

Senior High School

Lesson Exemplar in Visual Graphics Design

Quarter 1

LESSON

5

Lesson Exemplar for Visual Graphics Design
Quarter 1 Lesson 5

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Republic of the Philippines
Department of Education
 BUREAU OF LEARNING DELIVERY

LESSON EXEMPLAR

Learning Area	TECHPRO – Visual Graphics Design	Grade Level	11
Semester	FIRST	Quarter	FIRST

I. OBJECTIVES (Identifying the Goals)

Content Standard	The learners demonstrate understanding of fundamental principles and trends of visual graphic design needed in creating logo designs and print media design using appropriate software, tools, and materials based on industry standards
Performance Standard	The learners create logo designs and print media design using appropriate software, tools, and materials based on industry standards.
Learning Competencies	<p>The learners ...</p> <ol style="list-style-type: none"> 1. Identify the fundamental design principles used in print media, such as layout, hierarchy, balance, contrast, alignment, proximity, and readability. 2. Explain how these principles enhance communication and visual appeal in various print media formats (e.g., brochures, flyers, magazines, posters). 3. Analyze sample print media materials to evaluate the effectiveness of their design based on established principles. 4. Demonstrate appreciation for the role of thoughtful design in influencing reader engagement and message retention in print media.
II. REFERENCES and MATERIALS (Selecting Resources and Material)	<p>Video lessons</p> <p>What makes a great design? The 7 principles you need to know, https://www.youtube.com/watch?v=qp3jHWyPW-E</p> <p>What is Print Media, https://www.youtube.com/watch?v=oL_VKRDXXKoI</p> <p>Well-designed samples of printed media 20 Great Examples Of Poster Designs Top Design Magazine - Web Design and Digital Content</p> <p>Poorly design printed media samples, 14 Really Bad Graphic Design Examples [& How To Fix Them] - RGD</p>

	<p>Application Software Adobe Photoshop, Official Adobe Photoshop - Free Trial and Online Photo & Design App Adobe Philippines Pixlr, Photo Editor Pixlr Free online Image Editing Tool GIMP, GIMP - Downloads Canva, Canva: Visual Suite for Everyone Snapseed, Snapseed - Apps on Google Play</p> <p>Materials</p> <ul style="list-style-type: none">o desktopso Visual aids/slide presentationo Printed media sampleso Worksheets	
(These shall be accomplished per topic)		
III. CONTENT (Sequencing Content)	<p>Fundamental Principles of Print Media This section outlines the lesson or topic that learners need to learn to independently attain the Content Standard and achieve the Performance Standard</p>	
IV. OBJECTIVES (Setting Clear Objectives and Analyzing the Tasks)	<p>The learners ...</p> <ol style="list-style-type: none">1. Identify the different types of print media.2. Explain how these principles enhance communication and visual appeal in various print media formats (e.g., brochures, flyers, magazines, posters).3. Analyze sample print media materials to evaluate the effectiveness of their design based on established principles.4. Valuing the importance of following the design process in creating an effective print media design.	
IV. PROCEDURES		ANNOTATION
A. Activating Prior Knowledge	<p>A.1. Activating Prior Knowledge</p> <p>Option 1: Critique and Discuss Materials Needed: - 2–3 real or simulated print media samples (one well-designed, one poorly designed) - Printed or digital copies</p> <p>Learner Instructions:</p> <ul style="list-style-type: none">• The teacher divides learners into 5-6 groups.	<p>Pedagogy: Cooperative Learning Option 1: Critique and Discuss</p> <p>Instructions: In pairs or small groups, learners: 1. Evaluate the samples based from their own perspective. * Well-designed posters can be downloaded here 20 Great Examples Of Poster Designs Top Design Magazine - Web Design and Digital Content</p>

	<ul style="list-style-type: none"> ● Provide each group with sample printed design samples (2-3 samples, one well designed and one poorly designed). ● Ask: <ul style="list-style-type: none"> - Which is appealing? - Which is not? Why? - How can you improve the poorly designed examples? ● Let the learners share their ideas with the class. <p>Option 2. Printed Media Scavenger Hunt</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Printed media examples (newspapers, magazines, brochures, flyers, posters, etc.) – these can either be physically provided or shown digitally (via images or slides). 2. Scavenger Hunt Checklist (see below) – a list of different types of printed media. 3. Markers/Pens (if using printed handouts or worksheets). <p>Learner Instructions:</p> <ul style="list-style-type: none"> ● The teacher divides the learners into groups. ● Provide the groups with their Scavenger Hunt Checklist ● The learners will look for the different items on their checklist. This can be done either thru physical activity or thru searching the internet. ● After the hunt, groups will share their findings: <ul style="list-style-type: none"> - Which types of printed media were most commonly found? - What purposes do these different media serve (inform, advertise, entertain, etc.)? - Can some of these media be considered "outdated" in the digital age? 	<p>*Poorly designed printed media sample can be downloaded from https://reallygooddesigns.com/bad-graphic-design/</p> <ol style="list-style-type: none"> 2. Identify what works and what doesn't. They can give additional insights along with their answers. 3. Discuss: How can they improve the poorly designed printed material? <p style="text-align: center;">- - - -</p> <p>Option 2: Printed Media Scavenger Hunt</p> <p>Instructions:</p> <p>Introduction</p> <p>Briefly introduce the concept of printed media.</p> <p>Ask learners:</p> <ol style="list-style-type: none"> a. What types of printed media do you interact with regularly? b. How does printed media differ from digital media? <p>Scavenger Hunt</p> <p>Provide learners with a Scavenger Hunt Checklist that includes a variety of printed media types (see example below). If learners are in a physical classroom, ask them to find examples around the room or bring examples from home. If you are teaching virtually, learners can find examples online.</p> <p>Discussion:</p> <p>After completing the scavenger hunt, gather the class and ask them to share their findings.</p> <ol style="list-style-type: none"> a. Which types of printed media were most commonly found? b. What purposes do these different media serve (inform, advertise, entertain, etc.)?
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	<p style="text-align: center;">Printed Media Scavenger Hunt Checklist</p> <p style="text-align: center;">Newspaper – A front-page story or advertisement</p> <p style="text-align: center;">Magazine – An article or photo spread</p> <p style="text-align: center;">Brochure – A travel or event brochure</p> <p style="text-align: center;">Flyer – An advertisement for a local event</p>	<p>c. Can some of these media be considered "outdated" in the digital age?</p> <p>By engaging in this activity, learners activate their prior knowledge and gain a broader awareness of the various forms and functions of printed media. This not only sparks curiosity but also helps establish a clear purpose for the lesson, as learners begin to recognize the relevance and diversity of printed materials in everyday life.</p>
	<p>A.2. Establishing the Purpose of the Lesson</p> <p>Option 1. Pick the Perfect Print!</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> - Printed or projected list of scenarios - A reference sheet or images of different types of printed media (poster, brochure, flyer, magazine ad etc.) - Worksheets for justifying choices (optional) - Whiteboard or chart paper (for sharing) <p>Instructions for Learner</p> <ul style="list-style-type: none"> • The teacher divides the class into small groups. • Provide the groups with the different situations and the reference sheet for all the printed media samples. • Based from the situations, the learners will choose the best type of printed media and their justification in doing so based on: <ul style="list-style-type: none"> - audience 	<p>Option 1: Pick the Perfect Print!</p> <p>Instruction:</p> <p>Learners will evaluate different types of printed media and select the most appropriate format based on specific real-life communication needs.</p> <p>Instructions:</p> <p>1: Grouping & Scenario Assignment</p> <p>Divide learners into small groups</p> <ul style="list-style-type: none"> - Assign each group one real-life scenario (see examples below). - Provide them with a list or visuals of printed media types to choose from. <p>2: Group Discussion & Selection</p> <p>Each group will:</p> <ul style="list-style-type: none"> - Read their assigned scenario carefully.

