



Raspberry Pi

# Lesson 3: Great template!

## Introduction

Learners will be introduced to the terms ‘layouts’, ‘templates’, ‘orientation’, and ‘placeholders’ within desktop publishing software. Learners will create their own magazine template which they will add content to during the next lesson.

This lesson has been designed on a laptop using Adobe Spark and this is reflected in the screenshots and videos. Teachers may decide to use the Adobe Spark app, or other software such as Canva or Microsoft Publisher.

## Learning objectives

To choose appropriate page settings

- I can explain what ‘page orientation’ means
- I can identify placeholders and say why they are important
- I can create a template for a particular purpose

## Key vocabulary

Landscape, portrait, orientation, placeholder, template, layout, content

## Preparation

### Subject knowledge:

An understanding of the terms template, placeholder, and orientation would be helpful, but this is supported in the slides. You will need to know how to create a template using placeholders in your chosen software. (There is support available in the slides for those using Adobe Spark.)

### You will need:

- Desktop publishing software
- A4 paper: one sheet per person
- L3 Slides
- A3 Magazine jigsaw worksheet (cut up for each learner)
- A4 Exploratory task worksheet
- Sticky notes or A3 paper

## Assessment opportunities

**Introduction:** To assess learners' understanding of the term 'template'.

**Activity 1:** To assess learners' understanding of the terms 'page orientation', 'landscape', and 'portrait'.

**Activity 2:** To assess learners' knowledge of magazine cover layouts.

**Activity 3:** To assess learners' understanding of placeholders.

**Activity 3:** To assess learners' ability to create their own template for a magazine using placeholders to create a template.

**Plenary:** To assess learners' understanding of placeholders.

## 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*

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| <p><b>Introduction</b><br/>(Slides 3–4)</p> <p>5 mins</p> | <p><b>Introduction</b></p> <p>Give each of the learners an A4 piece of paper to use in Activity 1.</p> <p>Show slide 3. Ask learners, "What is a template?". Allow them to think, pair, share briefly and then feed back to the class.</p> <p>Show slide 4. Tell learners that a template is a document that has been laid out in a certain way. It might have columns for text, or spaces for pictures or text. Tell learners that templates are helpful as they mean you don't have to start from a blank page. Tell learners that some pieces of software have templates that we can use (like the party invite last week), or we can choose to make our own template. Tell learners that today, we will be making our own templates for a magazine.</p>   |
| <p><b>Activity 1</b><br/>(Slides 5–12)</p> <p>5 mins</p>  | <p><b>Landscape or portrait?</b></p> <p>Show slide 5. Inform learners that when you create a document on a computer, you can sometimes choose which way around you would like the page to be read. Discuss that this is called 'page orientation' and that there are two ways that we can orient the page: portrait or landscape. Model this with an A4 sheet of paper and play a quick game of 'Simon Says' to embed the words and the orientation of the page to the learners' memory.</p> <p>Display slide 6. Tell learners that we are now going to look at some different documents and decide whether we usually see them in portrait or landscape orientation. Tell the learners that they should hold up the paper in the correct way, or, if they think it could be either way, don't hold it up. Click to show learners the different documents and discuss answers and any differences in opinion.</p> <p><b>Newspaper (slide 7):</b> Usually portrait</p> |

