

Slide Design: Readability at the Back of the Room

60 minutes

ICT2: Introduction to other software packages and applications

Outcome M2.U2.1

WHAT THIS LESSON DOES

Learn to design slides that are easy to read from the back of a room or on a phone. Focus on font size, contrast and keeping text minimal so your audience can follow without reading the slides aloud.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U2.1	Use presentation application software to create an effective presentation and promotional materials.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Apply font size, contrast and less-is-more rules for audience readability
- Avoid slide-reading habits that lose an audience
- Self-check a deck against a written readability rubric
- Revise 07_project_pitch based on the readability check

BEFORE THE BELL

- Verify every student has 07_project_pitch with a title slide and content slides
- Keep a simple starter deck (title + three weak content slides) ready to copy as 07_project_pitch after absences
- Have one weak sample slide ready for the live model revise in the room's main app
- The opinion-line runs on the lesson page, so there is nothing to print and no floor markers to lay out unless you prefer to run it offline. The checklist is on screen in Key concepts and is repeated inside the Portfolio build card, so print copies only if particular students find it easier to work from paper during the build.
- Verify every student has 07_project_pitch open from previous pitch lessons. Keep a starter deck (title + 3 weak content slides) ready to copy if a file is missing. Projector helpful for the opinion-line discussion.
- Project Key concepts and the before/after image. Optional printed checklist copies only as differentiation support for Portfolio build. No floor markers needed.
- Opinion-line runs on the lesson page. No printing or floor markers required. Circulate so quieter students still place a marker.
- Know which suite the room uses most (PowerPoint for the web or Google Slides). Canva is optional same-rules guidance only.
- Have one weak sample slide ready in PowerPoint for the web or Google Slides (title + long pale paragraph on a busy background) for a live 3-4 minute model revise.
- Students need cloud access to 07_project_pitch in PowerPoint for the web or Google Slides (Canva only if already in use). Confirm saves keep the filename 07_project_pitch.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
12 min	activity	Is this slide readable from the back?
4 min	content	Common issues
4 min	content	Model revise: one weak slide
20 min	activity	Portfolio build
4 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Walk three rules aloud (size, contrast, less-is-more) and show the before/after image
- Run the required 3-4 minute model revise before independent work: raise body to ~28 pt, fix contrast, cut a paragraph to three bullets
- Hear from students at different positions during the digital opinion-line
- Circulate during Portfolio build; check each student's first fixed slide against the checklist
- Confirm saves keep the name 07_project_pitch (no Untitled, no Save As rename)
- Limit reflection discussion to two or three concrete answers

WHAT TO WATCH FOR

- Text remains too small after changes: demonstrate checking from the back of the room
- Full sentences on slides: encourage cutting to bullet points
- Overlooking projection contrast: show how to test on a larger screen
- Students create a new file instead of editing 07_project_pitch: redirect to the existing portfolio file

DIFFERENTIATION

- Support: Offer example slides that meet the criteria and pair students for the first checklist pass
- Support: Scope remains title + three content slides; that is enough to bank evidence
- Extension: Finish the rest of the deck; Duplicate a weak slide for before/after trials, then keep only the chosen version in 07_project_pitch