- purpose
- setting of the scenario
- After the activity, groups will share their outputs:
 - What are the scenarios/ situations assigned to their group?
 - What are their chosen printed media types for these situations?
 - How were you able to come up with your answers?

Situation	Printed Media	Reason/s

Option 2. Match It & Market It!

Instructions for Learners

Part 1: Match It

- Divide learners into small groups.
- Each group will receive a set of media type cards and a set of scenario cards.
- Learners will identify which type of printed media would best fit their scenario based on
 - audience
 - purpose
 - setting of the scenario
- Presentation of their outputs

Part 2: Market It

Materials Needed:

- Printed media cards (e.g., flyer, brochure, magazine ad, poster, catalog, newsletter, banner, business card, pamphlet) – with definitions and examples
- Scenario cards – real-life situations requiring printed communication
- Worksheet for matching and brainstorming

- Discuss which type of printed media would best fit the audience, purpose, and setting of the scenario.
- Choose one print media type and justify their choice in writing or orally, addressing:
 - Why this type suits the target audience
 - How it effectively delivers the message

3: Presentation

Each group shares:

- Their scenario
- Chosen print media
- Their justification

Sample Scenarios:

1. A local pet adoption center is hosting a weekend event and wants to inform nearby neighborhoods and encourage walk-ins.
2. A health center wants to educate teenagers about proper nutrition and distribute the material at school clinics.
3. A clothing brand is launching a new summer collection and wants to capture attention inside shopping malls.

Synthesis

Ask learners:

- What factors influenced your group's decision the most?
- How does the purpose of communication affect the design and format?

	<p>- Markers or drawing tools (if sketching)</p> <p>Each group is assigned one specific media type (randomly or based on matching).</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Learners will create a basic sketch or concept for a printed material using your assigned media type. Their design should reflect: <ul style="list-style-type: none"> - the target audience - the purpose - basic principles of design • Each group will present their outputs with the following guidelines: <ul style="list-style-type: none"> - matched media type and scenario - design concept - concept formulation/ reasons • Classmates and teacher provide feedback and discuss: <ul style="list-style-type: none"> - Was this the most effective media for the purpose? - Could another format work better in a different context? 	<p>- Could digital media work better in some cases? Why or why not?</p> <p>Option 2: Match It & Market It!</p> <p>Learners will work in small groups to match different printed media types with real-life usage scenarios, then create a basic promotional concept using one assigned media type. This helps learners connect form and function in communication.</p> <p>Instructions: Ask the class:</p> <ol style="list-style-type: none"> 1. What printed materials do you usually see around you (in school, malls, public places)? 2. Which ones catch your attention, and why? 3. Explain that printed media is still widely used for specific purposes and that the choice of format matters depending on the audience, content, and context. <p>Part 1. Match the Media</p> <p>Instructions for groups:</p> <ul style="list-style-type: none"> • Each group receives a set of media type cards and a set of scenario cards. • Match each scenario with the most suitable type of printed media. • Fill out a worksheet explaining why that media type fits the scenario. <p>* Some scenarios may have more than one possible answer—groups should defend their choice.</p> <p>Sample Scenarios:</p>
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		<p>1. A local pizzeria wants to deliver menus to neighborhood homes.</p> <p>2. A tech startup wants to advertise in a lifestyle magazine.</p> <p>3. A school club is promoting its upcoming orientation.</p> <p>Part 2. Market It</p> <p>Each group is then assigned one specific media type (randomly or based on matching).</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Create a basic sketch or concept for a printed material using your assigned media type. Your design should reflect: <ul style="list-style-type: none"> - The target audience - The purpose (inform, promote, educate, etc.) - Basic design principles <p>Presentation & Reflection</p> <ul style="list-style-type: none"> - Their matched media type and scenario - Their design concept - The reasoning behind their choices - Classmates and teacher provide feedback and discuss: Was this the most effective media for the purpose? Could another format work better in a different context?
B. Instituting New Knowledge	<p>1. Presenting Examples</p> <p>Presenting Examples</p> <p>Option 1: Design Principles Sorting Task</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Design Principles Cards (Layout, Hierarchy, Balance, Contrast, Alignment, Proximity, Readability – with definitions) 	<p>Option 1. Design Principles Sorting Task</p> <p>Instructions:</p> <p>Step 1: Introduction</p> <p>Briefly review each of the 7 design principles with learners. Provide a visual reference or anchor chart for:</p>

