

GRAPHIC DESIGN: CREATING A GREETING CARD

TIJ10 / TGJ10

Communications Technology

Summer 2022

PLEASE NOTE: This unit uses three PowerPoint Presentations from the Graphic Design Sticker Assignment.

PowerPoint Presentation Duplicates: The Role of a Graphic Designer, Introduction to the Elements of Graphic Design, The Power of Colour

This unit can be used on its own, or in conjunction with the Graphic Design Sticker assignment. Please note that the first three PowerPoint presentations are the same. It is done this way to ensure that there is

consistency in the program and that a teacher does not teach the same concepts multiple times.

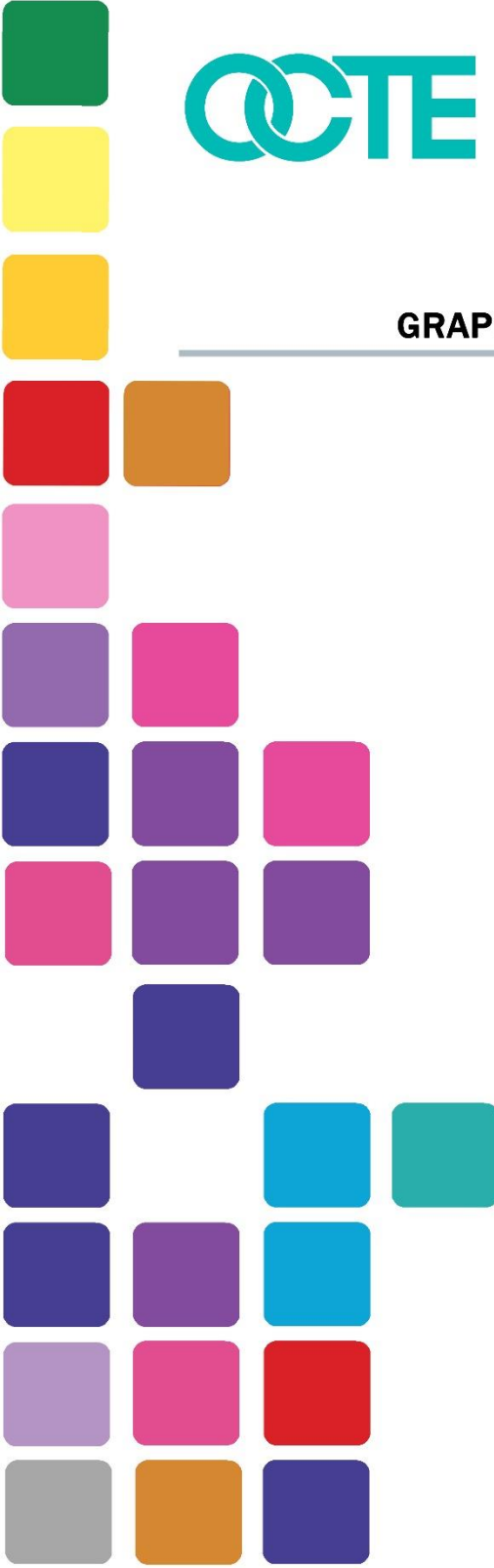


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Introduction

Course Code: TIJ10 / TGJ10

Broad base Technology: Exploring Technologies and Communications Technology

Destination: Open

Grade Level: 9

Online Project Name: Graphic Design – Creating a Greeting Card

Project Outline

This unit will allow students to work independently and collaboratively. Students will improve their literacy skills through research and development of greeting card slogans and phrases. Students will have the opportunity to engage collaboratively by working as a team to complete their research. This unit will also provide students with the opportunity to develop their communication skills through class presentations and open discussions.

The major goals of this unit are to increase students' understanding of graphic design and communications while creating an original product. Concepts and terms associated with colour theory, graphic design, and elements of graphic design will be explored. Students will learn the foundations of Greeting Cards and basic card layout design. Students will be exposed to the term 'genre' through their Greeting Card research which will later translate to other aspects of the communication technology program.

This project will allow students to understand and research Creative Commons License images and find resources that they can use in their Greeting Card assignment. Students will learn computer skills through internet research, activities, and the creation of a Greeting Card design.

This assignment can be extended to go beyond what is required through adding in details such as:

- Providing the students with hands on Greeting Cards instead of having students research them online.
- Teachers can use any software that they feel comfortable with. If teachers have access to Adobe Photoshop, Gimp, or Pixlr then students will need to be taught how to do the following:
 - Set up margins and bleeds
 - Cut out images using selection tools, clipping paths
 - Layer images
 - Use and alter text

Prior Knowledge

There is no pre-requisite or prior knowledge necessary for this unit. Students are encouraged to follow and review [copyright laws in Canada](#) prior to starting this assignment.

Students are encouraged to use websites that are royalty-free and creative commons licensed.

