

## 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                                         |
|----------------|-------------------------------------------------------------------------|
| <b>M2.U1.1</b> | Identify design principles in a range of presentation formats or media. |

### 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: the crammed-slide image already in the lesson, plus the before-and-after poster and the phone video described in words on the Key concepts step, so there is nothing to find in advance. Real examples on your own screen 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: the bullet-wall picture in the lesson plus the poster and video described on the Key concepts step. 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 bullet-wall picture and the two examples described under the Note. Optional: add your own clips only if already prepared.
- Open the opinion-line interactive on the classroom screen. Run talk-first, then place. After each statement, park one strong mistake phrase on the board for the Portfolio Build.
- 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.

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### HOW THE LESSON RUNS

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

### TEACHING MOVES

- Warm-up: one image, two volunteer answers, about 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 the interview context; remind students that the examiner notices 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.