	<p>2. Example Cards – printed or digital samples of print media (flyers, ads, posters) with one clear principle emphasized per example</p> <p>3. Sorting Mat or worksheet divided into 7 categories (one for each principle)</p> <p>4. Tape, magnets, or digital drag-and-drop if using a smartboard or online platform</p> <p>Optional: printed or projected rubrics for group discussion</p> <p>Instruction</p> <ul style="list-style-type: none"> • The teacher divides the class into smaller groups. • A set of 7–10 Example Cards (each showing a print media layout where one principle stands out) will be provided for each group. • The learners will analyze and match each example card to its corresponding design principles. • The learners will provide a short explanation on a sticky note or a worksheet. • Each group will share their idea and explain about 1-2 of their matches with the class. • Why did they place it under those principles? • Could it also belong to another category? <p>* Encourage other groups to agree or challenge their answers to promote discussion.</p> <p>Option 2: Design Detective: Sorting by Design</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. 10–14 unlabeled print media samples (ads, posters, brochures, menus, etc.) 2. Design Clue Cards with guiding questions (not definitions) 3. Sorting Mat with principles categories (left blank initially or hidden) 	<p>Layout – the overall arrangement of elements on a page</p> <p>Hierarchy – the order in which the viewer should process the information</p> <p>Balance – symmetrical or asymmetrical visual weight</p> <p>Contrast – differences in color, size, or type to create emphasis</p> <p>Alignment – how elements line up with each other</p> <p>Proximity – grouping related items together</p> <p>Readability – how easy it is to read the text (based on font, spacing, and layout)</p> <p>Step 2: Sorting Task</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Divide learners into small groups. • Each group receives: <ul style="list-style-type: none"> - 7 Design Principles Cards (one per principles with a short definition) - A set of 7–10 Example Cards (each showing a print media layout where one principle stands out) - A Sorting Mat or Chart labeled with the 7 principles - Learners analyze each example card and decide which design principles it best represents. - They place or tape each example under the principles it demonstrates, explaining their choice briefly on a sticky note or worksheet. <p>Step 3: Group Sharing</p> <ul style="list-style-type: none"> • Each group presents 1 or 2 of their matches, explaining their reasoning: <ul style="list-style-type: none"> - <i>Why did they place it under those principles?</i> - <i>Could it also belong to another category?</i>
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	<ul style="list-style-type: none"> - Chart paper or inquiry journal - Markers or sticky notes - Labels for the 7 Design Principles (revealed later) <ul style="list-style-type: none"> • Presents side-by-side examples of two printed media with the same content but different in constructions. • Learners will identify which of the two images is better in terms of their intended use. <p>Activity Instructions:</p> <ul style="list-style-type: none"> • Small groups are formed by the teacher within the classroom. • Each group will be provided with 10–14 unlabeled print media samples and Design Clue Cards with guiding questions • Ask the learners the following questions: <ul style="list-style-type: none"> - <i>What catches your attention first?</i> - <i>What makes the information easy (or hard) to follow?</i> - <i>How are items grouped or arranged?</i> - <i>Where do your eyes go first, and why?</i> • Through observations, each group begins to group the media samples by visual similarity or effect (not by type of media). • Learners will create their own names for each group • The teacher will then show the 7 Official Design Principles, and the learners will match their “unofficial design principles” to its correct name. • Discuss <ul style="list-style-type: none"> - <i>What were the clues that helped you identify each design principles?</i> - <i>Which principles was hardest to recognize or define?</i> - <i>Do some designs show more than one principle at once?</i> 	<p>Encourage other groups to agree or challenge their answers to promote discussion.</p> <p>Step 4: Reflection</p> <p>Have learners reflect in writing or in pairs: Which principles do you find most important in a design? Which principles are often overlooked in real-life print materials?</p> <p>Option 2: Design Detective: Sorting by Design</p> <p>Activity Steps:</p> <p>Step 1: Launch the Inquiry</p> <p>Pose a guiding question to spark curiosity:</p> <ul style="list-style-type: none"> • “What makes a printed material not just good-looking, but actually effective?” • Tell learners they will act as Design Detectives, uncovering how and why certain layouts work better than others—without being given the rules first. <p>Step 2: Investigate the Evidence</p> <p>Instructions for groups:</p> <ul style="list-style-type: none"> • Each group receives 6–8 different print media samples. • Examine each sample and look for patterns: <ul style="list-style-type: none"> - <i>What catches your attention first?</i> - <i>What makes the information easy (or hard) to follow?</i> - <i>How are items grouped or arranged?</i> - <i>Where do your eyes go first, and why?</i> • Provide “Design Clue Cards” with prompts like: <ul style="list-style-type: none"> - <i>What stands out in this design and why?</i>
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	<table><tr><th>Criteria</th><th>5 – Excellent</th><th>4 – Proficient</th><th>3 – Satisfactory</th><th>2 – Developing</th><th>1 - Beginning</th></tr><tr><td>Identification of Design Principles</td><td>Accurately identifies all fundamental design principles (layout, hierarchy, balance, contrast, alignment, proximity, readability) without errors</td><td>Identifies most design principles correctly, with only 1 minor error</td><td>Identifies design principles with some errors or omissions</td><td>Identifies few design principles, with several errors</td><td>Fails to identify the fundamental design principles or identifies mostly incorrectly</td></tr><tr><td>Matching Examples to Principles</td><td>Correctly matches all principles cards with appropriate examples demonstrating clear understanding</td><td>Matches most principles cards correctly with relevant examples</td><td>Matches principles cards with examples but with some mismatches or unclear connections</td><td>Matches few cards correctly; many examples do not align with principles</td><td>Does not match examples to principles or matches are mostly incorrect</td></tr><tr><td>Explanation of Matches</td><td>Provide clear, detailed explanations for each match, showing deep understanding of design principles</td><td>Provides good explanation for most matches with adequate understanding</td><td>Provides basic explanation with limited detail or partial understanding</td><td>Provides minimal or unclear explanations for matches</td><td>Provides no explanation or explanation are irrelevant or incorrect</td></tr><tr><td>Use of Design Vocabulary</td><td>Consistently uses correct design terminology accurately throughout the task</td><td>Uses design terminology mostly correct with minor inaccuracies</td><td>Uses some correct terminology but with noticeable errors or inconsistencies</td><td>Rarely uses design terminology or uses it incorrectly</td><td>Does not use design terminology</td></tr><tr><td>Task Completion and Neatness</td><td>Completes the sorting task fully, neat and organized presentation enhance understanding.</td><td>Task is mostly completed and presented neatly</td><td>Task is somewhat complete with some organizational issues</td><td>Task is incomplete or poorly organized</td><td>Task is not completed or is very messy and disorganized</td></tr></table>	Criteria	5 – Excellent	4 – Proficient	3 – Satisfactory	2 – Developing	1 - Beginning	Identification of Design Principles	Accurately identifies all fundamental design principles (layout, hierarchy, balance, contrast, alignment, proximity, readability) without errors	Identifies most design principles correctly, with only 1 minor error	Identifies design principles with some errors or omissions	Identifies few design principles, with several errors	Fails to identify the fundamental design principles or identifies mostly incorrectly	Matching Examples to Principles	Correctly matches all principles cards with appropriate examples demonstrating clear understanding	Matches most principles cards correctly with relevant examples	Matches principles cards with examples but with some mismatches or unclear connections	Matches few cards correctly; many examples do not align with principles	Does not match examples to principles or matches are mostly incorrect	Explanation of Matches	Provide clear, detailed explanations for each match, showing deep understanding of design principles	Provides good explanation for most matches with adequate understanding	Provides basic explanation with limited detail or partial understanding	Provides minimal or unclear explanations for matches	Provides no explanation or explanation are irrelevant or incorrect	Use of Design Vocabulary	Consistently uses correct design terminology accurately throughout the task	Uses design terminology mostly correct with minor inaccuracies	Uses some correct terminology but with noticeable errors or inconsistencies	Rarely uses design terminology or uses it incorrectly	Does not use design terminology	Task Completion and Neatness	Completes the sorting task fully, neat and organized presentation enhance understanding.	Task is mostly completed and presented neatly	Task is somewhat complete with some organizational issues	Task is incomplete or poorly organized	Task is not completed or is very messy and disorganized	<ul style="list-style-type: none">- <i>Are any elements repeated? What effect does that have?</i>- <i>Is the text easy to read? Why or why not?</i>● What is the overall structure or flow? <p>* Groups record their observations, noting similar patterns across samples.</p> <p>Step 3: Sort and Define</p> <ul style="list-style-type: none">● Using their observations, each group begins to group the media samples by visual similarity or effect (not by type of media).● Once sorted, they try to create their own names for each group (e.g., “Balanced Designs” or “Eye-Catching Color Use”).● After sorting and naming, the teacher reveals the 7 official design principles labels.● Groups match their categories to the correct principles label and revise their understanding if needed. <p>Step 4: Class Discussion</p> <p>Facilitate a whole-class discussion:</p> <ul style="list-style-type: none">● What were the clues that helped you identify each design principles?● Which principles was hardest to recognize or define?● Do some designs show more than one principle at once? <p>* Encourage learners to reflect on the thinking process behind categorization and how these principles affect the effectiveness of print media.</p>
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	B. Discussing the Concept	To facilitate the discussion, teacher may select any of the following strategies:																																				

