad (four) fold program. You can use the "hamburger" or "hot dog" fold.
- List the name of the production, dates, times and place on the front cover.
- Inside the program will be the synopsis of the play (acts and scenes if you wish), the actors and the characters they play. You may include a short bio on the main characters and even a photo if they will allow you to take their pictures!
- On the back page will be a BIG THANK YOU to all our sponsors and contributors.

5) Create a Newspaper Ad

Objective: To create a 1/4 page newspaper ad to inform the public of the upcoming production of *A Midsummer Night's Dream*.

- Include the title of the production, the date and time, the place, where tickets are available and the costs (if only one price). Other info as necessary.
- Use given design tips.

6) Wrap Up

Objective: Review material covered in the workshop. Begin collaboration on methods for implementation of concepts covered in workshop.

- Come back together. Present brochures, fliers, ads, programs to group as a whole.
- Hold a short discussion on what was learned today.
- Divide into groups by district.
- Discuss implementation across disciplines of methods covered in the workshop in your own district.

Assessment

Use student-generated rubric created in step 1.

Extensions

Take this Desktop Publishing (DTP) workshop idea back to your classrooms, schools and communities. What type of DTP services could your classroom provide to others?

- customized letterhead stationary
- business cards/gift cards
- menus for local restaurants
- thank you cards
- newsletters
- fliers or ads for local businesses
- event posters

The Most Common Desktop Publishing Design Blunders

- Long lines of small type, and short lines of large type
- Inconsistent column layouts
- Narrow columns of justified text
- Period followed by two spaces
- Overpowering graphic accents
- Long captions set in small, italicized type
- Failure to hyphenate

Tips to Improve Simple Everyday Documents

- Align text with pre-printed rules and logos
- Adjust paragraph spacing
- Use symbols whenever possible (@, %, , etc.)
- Be sure you really want to use justified alignment!

Tips on Designing a Newspaper Ad

- Use a hook phrase: Limited Engagement! Coming Soon! Now Playing! or some attention grabbing word or phrase that catches the readers eyes in a glance.
- Color is effective, but expensive when buying ad space.
- Use a small, clear graphic; or, if well done, a watermark.
- Borders are great if not too heavy or detracting from the text.
- Limit type size to three different sizes. Tiny print should only be used if absolutely necessary.
- Limit fonts to two. Limit styles to three.
- Use negative space effectively. Don't clutter!
- For examples and ideas, look at ads (which will be smaller than 1/4 page) in the brochures or newspapers brought by the instructor.
- Enjoy the design but don't get caught up in the limitations. Use your own sense of appropriateness.

Desktop Publishing Terms

Graphics: Pictures or images (photo, clip art, cartoon, etc.) Pictures/images come in various formats including: PICT, TIFF, GIF, JPEG/BMP so they can be read by the program.

Conversion: Changing a graphic from one format to another. For example, a TIFF format is common for Apple/Mac but not IBM/Windows. PICT is common for IBM/Windows and some Apple/Mac paint programs. A converter program is required to change formats.

Text: Words

Document: The file(s) on which you are working; may have one or many pages.

Object: A group of items that move as one, or a single item that moves alone.

Draw: The program that creates objects for manipulation, used for page layout.

Paint: The program that creates permanent objects, which can be copied into draw or word processing documents.

Arrange: A set of directions for placing objects on a page. Examples are: *Move Forward*-brings objects to the front, coving any objects behind it. *Move Back*-puts objects behind others. *Lock*- prevents moving of objects.

Font: The kind of type the text appears in, such as: *Script* or *Old English*.

Serif: Kinds of type that have small lines (feet) on each letter: [Hello]. This style is common in essays, manuscripts, etc. where text is abundant.

San Serif: Kinds of type that do not have small lines on each letter: [Hello] This style is used in flyers, posters, and to grab attention or set type apart from the rest of the document.

Points: The measurement of the height of letters, standard type is 12 point. For older people, the standard type would be at least 14 point and greater.

Style: The way a font is presented: BOLD, Italics, underlined.

Justify: Making all text line up at a given margin; most programs automatically left justify text and allow right justifying and centering.

Clipboard: A place where the last cut and copied materials are stored until pasted.

Warning: Only one set of objects is placed on the clipboard at a time.

BROCHURE COMPARISONS

**WHAT MAKES
THE BROCHURE
APPEALING?**

**WHAT MAKES
THE BROCHURE
UNAPPEALING?**



RETA Workshop Module
Desktop Publishing

Teresa Cook,
John Cowan,
Clint Fisher,
Dick Holcomb,
Ken Maier,
Linda Pickett, and
MarySaxton,
RETA instructors.