



Raspberry Pi

Lesson 4: Can you add content?

Introduction

During this lesson, learners will add their own content (text and images) to the magazine templates they created in Lesson 3. They will copy the information for the front of their magazine from a prewritten document and paste it into the chosen place on their magazine cover. Images will be added from within the search facility in Adobe Spark.

Learning objectives

To add content to a desktop publishing document

- I can choose the best locations for my content
- I can paste text and images to create a magazine cover
- I can make changes to content after I've added it

Key vocabulary

Desktop publishing, copy, paste

Preparation

Subject knowledge:

You will need to have an awareness of the tools in Adobe Spark. An ability to share files with learners, either via Google Drive or on your school's network, would be helpful. You should also ensure you are aware of your school's procedures relating to children searching for images and how to report any issues.

You will need:

- L4 Slides
- A2 Magazine content file
- A2 Teacher example sheet
- A2 Exploratory task text
- A3 Exploratory task images

Assessment opportunities

Introduction: To assess learners' understanding of the benefits of creating templates using placeholders.

Activity 1: To assess learners' ability to find and open work created previously.

Activity 2: To assess learners' ability to copy and paste from one file to another and delete content when needed.

Activity 3: To assess learners' ability to add and delete images.

Plenary: To assess what learners have learnt independently during the lesson.

Outline plan

Please note that the slide deck labels the activities in the top right-hand corner to help you navigate the lesson.

**Timings are rough guides*

Introduction (Slide 3) 5 mins	Introduction Remind the learners of their work last week when they created a template for a magazine. Ask the learners, "Will this help us when we come to create our own magazines this week?". Allow the learners to think, pair, share their ideas. Discuss answers and possible reasons why the template might be helpful this week. <ul style="list-style-type: none">• You don't need to start from a blank page• You don't need to think about how the page will be laid out• You can save time
Activity 1 (Slide 4) 5 mins	Can you find your work from last week? Tell the learners that the first thing that we need to do this week is to find and open the templates we made last week. Remind them of how to access the desktop publishing application that you are using. Click on the slide twice to show that the learners should click on Projects at the top left, and then find and click on their named project from last week. Allow the learners time to find their work.
Activity 2 (Slides 5–9) 20 mins	What's it all about? Show slide 5. Tell the learners that they are not going to write out the content for their magazine; instead, you will give them the content that they are going to put into it. Click the slide three times to show them the process. Show slide 6. Click four times to move through the slide while discussing that this process is similar to the way desktop publishing is used in business. For example, in order to create a magazine or newspaper, a reporter will

	<p>go to find out about the story and then write it. A photographer will take photos, and then the editor will present the information in the newspaper.</p> <p>Show slide 7 and show learners how to access the ‘Magazine content file’ that they are going to use, from Google Drive or a shared location on the school network, or from a printed copy if these are not possible.</p> <p>You may want to discuss the word ‘byte’ with learners, as it appears in the magazine’s title. It is a computing term describing a unit of digital information; the magazine is all about digital information and technology.</p> <p>Note: Some teachers may wish to prepare their own file of information for learners to copy and paste. Other teachers may want to ask the learners to type in the information from the file, or to create their own information. This may then take longer than the time suggested for the activity.</p> <p>Read the ‘Magazine content file’ to the learners. Tell them that they are going to open this file and Adobe Spark, and copy the information across to make their magazine front cover.</p> <p>Play the video (slide 8) to show learners how to copy and paste the information; let them know that they will also find out how to delete content. Tell them that now they have seen how to copy and paste, they should choose where they would like each of the pieces of text to go on their template and copy and paste these onto their design. Teachers may wish to model for the class how to copy and paste in the desktop publishing application.</p> <p>Show slide 9. Allow time for the learners to create their magazine front cover. See the ‘Teacher example sheet’ to see the intended outcome for this activity.</p> <p>Note: Adobe Spark does not allow you to wrap text, but this could be modelled if you are using another application.</p> <p>Exploratory task: Distribute the ‘Exploratory task’ to those learners who add content to their front cover quickly. This should support learners in editing their text.</p>
<p>Activity 3 (Slides 10–11)</p> <p>10 mins</p>	<p>Adding images</p> <p>Some learners may have already learnt how to add images in Adobe Spark in previous exploratory tasks. These learners could model the process to the class, or act as experts during this lesson.</p> <p>Tell the learners that Adobe Spark allows us to search for copyright-free images to use in our designs. Remind them about internet safety and how to report any concerns they may have while searching for images. Show</p>

	<p>learners the video (slide 10) demonstrating how to add images and how to delete them if they need to.</p> <p>Show slide 11. Tell learners that they need to take care when choosing images. Discuss that you have searched for ‘computers’ and the following images have been returned. Ask them which one of the pictures on the slide would be better to include on the magazine’s front cover. Discuss that the first image isn’t relevant and doesn’t support the messages you are trying to communicate in the technology magazine. Tell the learners that the images they choose should communicate messages clearly, or support the text on the page. Allow them time to choose pictures and add them to their pages.</p> <p>Exploratory task: Distribute the ‘Exploratory task’ sheet to those learners who add pictures quickly and confidently.</p>
<p>Plenary (Slide 12)</p> <p>5 mins</p>	<p>Plenary</p> <p>Ask the learners to talk to a partner about the cover they’ve created during the lesson. They should talk about the images and text they have used and whether it’s suitable for a magazine cover. Learners should also talk about anything they’d like to change in their work.</p>
<p>Next time (Slides 13–14)</p> <p>5 mins</p>	<p>This lesson, next lesson</p> <p>Review the assessment and summary slides.</p>

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