	<p>Technical Terms:</p> <p>1. Design Concepts/Brief: This stage involves understanding the project requirements and defining the scope of work. This often includes creating a design brief, which outlines the project goals, target audience, and desired outcome.</p> <p>2. Research/ Trends: Thorough research is crucial to understand industry trends, competitor analysis, and user behavior. This helps inform design choices and ensure the final product is relevant and innovative.</p> <p>3. Proposal Design. Based on research and the design brief, a proposal outlining the proposed design solution is developed. This may include visual mockups, a design rationale, and a timeline.</p> <p>4. Creation. This stage involves the actual implementation of the design. This could involve creating a prototype, designing a user interface, or developing a product.</p> <p>5. Review and Revision. Once the design is created, it's crucial to review it for functionality, aesthetics, and user experience. Feedback is gathered, and revisions are made to improve the final product. This process often involves iterations and testing to ensure the design meets the project goals.</p>	<p>Pedagogy: Constructivist-Collaborative</p> <p>Option 1: Mix and Match Challenge To clarify key terms associated with in print media design, enhancing learners' understanding as they engage in the activity.</p> <p>Instructions for Teachers:</p> <ol style="list-style-type: none"> 1. Prepare sets of cards: Set A: Key Terms Set B: For definition Set C: Pictures or images for each term. 2. Distribute shuffled cards to small groups. 3. Groups must match all three correctly. 4. After the given time, review answers as a class. <p style="text-align: center;">- - - -</p> <p>Option 2: Word Hunt Instructions for Teachers:</p> <ol style="list-style-type: none"> 1. Prepare a traditional or an interactive Word hunt Puzzle (https://lumi.education). 2. Instruct them to locate the Technical Terms on the puzzle and write it on a paper strip. 3. Let the learner describe/ define the terms based on their understanding about the concept. 4. Discuss the answer with supporting image example for each term.
	<p>B.3. Developing Mastery</p> <p>Option 1: Design Cycle Mastery Task Materials Needed:</p> <ol style="list-style-type: none"> 1. Design Process Reference Sheet (definitions of each stage) 	<p>Option 1: Design Cycle Mastery Task</p> <p>Activity Steps:</p> <p>Step 1: Review and Drill</p> <ul style="list-style-type: none"> ● Use flashcards or a quick matching game:

