

Design a Logo/Business Card

Mod.4.2

TIME

120 minutes

OVERVIEW

Students use graphics software to design their own logo and create a catchphrase to promote their invention. They create a business card that incorporates their logo and catchphrase.

Note: Mod.4.2: Design a Logo/Business Card may be introduced while students are building the final version of their invention.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 1.2.4 *Extend Understanding* — Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.
- 2.3.1 *Forms and Genres* — Recognize key characteristics of various forms and genres of oral, literary, and media texts [such as novels, biographies, autobiographies, myths, poetry, drawings and prints...].
- 2.3.4 *Experiment with Language* — Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes [such as humour...]; explain ways in which figures of speech [such as similes, metaphors...] clarify and enhance meaning.
- 2.3.5 *Create Original Texts* — Create original texts [such as letters, short stories, media broadcasts, plays, poems, video presentations, Readers Theatre...] to communicate and demonstrate understanding of forms and techniques.
- 4.1.1 *Generate Ideas* — Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.
- 4.2.4 *Enhance Artistry* — Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.

Mathematics

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- N-IV.1.6 Demonstrate and explain the meaning of ratio and the meaning of percentage, concretely, pictorially, and symbolically.
(**Note:** At this point, introduce this concept, but do not assess it.)

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- graphics creation

- inquiry using electronic sources
- spreadsheet analysis

SUGGESTED LEARNING RESOURCES

Software

- graphics
- spreadsheet
- concept mapping
- word processing

Internet

- business websites (e.g., toy companies, software or hardware companies, bookstores, music industries, movie industries)

Print

- Appendix C: Index of Teaching and Learning Strategies and Tools

Materials

- business cards, product packaging, flyers, newspapers, and magazines
- drawing supplies

SUGGESTIONS FOR INSTRUCTION

Preparation and Set-up

- **Note:** Logos, trademarks, and catchphrases are used by companies to create brand recognition and inspire customer loyalty. They gradually become synonymous with well-known products.
- Collect samples of logos from business cards, product packaging, flyers, newspapers, and magazines, and/or ask students to bring them to class.

Activating Strategies

- In collaborative groups, students collect at least 12 logos with the corresponding company names from business cards, product packaging, flyers, newspapers, and magazines. They separate the business logos from the company names and then make
 - a Picture Splash poster with the business logos
 - a complementary Word Splash poster with the company namesUsing spreadsheet software, the collaborative groups make a form with a grid that other groups can use to match company names and logos from the two posters. Groups exchange posters and forms, and try to match the logos with the corresponding names.
- As a class, using concept-mapping or word-processing software, students brainstorm to create a Word Splash of catchphrases used by companies to sell their products (e.g., “It keeps going and going and going...”—Energizer Bunny).

Acquiring Strategies

- In collaborative groups, students search the Internet to find and print at least 12 logos from a variety of products and services. They organize the logos in groups according to those that they find most effective, most appealing, and most easy or difficult to recognize or identify. Students list the characteristics they think make a logo most effective. (Consider attributes such as size, font, colour, clarity, shape, number of components, or any other suitable attributes).

- In small groups, students examine product catchphrases. They should note that catchphrases are short, to the point, and catch the reader's attention, often with a "play on words."
- Based on their list of characteristics of an effective logo, students create a checklist for assessing the effectiveness of logos and catchphrases.

Applying Strategies

- Based on the student-generated checklist of characteristics of effective logos and catchphrases, students design a logo for their invention using a graphics program. The original logo should measure approximately 15 cm square. Advise students that the logo will be reduced to about 2.5 cm square. Therefore, the lines should be clear, the content simple and uncluttered, and the colours crisp.
- If students are working with paper, they use white paper, pencils, and drawing tools to help with lines and curves. They go over the design in ink and colour it in.
- Students reduce their logo to 2.5 cm square and enhance it to make it clean and clear.
- Students place their logo and catchphrase on their Invention web page on the class website.
- Using their observations of business cards, students design their own business card, including their logo and catchphrase, as well as their name, school address, school telephone number, and email address.

Variation/Extension

- Students design packaging for their invention.

SUGGESTIONS FOR ASSESSMENT

- Examine students' logos and catchphrases to assess how well they meet the attributes identified in the student-generated checklist.
- Verify that students' business cards include all the required components.