- [StockSnap.io](#)
- [Burst \(by Shopify\)](#)
- [Unsplash](#)
- [The Noun Project](#)
- [Pexels](#)
- [Pixabay](#)

Student Activities

Activity 1 – Explore the role of a Graphic Designer

- Role of a graphic designer
- Types of graphic design jobs
- Inspirational graphic designers

Activity 2 – Introduction to the Elements of Graphic Design

- Shapes and lines
- Company logos and meanings
- Use of texture in graphic design
- Understanding the role of balance in graphic design
- How elements can be used separately or together in graphic design

Activity 3 – The Power of Colour

- How colours emphasize messages
- Too many colours or conflicting colours, correction techniques
- The use of colour by Canadian companies to convey a message
- The psychology of colour

Activity 4 – History of the Greeting Card

- Origins of Greeting Cards
- Current global uses of Greeting Cards

Activity 5 – Think, Pair, Share - Genres of Greeting Cards

- Genres and uses of Greeting Cards
- Meaning of Greeting Cards
- Target Markets
- E-Cards

Activity 6 – Jigsaw - Greeting Card Slogans and Phrases

- Meaning of Slogans and Phrases in Greeting Cards
- Poetry in Greeting Cards
- Capture Audiences
- Selling e-cards

Activity 7 –Typography

- Serif, Sans-Serif, Handwriting / Script, Modern, Decorative
- Letterform, Type and Typeface terminology
- Leaning type through self-name exploration

Assignment – Create a Greeting Card

- Research ideas/ pre-plan concept through sketches
- Student Greeting Card assignment

Assessments

- Greeting Card Rubric
- Self-Evaluation
- Peer Evaluation

Resources

Lesson Plans

Please see each activity outline for instructions

Handouts

Activity 1 – Explore the Role of a Graphic Designer

Activity 2 – Elements of Graphic Design

Activity 3 – The Role of Colour

Activity 5 – Think, Pair, Share - Genres of Greeting Cards

Activity 6 – Jigsaw - Greeting Card Slogans and Phrases

Activity 7 –Typography PPT and Worksheet

Tools/Equipment

- Laptop
- Desktop
- Chromebook
- Tablet
- Mobile Device

Software

- [Adobe Photoshop](#) (paid use)
- [Gimp](#) (free)
- [Pixlr](#) (free)

Materials

Specific materials are not required; however, a teacher may want to bring in Greeting Cards as classroom examples.

Journals/Magazines

- [Adobe Create Digital Magazine](#)
- [Photo News](#)
- [Communication Arts](#)

Videos

- [GCFLearnFree.org](#)
- [Adobe Creative Cloud](#)
- [Monkey's Dream](#)
- [Adobe for Education](#)

Websites for Teachers

- [PetaPixel](#)
- [Adobe Education Exchange](#)
- [Learn Pixlr](#)
- [Learn Gimp](#)

Planning Notes

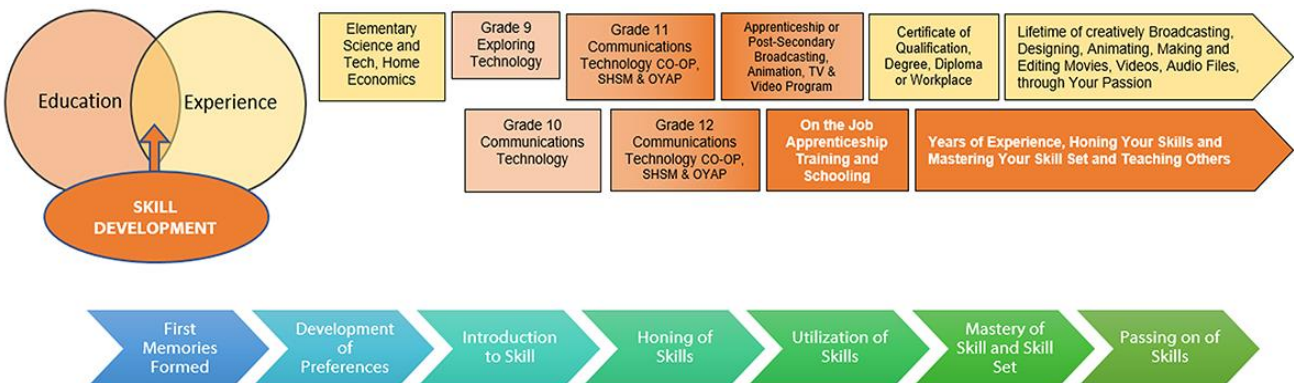
This unit of lessons, activities and the assignment is estimated to take 2-2.5 weeks to complete. This is based on a 75min period of 10-12 class periods. Some learners may need accommodations of extra time.

These lessons, activities, and assignments have been designed to have an in-depth examination of graphic design in a Grade 9 program. This unit is a full Graphic Design unit that can be implemented into any Grade 9 tech rotation model.