	<ol style="list-style-type: none"> 2. Design Challenge Cards (with different fictional design tasks) 3. Design Planner Template (to document each stage) 4. Art supplies or design software access 5. Reflection Sheets <p>Review and Drill</p> <ol style="list-style-type: none"> 1. The teacher will use flashcards of terms and their definitions. 2. The learners must match them correctly after 3 minutes. <p>Activity: Design Challenge Rotation</p> <p>Instruction</p> <ul style="list-style-type: none"> • The teacher divides the class into smaller groups. • The teacher will provide the learners a Design Challenge Card. • Each group will complete their Design Process task. (2 rotations) • After the activity, learners will post their design. • Each design will be evaluated by other groups. <p>Option 2: Design Process Snap Sort</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Term Cards: <ul style="list-style-type: none"> - Design Concepts/Brief - Research/Trends - Proposal Design - Creation - Review and Revision 2. Scenario Cards: <ul style="list-style-type: none"> - “Client wants a poster for a youth music event”; - “You sketch three versions of the layout”; - “You design the final poster in Canva”; <p>Instruction:</p> <ul style="list-style-type: none"> • Divide the class into small groups (3–4 learners). 	<ul style="list-style-type: none"> • Provide learners with mixed-up cards: one set with the names of the five stages, another with definitions or examples. • In pairs, learners must match them correctly in under 3 minutes. • Review as a class to reinforce correct answers and definitions. <p>Step 2: Design Challenge Rotation</p> <p>Learners will work in small groups (3–4 members). Each group rotates through two different design challenges, applying all five stages of the design process to each.</p> <p>Rotation 1:</p> <ul style="list-style-type: none"> • Each group receives a Design Challenge Card (e.g., “Design a poster for a health campaign targeting teens”). • Using the Design Planner Template, they complete: <ul style="list-style-type: none"> - Brief – identify the goal, audience, and message. - Research/Trends – identify 2–3 trends relevant to the challenge. - Proposal Design – sketch 2 initial layout ideas. - Creation – choose one idea and refine it into a more polished version. - Review/Revision – present it to another group for feedback and note changes they'd make. <p>Rotation 2 (Repeat with new challenge)</p> <p>Step 3: Peer Teaching – Gallery Walk</p> <ul style="list-style-type: none"> • Each group posts their final design and Design Planner Sheet on the wall or displays it digitally. • Learners rotate in pairs, visiting 2–3 other groups.
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	<ul style="list-style-type: none">• The teacher provides each group gets a set of mixed-up Term Cards and Scenario Cards.• The learners will match each scenario to the correct design process term.• Once matched, the learners must explain why that scenario belongs to that stage.	<ul style="list-style-type: none">• They must leave one comment or question per group about how well they applied the stages of the design process.• After the walk, each group reflects on the feedback and revisits how they applied the terms. <p>Step 4: Reflection and Mastery Check</p> <ul style="list-style-type: none">• Each learner completes a Reflection Sheet with questions like:<ul style="list-style-type: none">- Which stage of the process do you feel most confident in? Least confident?- Why is the review and revision stage important before finalizing a design?- Describe one improvement you made after receiving feedback. <p>- - - -</p> <p>Option 2: Design Process Snap Sort</p> <p>Instructions: Group Sorting</p> <ul style="list-style-type: none">• Divide the class into small groups (3–4 learners).• Each group gets a set of mixed-up Term Cards and Scenario Cards.• Their task is to match each scenario to the correct design process term.• Once matched, they must explain why that scenario belongs to that stage. <p>Quick Presentations</p> <ul style="list-style-type: none">• Each group presents one match to the class.• The teacher confirms or corrects and briefly reinforces the concept. <p>Reflection:</p>
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		<ul style="list-style-type: none"> Each learner answers one reflection question in their notebook or exit slip: <ul style="list-style-type: none"> <i>“Which part of the design process do you think is most important, and why?”</i>
C. Demonstrating Knowledge and Skills	<p>1. Finding Practical Application</p> <p>Option 1: Design Process in Action</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> Design Process Handout (a worksheet that describes the steps in the design process with space to document ideas) Fictional Design Brief (a brief for a mock project, e.g., creating a flyer, poster, or ad) Markers, pens, or digital tools for sketching/designing Computers or paper for sketching designs (depending on tools available) Feedback Sheet (for the review and revision stage) <p>Situation: The incoming ICT Month Celebration 2025 is approaching, and your group is assigned to create a flyer for the event. As a visual graphics design learners, your output must adhere to the fundamental principles of print media designs.</p> <p>Activity: Create a draft for the design for the ICT Month Celebration 2025</p> <p>Design Specification: Size: A4 (8.27" x 11.69")/ Orientation: landscape</p> <p>Instructions:</p> <ul style="list-style-type: none"> The teacher divides the class into smaller groups. The teacher will provide the learners the design brief/ specifications/ contents 	<p>Option 1: Design Process in Action</p> <p>Procedures:</p> <p>Step 1: Introduction to the Design Process Explain the five stages of the design process</p> <p>Step 2: Group Assignment and Briefing</p> <ul style="list-style-type: none"> Divide learners into small groups (3–4 people per group). Provide each group with a fictional design brief. For example, the brief could be: <p>Design Brief: "Create a draft for a promotional flyer for the incoming ICT Month Celebration 2025. The event is targeting learners who would like to participate in different activities and contests. The flyer should include the event name, date, location, activities, contests and its respective venues. The flyer will be distributed through social media and physical copies."</p> <p>Step 3: Stage 1 – Design Concepts/Brief</p> <ul style="list-style-type: none"> Group Work: Have each group review the brief and identify the key objectives (audience, message, style, etc.). Write it Down: In their Design Process Handout, groups will summarize the brief by answering the following questions: <ul style="list-style-type: none"> <i>What is the goal of the design project?</i> <i>Who is the target audience?</i>

- Each group will create a draft for the design of the event guided by the principles of print media design
- After the activity, groups will exchange outputs to be reviewed thru a feedback sheet.
- Finally, each group will present their output.

*Rubric for the activity

Criteria	5 - Excellent	4 - Proficient	3 - Satisfactory	2 - Needs Improvement	1 - Unsatisfactory
Adherence to Print Media Principles	Flyer perfectly follows all fundamental print media design principles (balance, contrast, alignment, repetition, proximity) creating a visually cohesive and appealing layout.	Flyer follows most print media principles with minor inconsistencies; overall layout is visually effective.	Flyer demonstrates basic understanding of print media principles; some areas lack cohesion or clarity.	Flyer shows limited application of print media principles; design appears cluttered or unbalanced.	Flyer does not apply fundamental print media principles; design is confusing or visually unattractive.
Content Relevance and Clarity	Content is highly relevant to ICT Month celebration; information is clear, concise, and well-organized for easy comprehension.	Content is relevant and mostly clear; minor organization issues that do not hinder understanding.	Content is somewhat relevant; clarity and organization need improvement for better comprehension.	Content relevance is weak; unclear or poorly organized, making it difficult to understand.	Content is irrelevant or confusing; lacks organization and clarity.
Use of Typography	Typography choices enhance readability and design; font style, size, and spacing are expertly used to guide viewer's attention.	Typography is appropriate and mostly readable; minor issues with font consistency or spacing.	Typography is generally readable but lacks variety or appropriate emphasis.	Typography choices hinder readability or distract from the design.	Typography is poorly chosen, illegible, or inconsistent throughout the flyer.
Visual Elements and Graphics	Graphics and images are high quality, relevant, and effectively integrated to support the message and enhance visual appeal.	Graphics are relevant and generally <u>well integrated</u> ; minor quality or placement issues.	Graphics are somewhat relevant but may be low quality or poorly placed.	Graphics are irrelevant or detract from the message; low quality or poorly integrated.	No graphics used or graphics severely detract from the flyer's purpose and design.
Creativity and Originality	Flyer demonstrates exceptional creativity and originality while maintaining print media principles and effective communication.	Flyer shows good creativity and some original ideas; design is engaging and appropriate.	Flyer shows basic creativity; design is somewhat conventional but meets assignment requirements.	Flyer shows limited creativity; design is mostly copied or lacks originality.	Flyer lacks creativity and originality; design is inappropriate or incomplete.

FEEDBACK SHEET for GROUP _____

-What works well in this design	
-What could be improved?	
-Does the design align with the target audience and brief?	

- *What are the important elements that need to be included in the design?*

Step 4: Stage 2 – Research/Trends

- Group Research: Have learners research current design trends that could apply to their flyer. This could include font choices, color schemes, layout styles, and general visual aesthetics that appeal to young adults.
- Document Ideas: On their Design Process Handout, learners will list 2-3 trends they plan to incorporate into their flyer design and why these trends are relevant to the target audience.

Step 5: Stage 3 – Proposal Design

- Create Proposal Designs: Each group will now sketch 3 different concepts for their flyer. These should be rough sketches showing layout, font choices, and color ideas.
- Present Ideas: After sketching, groups will choose one proposal to move forward with. They should justify their decision based on their research and the requirements from the brief.

Step 6: Stage 4 – Creation

- Refining the Design: Learners will select their final concept and start working on the final design.
- Draw the draft design by hand/ digital
- Encourage learners to apply their knowledge of design principles like alignment, contrast, and balance to create a polished and professional design.

