

Design Principles: A Tour of Well-Designed Presentations

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U1.1

Outcome M2.U2.1

WHAT THIS LESSON DOES

Explore effective presentations in VET-relevant formats such as slides, visual pitches, infographics and short-form video. Identify CRAP design principles, then select the best format for your VET project with justification.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U1.1	Identify design principles in a range of presentation formats or media.
M2.U2.1	Represent information on a topic that is relevant to them in an appropriate digital format and justify the selection.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify CRAP design principles in a small set of VET-relevant presentation formats
- Name Contrast, Repetition, Alignment, and Proximity in working examples
- Choose one format that best suits the VET project and justify why

BEFORE THE BELL

- Cue `img_format_spread` and `img_crap_overview` on the classroom screen.
- Ready four short classroom-safe examples only: slide deck, visual pitch/one-pager, infographic, short-form vertical video.
- Leave board space to pin one CRAP word beside each format name after each clip.
- Check that `Project_Portfolio/09_specialism/sm2` folders exist before the portfolio write.
- Cue `img_format_spread` plus 4 short well-designed examples (slides, visual pitch, infographic, short-form video) on the classroom screen; check student VET plans from the previous lesson
- Prepare one strong example each for slides, visual pitch, infographic, and short-form video; CRAP label space on the board; project `img_crap_overview`
- Open the opinion-line interactive on the classroom screen; markers ready; keep the tour CRAP board visible
- Students need cloud access to `Project_Portfolio/09_specialism/sm2` and a word processor; project `img_sample_notes_layout` and board sentence frame; confirm folders exist before the write

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HOW THE LESSON RUNS

5 min	introduction	Introduction
12 min	content	Key concepts
12 min	activity	Design judgement line
1 min	content	Common issues
20 min	activity	Portfolio build
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Open on `img_format_spread` and name the four core formats only, so students are not choosing from seven later in the lesson.
- After each tour example, freeze for about 10 seconds and pin one CRAP word on the board, then leave that board up for the opinion line, where students are asked to point back at it.
- Before independent writing, model one principle aloud on a real student's Something Real topic and leave the Principle, where it shows, I will... frame visible for the full write. This model is worth the two minutes, because without it many students copy the printed example instead of writing about their own project.
- Default the live VET format to a slide deck if a student freezes, and tell them other formats can serve a second audience later.
- Today is planning notes only, so do not send students into unsupported CapCut or Canva production in this lesson.
- Treat Common issues as something you point at while circulating, rather than a section you read aloud.
- Limit share-back in reflection to two pairs so the summary still fits in the time.

WHAT TO WATCH FOR

- Describing a format as nice without naming a principle: direct students to one of the four CRAP terms.
- Freezing on format selection: suggest starting with slides and adding a justification.
- Overlooking audience: prompt for one reason tied to the VET interview viewers.
- Copying the printed example instead of their own Something Real idea: stop and rewrite the Project line first.
- Treating Format fit as a fifth CRAP letter: point to the separate heading under the table.

DIFFERENTIATION

- Support: Offer a reference card listing CRAP with one tour example each, plus a sentence frame with one principle filled in.
- Extension: Add a fourth principle note or a rough thumbnail of the opening slide/frame under an Extension heading.
- Support: Allow paired discussion for those unsure about their format choice; each student still saves their own file.
- Support: A provisional one-line project title is enough if the kickoff plan is incomplete.