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|  | <p><b>Postcard (slide 8):</b> Usually landscape (could be either)</p> <p><b>Birthday card (slide 9):</b> Either</p> <p><b>Certificate (slide 10):</b> Either</p> <p><b>Leaflet (slide 11):</b> Landscape, folded into sections</p> <p><b>Magazine (slide 12):</b> Portrait</p>  |
| <p><b>Activity 2</b><br/>(Slide 13)</p> <p>5 mins</p>      | <p><b>What does a good front cover look like?</b></p> <p>Show slide 13. Tell learners that we will be deciding on our own magazine front cover layout this week. Discuss that we will need to look at some examples of front covers to understand what a good one looks like. Ask the learners what each of the magazine front covers have in common, e.g. titles and images. If possible, distribute some examples of magazine front covers. You could use examples from: <a href="http://helloworld.raspberrypi.org">http://helloworld.raspberrypi.org</a>. Allow the learners a short amount of time to label the cover of a magazine, either using sticky notes or by sticking the cover to an A3 piece of paper and adding labels around the edge. Encourage them to add information, e.g. size/colour/placement of content, to their labels. Briefly discuss what the learners found out.</p>   |
| <p><b>Activity 3</b><br/>(Slides 14–16)</p> <p>10 mins</p> | <p><b>Placeholders</b></p> <p>Show slide 14. Tell learners that placeholders are boxes that hold the place of text or images that you are going to add to your document. Discuss that placeholders allow you to design the layout of your page before thinking carefully about the content (text and images) that you want to add.</p> <p>Show slide 15. Inform the learners that we are going to do our own placeholder magazine jigsaw. Ask them to imagine that the pieces of paper they have been given are placeholders and that they are going to piece them together like a jigsaw to make a magazine front cover. The pieces of paper could be stuck onto a piece of coloured A4 paper to show the layout clearly. (Learners could be given some examples of magazines to look at at this point, if available.)</p> <p>Show slide 16. Once the learners have completed the task, share some of their layouts and discuss why they chose to lay their page out in that way.</p> <p><b>Note:</b> You may need to explain the terms “headings” and “subheadings” for learners.</p> |
| <p><b>Activity 4</b><br/>(Slides 17–21)</p> <p>15 mins</p> | <p><b>Create your own template</b></p> <p>Show slide 17. Tell the learners that we are going to create our own magazine template this week, and that we will add the text and pictures next week. Inform them that we will be creating the front cover for a technology magazine.</p> <p>Show slide 18. Remind the learners how to access Adobe Spark. Model that they can click on the blue <b>+</b> button at the top centre to create a new document.</p>  |

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|  | <p>Show slide 19. Choose <b>Start from Scratch</b> from the top right of the page and Select <b>Graphic</b>.</p> <p>Show slide 20. Encourage learners to choose <b>Poster</b> or <b>Landscape</b>. Discuss the usual orientation of magazines (portrait) as discussed previously, if needed.</p> <p>Show slide 21. <b>Skip</b> adding photos at this point.</p> <p>Show slide 22. Tell the learners they should go to <b>Layout</b> and choose a layout for their magazine. (The 2x4 grid would support learners in creating their magazine based on their jigsaw templates.)</p> <p>Show slide 23. Show learners the video to demonstrate how placeholders can be deleted (click, and then click on the bin) or resized (click and then use the handles to drag the box to the required size).</p> <p><b>Note:</b> Encourage learners to delete boxes from the right-hand side as shown in the video if they want horizontal bars like those in the magazine jigsaw task. This may take some time, and learners may need multiple attempts to practise and perfect this skill.</p> <p><b>Exploratory task:</b> Distribute the ‘Exploratory task’ worksheet to those learners who have created their template. They can use the sheet to support them in changing the colour of placeholders, add images, and add text.</p> <p>Show slide 24. Tell the learners that they need to name their piece of work. Click through the slide to show that they first need to click <b>My Post</b> then type in their name. Then click <b>Projects</b> to see their name listed. Allow time for the learners to save their template, ready for next week.</p> |
| <p><b>Plenary</b><br/>(Slide 22)</p> <p>5 mins</p>       | <p><b>Plenary</b></p> <p>Ask learners, “Why do we use placeholders?”. Allow time for learners to share their ideas. Their ideas might include:</p> <ul style="list-style-type: none"> <li>• So that page layout can be considered separately to the page content</li> <li>• So that pages look similar when different people make them</li> </ul>   |
| <p><b>Next time</b><br/>(Slides 23–24)</p> <p>5 mins</p> | <p><b>This lesson, next lesson</b></p> <p>Review the assessment and summary slides.</p>   |

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