DESIGN PROCESS HANDOUT for GROUP _____

1. Define the purpose
(Write your poster's goal in one sentence)

2. Identify the Audience
(Describe your target audience)

3. Research & Inspiration
(What styles do you like? What color schemes or fonts catch your eye?)

4. Content Planning
(Write out or sketch your content plan)

5. Design Principles to Apply

Option 2. Design Your Own Event Poster

Materials Needed:

1. Design Process Worksheet (a simple guide to track the process: Concept/Brief, Research, Proposal, Creation, Review)
2. Event Scenario Cards (fictional event descriptions that learners will design for)
3. Paper and markers for hand-drawing
4. Peer Feedback Forms (for the review and revision stage)
5. Timer (to manage time for each phase)

Situation:

Step 7: Stage 5 – Review and Revision

- Peer Feedback: Once the designs are completed, each group will exchange their designs with another group.
- The groups will fill out a Feedback Sheet with the following prompts:
 - *What works well in this design? (e.g., good use of color, clear message)*
 - *What could be improved? (e.g., font size, image placement, readability)*
 - *Does the design align with the target audience and brief?*

Step 8: Group Presentations

- Each group will present their final design to the class, explaining:
 - *How each phase of the design process helped shape their final design.*
 - *How they incorporated feedback and made revisions to improve their work.*

- - - -

Option 2. Design Your Own Event Poster

Instructions:

Step 1: Introduce the Event

- Provide the Event Scenario:
- Give each learner or group an Event Scenario Card, which describes a fictional event that they will design a promotional poster for. For example:
 - Scenario 1: "Design a poster for a school talent show targeting learners aged 12-18."

As a way to help the school, Visual Graphics Design learners were given the task to create the promotional materials for all the school programs and events.

Activity: Create a draft for the promotional design of a school event for SY 2025-2026

Design Specification:

Size: A4 (8.27" x 11.69")

Orientation: landscape or portrait

Instructions:

- The teacher divides the class into smaller groups.
- The teacher will provide the learners the event scenario cards for all the school programs and events
- Each group will create a draft for the design of the event assigned to them guided by the principles of print media design
- After the activity, groups will exchange outputs to be reviewed thru a feedback sheet.
- Finally, each group will present their output.

Criteria	5 - Excellent	4 - Proficient	3 - Satisfactory	2 - Needs Improvement	1 - Unsatisfactory
Adherence to Print Media Principles	Flyer perfectly follows all fundamental print media design principles (balance, contrast, alignment, repetition, proximity) creating a visually cohesive and appealing layout.	Flyer follows most print media principles with minor inconsistencies; overall layout is visually effective.	Flyer demonstrates basic understanding of print media principles; some areas lack cohesion or clarity.	Flyer shows limited application of print media principles; design appears cluttered or unbalanced.	Flyer does not apply fundamental print media principles; design is confusing or visually unattractive.
Content Relevance and Clarity	Content is highly relevant to ICT Month celebration; information is clear, concise, and well-organized for easy comprehension.	Content is relevant and mostly clear; minor organization issues that do not hinder understanding.	Content is somewhat relevant; clarity and organization need improvement for better comprehension.	Content relevance is weak; unclear or poorly organized, making it difficult to understand.	Content is irrelevant or confusing; lacks organization and clarity.
Use of Typography	Typography choices enhance readability and design; font style, size, and spacing are expertly used to guide viewer's attention.	Typography is appropriate and mostly readable; minor issues with font consistency or spacing.	Typography is generally readable but lacks variety or appropriate emphasis.	Typography choices hinder readability or distract from the design.	Typography is poorly chosen, illegible, or inconsistent throughout the flyer.
Visual Elements and Graphics	Graphics and images are high quality, relevant, and effectively integrated to support the message and enhance visual appeal.	Graphics are relevant and generally <u>well integrated</u> ; minor quality or placement issues.	Graphics are somewhat relevant but may be low quality or poorly placed.	Graphics are irrelevant or detract from the message; low quality or poorly integrated.	No graphics used or graphics severely detract from the flyer's purpose and design.
Creativity and Originality	Flyer demonstrates exceptional creativity and originality while maintaining print media principles and effective communication.	Flyer shows good creativity and some original ideas; design is engaging and appropriate.	Flyer shows basic creativity; design is somewhat conventional but meets assignment requirements.	Flyer shows limited creativity; design is mostly copied or lacks originality.	Flyer lacks creativity and originality; design is inappropriate or incomplete.

- Scenario 2: "Design a promotional poster for a local music festival for young adults."

Step 2: Stage 1 – Design Concepts/Brief

Define the Brief:

- Learners will read the event scenario and answer the following in the Design Process Worksheet:
- *What is the goal of the event or project?*
- *Who is the target audience?*
- *What key information must be included in the design (e.g., event name, date, location, etc.)?*

Step 3: Stage 2 – Research/Trends

Conduct Research:

- Learners will research design trends relevant to their event. This can include:
- Color schemes (e.g., bright colors for a fun event, pastel colors for a calm event)
- Typography (e.g., bold fonts for a music concert, playful fonts for a youth event)
- Layouts (e.g., symmetrical vs. asymmetrical, minimalist vs. maximalist)

Step 4: Stage 3 – Proposal Design

Sketch Proposal Designs:

- Learners will create 3 different sketches of their poster ideas. These should be rough sketches that show:
- Layout (where will the text and images go?)
- Color scheme (what colors will be prominent?)
- Typography (what types of fonts might be used?)

Step 5: Stage 4 – Creation

Final Design:

- Using their chosen proposal and incorporating trends from their research, learners will create the final poster design. They can use digital

	<p>* feedback sheet</p>	<p>design tools or hand-draw their designs on paper.</p> <p>Step 6: Stage 5 – Review and Revision</p> <p>Peer Review:</p> <ul style="list-style-type: none"> • After completing their designs, learners will exchange their work with a peer and provide constructive feedback using a Peer Feedback Form. The feedback should address: <ul style="list-style-type: none"> - Is the design effective in communicating the event details? - Does the design align with the target audience and event theme? - What could be improved in terms of layout, colors, or readability? <p>Step 7: Final Presentation (Optional)</p> <p>Present the Design:</p> <ul style="list-style-type: none"> • Learners can present their final design to the class, explaining how each stage of the design process influenced their work. They can discuss their research findings, the design decisions they made, and how feedback led to revisions.
	<p>2. Making Generalization</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> 1. Whiteboard or chart paper 2. Markers or pens 3. Post-it notes (optional) <p>Instructions:</p> <ol style="list-style-type: none"> 1. Call learners for the review of the stages of the design process. 2. Learners will be divided into groups to identify the most important part of the process. 3. Share their one sentence summary. 	<p>Option 1. Design Process Wrap-Up”</p> <p>Instructions:</p> <p>Step 1: Quick Review</p> <p>Review the Stages:</p> <ul style="list-style-type: none"> • Briefly review the five stages of the design process: • Design Concepts/Brief: Understanding the project goal and requirements. • Research/Trends: Investigating trends and gathering inspiration. • Proposal Design: Creating initial design drafts or sketches.

