

Design Principles: A Tour of Poorly-Designed Presentations

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.1

WHAT THIS LESSON DOES

In this lesson you examine failed presentation examples to identify common mistakes such as cluttered slides and excessive bullet points. You connect these failures to risks in your VET work and create a personal checklist of mistakes to avoid.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.1	Identify suitable uses for spreadsheets.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Diagnose failures in cluttered, unstructured, or over-designed presentations
- List the top three mistakes to avoid in VET work
- Connect common failures to personal risk points

BEFORE THE BELL

- Open the opinion-line interactive on the classroom screen; students use on-screen markers (or call a stand if devices are limited).
- Confirm every student can reach `Project_Portfolio/09_specialism/sm2/` and create a Word Online or Google Docs file titled `sm2_mistakes_to_avoid`.
- Default gallery (no extra prep): use the three in-lesson stills `img_bullet_wall_concept`, `img_clutter_vs_clear`, and `img_no_hook_vertical`. Teacher-sourced clips are optional enrichment only if already prepared.
- Print only as an accessibility fallback; if printed, still require the digital file saved in `sm2/` before exit.
- Default path: open the three in-lesson stills (bullet-wall, clutter-vs-clear, no-hook vertical). Optional enrichment: your own short failure clips if already prepared. Confirm students can open `Project_Portfolio / 09_specialism / sm2/`.
- Display the Key concepts table beside the three default stills (`img_bullet_wall_concept`, `img_clutter_vs_clear`, `img_no_hook_vertical`). Optional: add your own clips only if already prepared.
- No extra prep. Use the board list from the opinion line if students stall on wording. Point at the model entry on the student page and read it aloud once.
- Students need word-processor access (Word Online or Google Docs) and their `Project_Portfolio / 09_specialism / sm2/` folder. Point to the model entry and sentence starter. Circulate for a first-line checkpoint. Accept temporary project titles today.
- No prep needed.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
10 min	content	Key concepts
15 min	activity	Where do you stand on these design calls?
5 min	content	Common issues
15 min	activity	Portfolio Build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Warm-up: one image, two volunteer answers, under a minute; then the failure-gallery purpose line.
- Lead the gallery with the three must-know labels (bullet-wall, visual clutter, no hook/hierarchy) mapped to CRAP; treat wrong format and decoration noise as stretch.
- After each opinion-line statement, park one strong mistake phrase on the board for Portfolio Build wording.
- Read the model entry aloud once before Portfolio Build; circulate for a first-line checkpoint before lines two and three.
- Accept temporary project titles today; confirm Something Real names next lesson.
- Keep discussions professional by focusing on diagnosis rather than criticism of examples.

WHAT TO WATCH FOR

- Using vague terms like 'looks messy' instead of key labels; direct students to select one must-know label from the table before proceeding.
- Listing general mistakes rather than personal risks; ask 'Which would you make under time pressure?'
- Failing to link to VET context; remind students of the examiner noticing the same issues.
- Stalling on a missing Something Real name; accept board title or temporary Format 1 title plus topic.
- Saving with a different filename or adding a file extension panic on Chromebook; accept Word Online or Google Docs titled exactly sm2_mistakes_to_avoid.

DIFFERENTIATION

- Support: Use the sentence starter at the top of the Portfolio Build task for personal risk statements.
- Extension: Challenge students to name the CRAP principle each mistake breaks, or complete the summary extension on sm2_mistakes_to_avoid.
- Support: Allow paired discussion before individual placement in the opinion line activity.