	<p>4. The teacher writes the summaries on the board/ chart paper.</p> <p>5. Compare and generalize the main takeaway from the summaries</p> <p>Option 2. Generalizing the Design Process in Print Media</p> <p>Materials Needed:</p> <ol style="list-style-type: none">1. Whiteboard or chart paper2. Markers3. Short summary prompts (optional) <p>Instructions:</p> <ol style="list-style-type: none">1. Call learners for the review of the key stages of the design process for print media2. Learners will be divided into groups and choose one printed material they commonly encounter.3. Each group must discuss how each of the five design stages would apply to the creation of that printed material.4. Share their ideas and write the summaries on the board/ chart paper.5. Learners will write down one thing they learned about the design process.	<ul style="list-style-type: none">• Creation: Developing the final design.• Review and Revision: Gathering feedback and refining the design. <p>Step 2: Group Reflection</p> <ul style="list-style-type: none">• Divide the class into small groups (2–3 learners).• Ask each group to discuss and summarize the most important part of the design process in one sentence.• Example: “The most important part of the design process is the research because it helps us understand what trends are currently popular and how to appeal to our audience.” <p>Step 3: Class Discussion</p> <ul style="list-style-type: none">• Ask each group to share their one-sentence summary with the class.• Write the summaries on the whiteboard or chart paper.• Encourage learners to compare their ideas and generalize a main takeaway from the shared ideas: <p>Step 4: Final Generalization</p> <ol style="list-style-type: none">4. Personal Reflection: Ask learners to write one general statement on a post-it note (or in their notebooks) that explains why the design process is important. <p>-----</p> <p>Option 2. Generalizing the Design Process in Print Media</p>
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		<p>Step 1: Brief Introduction Introduce the Topic:</p> <ul style="list-style-type: none"> • Start by briefly reviewing the key stages of the design process for print media: <ul style="list-style-type: none"> - Design Concepts/Brief – Understanding the purpose and target audience. - Research/Trends – Gathering inspiration and looking at trends relevant to the project. - Proposal Design – Sketching and planning the layout or structure. - Creation – Finalizing the design using appropriate tools or media. - Review and Revision – Refining the design based on feedback. <p>Step 2: Group Activity – Identifying Key Steps In Small Groups:</p> <ul style="list-style-type: none"> • Divide the class into small groups. Ask each group to choose one printed material they encounter daily (e.g., flyers, magazines, newspapers, brochures, posters). • Task: Each group must discuss how each of the five design stages would apply to the creation of that printed material. They can document their responses on a piece of paper or the whiteboard. <p>Step 3: Class Generalization Share Group Insights:</p> <ul style="list-style-type: none"> • Have each group briefly share their ideas with the class. Write the key insights on the whiteboard. <p>Step 4: Reflection</p>
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		<ul style="list-style-type: none"> Ask learners to write down one thing they learned about the design process and how it helps create successful print media.
	<p>C.3. Evaluating Learning</p> <p>Option 1: Evaluate and Improve: School Print Media Designs</p> <p>Materials Needed:</p> <ol style="list-style-type: none"> Samples of existing print materials from the school (e.g., event posters, brochures, flyers, newsletters) Evaluation Worksheet (with questions and space for notes) Pen or pencil <p>Instructions:</p> <ul style="list-style-type: none"> Learners will choose one piece of printed media from the school. Learners will evaluate printed media samples using an Evaluation Worksheet. Ask <ul style="list-style-type: none"> <i>What design element(s) stand out the most?</i> <i>What changes would you recommend to improve the design?</i> Group discussion about their findings 	<p>Option 1: Evaluate and Improve: School Print Media Designs</p> <p>Instructions:</p> <p>Step 1: Select Existing Print Media</p> <ul style="list-style-type: none"> Ask learners to choose one piece of print media from around the school. This could be an event poster, a school newsletter, a flyer for a club, or any printed material that is currently displayed around the school. If learners cannot access physical examples, the teacher can provide images of print media for evaluation. <p>Step 2: Evaluation</p> <p>Individually, each learner should fill out the Evaluation Worksheet as they analyze their selected print media.</p> <ul style="list-style-type: none"> Evaluation Worksheet: <ul style="list-style-type: none"> <i>What is the purpose of the print material? (e.g., event promotion, informational, school advertisement)</i> Design Principles Analysis: <ul style="list-style-type: none"> For each of the following principles, rate how well they are applied (1 = poorly, 5 = excellently). Balance: Does the design feel balanced or cluttered? Alignment: Are the text and images aligned properly? Contrast: Does the design use contrast effectively to highlight important elements?

EVALUATION WORKSHEET					
What is the purpose of the print material?					
DESIGN PRINCIPLES ANALYSIS:					
Design Principles	5 Excellent	4 Proficient	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory
Balance: Does the design feel balanced or cluttered?					
Alignment: Are the text and images aligned properly?					
Contrast: Does the design use contrast effectively to highlight important elements?					
Repetition: Are design elements repeated to create unity?					
Proximity: Are related items placed together to improve readability?					
Typography: Is the text readable and appropriate for the audience?					
Color: Are the colors used appropriately, and do they convey the right mood?					

*Evaluation worksheet

Option 2. Pinoy Print Check: Evaluating Filipino Print Media

Materials Needed:

1. Sample images of Filipino print media (e.g., political posters, festival flyers, public service announcements, local ads)
2. (Can be physical clippings, screenshots, or teacher-provided digital slides)
3. Evaluation Form (printed or digital)
4. Pen or pencil

- Learners will choose one piece of Filipino printed media.
- Learners will evaluate Filipino printed media samples using Print Check Sheet:
 - Balance

- Repetition: Are design elements repeated to create unity?
- Proximity: Are related items placed together to improve readability?
- Typography: Is the text readable and appropriate for the audience?
- Color: Are the colors used appropriately, and do they convey the right mood?

What design element(s) stand out the most?
(e.g., large title, bold colors, pictures)

Suggestions for Improvement:

- Based on your evaluation, what changes would you recommend to improve the design?
- (e.g., Adjust alignment, use contrasting colors for readability, add more space around text, etc.)

Step 3: Group Discussion

- Once learners have completed their evaluations, ask them to share their findings with the class or in small groups.
- Discuss what common elements were seen in well-designed materials versus those that could be improved.

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Option 2. Pinoy Print Check: Evaluating Filipino Print Media

Instructions:

Step 1: Present Local Samples

- Alignment
- Contrast
- Repetition
- Proximity
- Typography
- Color
- Ask
- *What part of the design is most effective, and why?*
- *What improvements would you suggest to make it more visually effective or easier to understand?*
- Ask a few volunteers to share key insights with the class.

PRINT CHECK SHEET					
What type of print media is this? (e.g., festival poster, public announcement, advertisement)					
DESIGN PRINCIPLES ANALYSIS:					
Design Principles	5 Excellent	4 Proficient	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory
Balance: Does the design feel balanced or cluttered?					
Alignment: Are the text and images aligned properly?					
Contrast: Does the design use contrast effectively to highlight important elements?					
Repetition: Are design elements repeated to create unity?					
Proximity: Are related items placed together to improve readability?					
Typography: Is the text readable and appropriate for the audience?					
Color: Are the colors used appropriately, and do they convey the right mood?					
What part of the design is most effective, and why?					
What improvements would you suggest making it more visually effective or easier to understand?					

*Print check sheet

- Show or distribute 2–3 examples of print media from the Philippines (e.g., a Fiesta poster, a Barangay Health Advisory, or a local tourism brochure).
- Encourage learners to observe the design choices (layout, color use, font styles, clarity of message).

Step 2: Individual Evaluation

- Hand out or display the Evaluation Form.
- Each learner picks one design to analyze and fills out the form.

Evaluation Form: “Print Check Sheet”

- What type of print media is this? (e.g., festival poster, public announcement, advertisement)
- What is its purpose? Who is the target audience?
- Rate the following (1 = poor, 5 = excellent):
 - Balance
 - Alignment
 - Contrast
 - Repetition
 - Proximity
 - Typography
 - Color
- What part of the design is most effective, and why?
- What improvements would you suggest to make it more visually effective or easier to understand?

Step 3: Pair Share & Quick Debrief

- Pair learners up and let them briefly share their evaluation and suggestions with each other.
- Ask a few volunteers to share key insights with the class.

		<ul style="list-style-type: none"> Highlight good observations and real-life implications of clear, effective design in Filipino communities (e.g., posters for safety, health campaigns, or community events).
V. ASSESSMENT (Assessing Learnings)	<p>Multiple Choice Question Choose the letter of the correct answer.</p> <p>1. You're tasked with creating a promotional material for a local event, such as a cultural festival. You need to ensure that the information is clear, visually appealing, and distributed in an easy-to-read format to a wide audience. What type of print media would be most suitable for this purpose?</p> <p>A) Flyer (3 points) B) Business Card (0 points) C) Magazine (1 point) D) Billboard (2 points)</p> <p>A) Flyer (3 points): Flyers are effective for local event promotions, providing clear and concise information and are easily distributed.</p> <p>2. Your school needs to send out a newsletter to all parents and learners to update them on upcoming events and important announcements. The material needs to provide a lot of detailed information in a clear and organized format. What type of print media is best for this scenario?</p> <p>A) Pamphlet (1 point) B) Poster (0 points) C) Brochure (3 points) D) Newspaper (2 points)</p> <p>C) Brochure (3 points): Brochures are well-suited for providing detailed information, offering both design and space to organize announcements.</p> <p>3. A local business is promoting a new product. They want to provide customers with a small, simple advertisement that includes key product details, prices, and contact information, all on a compact piece of paper. What type of print media would be most effective for this purpose?</p>	

- A) Poster (1 point)
- B) Billboard (0 points)
- C) Flyer (3 points):
- D) Magazine (2 points)

C) Flyer (3 points): Flyers are perfect for quick distribution with detailed yet concise information, making them ideal for promotions.

4. A school is creating an informational campaign to educate learners about healthy eating habits. The campaign needs to reach a wide audience with eye-catching visuals and a clear, simple message. Which type of print media would work best for this campaign?

- A) Billboard (3 points)
- B) Flyer (2 points)
- C) Magazine (1 point)
- D) Newsletter (0 points)

A) Billboard (3 points): Billboards are highly visible and can quickly capture attention, making them ideal for public awareness campaigns.

5. You are designing a poster for a school play. You need to make sure the title is clearly visible, the information is organized, and the design is visually appealing.

Which principles should you focus on most to ensure that all the text elements are properly placed and easy to read?

- A) Contrast (1 point)
- B) Alignment (3 points)
- C) Proximity (2 points)
- D) Balance (0 points)

B) Alignment (3 points): Proper alignment ensures that text elements are placed in a visually organized way, making it easy for readers to follow.

6. Which principles is most important to use when deciding on the amount of space between text and images, ensuring a clean, organized look?

- A) Balance (1 point)
- B) Proximity (3 points)
- C) Typography (2 points)
- D) Repetition (0 points)

B) Proximity (3 points): Proximity is key in ensuring related items are placed together with enough space for readability and organization.

7. You are designing a flyer for a local event and need to use a font that is easy to read and stands out for the main heading, while keeping the body text simple and clean.

Which design principles is most important when choosing the right fonts for readability and hierarchy?

- A) Contrast (2 points)
- B) Typography (3 points)
- C) Repetition (1 point)
- D) Alignment (0 points)

B) Typography (3 points): Typography is critical here because it directly affects readability, font style choices, and the visual hierarchy of the text.

8. Which design principles will help you make sure that the colors you choose create the right emphasis and readability?

- A) Balance (1 point)
- B) Contrast (3 points)
- C) Proximity (0 points)
- D) Typography (2 points)

B) Contrast (3 points): Contrast is key to making colors stand out, ensuring that text is readable and elements catch the viewer's attention.

9. You have been asked to design a logo for a new local café. The first step is to understand what the café represents and what message it wants to communicate to its customers.

	<p>What is the first thing you should do in the design process?</p> <p>A) Research trends in logo design (1 point)</p> <p>B) Create a draft design (0 points)</p> <p>C) Write a design brief based on the café's goals and audience (3 points)</p> <p>D) Review and revise the design (0 points)</p> <p>C) Write a design brief based on the café's goals and audience (3 points): The first step is always understanding the project's goals, which includes creating a clear design brief to guide the process.</p> <p>10. You are designing a website homepage for a new e-commerce store. You have already gathered some insights into what the target audience prefers in terms of style and functionality.</p> <p>What should be your next step in the design process?</p> <p>A) Create wireframes and initial design proposals (3 points)</p> <p>B) Create the final design and launch the website (0 points)</p> <p>C) Conduct user testing with a sample group (2 points):</p> <p>D) Research competitors' websites (1 point):</p> <p>A) Create wireframes and initial design proposals (3 points): After gathering insights, the next step is to translate that information into wireframes and proposals for the website design.</p>
VI. REFLECTION (Feedback and Continuous Improvement)	<p>For the teachers, you may answer the following questions:</p> <ol style="list-style-type: none"> 1. What went well in your teaching? 2. What challenges you encounter? 3. How did you manage these challenges?

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