- Work in this unit is scaffolded. Feedback must be provided in a timely manner.
- Materials / Worksheets can be provided all at once, or daily as per activity requirements. Worksheets may be converted to the format that is best suited for the class (.pdf, .doc, Google doc).
- It is recommended that each student have a digital drive space to submit and receive material. (e.g., Microsoft One Drive, Google Drive, Dropbox, etc.)
- Review posted source material links (handouts etc.).
- Examine software to endure familiarity. Teachers may choose to create tutorials for chosen software. Or the teacher may allow learners the opportunity to choose which software that best suits their needs.

Skills Continuum

We all have different moments in our lives where we are affected by an experience. This can include learning a new concept or skill, experiencing something for the first time, taking a new course, developing a talent through practice and hard work, or even calling upon a skilled tradesperson to fix, repair, design, construct, maintain, build, bake, and create innovative solutions. The continuum of influence is a graphic representation of how those experiences can lead to developing a passion and talents in areas of technology and skilled trades as a graphic designer, type setter, illustrator, digital artist, cinematographer, studio technician, animator, producer, communications specialist, etc.



Career and Industry Extensions

There are many careers in the multimedia industry. A graphic designer can work on print, web, and digital publications. A graphic designer may also work on video and audio post productions.

Here is a general overview of multimedia career positions.

Audio Technician Animator (2D and 3D) Graphic Designer Illustrator New Media Designer Print Publishing Web Designer	Many jobs in film such as: <ul style="list-style-type: none">● Boom mic operator● Cinematographer● Director● Gaffer● Grip● Producer● Sound Engineer● Video Editor
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Instructional Strategies

- The lessons, activities, and assignment have been scaffolded.
- The lessons are formed with PPT, teacher lessons and classroom discussions.
- Activities will involve students to research and create a Google Slide / PPT presentation, a think / pair/ share activity, and a jigsaw activity.
- The lessons, activities, and assignment have been created using different forms of media and are multi-device supported.
- The learner is encouraged to revise their work using a living (collaborative) document shared with the teacher

The Hook / Motivational Strategies

Everyone has the ability to be creative. The lessons, activities, and assignments have been created to allow learners of all abilities to build on their understanding of graphic design and create a meaningful product. Understanding the conscious and subconscious impact of design and colour empowers the learner. How can they use this knowledge to influence how others perceive their work by applying these simple principles?

Learning Goals and Success Criteria

Identify how graphic design is used to convey a message

- Recognize the impact of colour on our everyday lives
- Discover the role of a graphic designer and possible career and education opportunities
- Compare different types of programs and applications choosing the best tool for their device
- Design an original work that can be used in their school or community

Overall and Specific Expectations in Support of Ontario Curriculum Grades 9 - 10 Technological Education

Overall Expectations

A1. Demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other problem-solving processes and techniques.

B2. Fabricate products or deliver services, using a variety of resources. (optional)

C2. Demonstrate an awareness of how various technologies affect society, as well as how society influences technological developments.

D2. Identify careers in various technological fields, and describe the educational requirements for them

Specific Expectations

A1.1 Describe a design process or other problem solving process for planning and developing products and/or services

A1.4 Incorporate appropriate technological concepts (*e.g., aesthetics, control, environmental sustainability/ stewardship, ergonomics, fabrication/building/ creation, function, innovation, material, mechanism, power and energy, safety, structure, systems*) in the design, fabrication or delivery, and evaluation of a product or service

B2.3 Meet all design criteria (*e.g., technical requirements, type and quality of materials, appearance, ease of use, safety, timeline, client's expectations*) in creating a product or delivering a service;

C2.1 Describe some of the effects that technological innovations of the past have had on society (*e.g., effects on health, on people's ability to travel and communicate, on living standards, on education*) and the economy (*e.g., creation of new types of jobs, automation of factories*);

D2.5 Demonstrate an understanding of the work habits that are important for success in the technology industries, as identified in the Ontario Skills Passport (*e.g., working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service*);

D2.6 Develop and/or select pieces of work and other materials that provide evidence of their skills and achievements in technology, for inclusion in a portfolio (*e.g., Passport to Safety certificate, project photographs, sketches, drawings, skills checklist, work logs*).

Safety Concerns (including PPE if required)

Learners may need to practice physical distancing, and the school board adopted cleaning processes for shared tools. (e.g., shared tablets, keyboard, mice, etc.)

Applicable SAFEDocs and ToolSAFE videos

Please refer to the [OCTE SAFEDocs for BBT Technology](#) for safety documents in order to properly address and instruct this project.

Differentiation of the Project / Activity

Teachers can also refer to the [Differentiation Scrapbook](#) to take into account learner ability, multiple intelligences, exceptional students, and ESL learners.

The lessons in this document include visual, written, and video-based instruction. Some YouTube videos support Closed Captioning.

Students may choose to complete activities using the [Google Read & Write](#) Extension.

- Support for [Google Read & Write](#)
- [Quick Reference Guide](#)

Assessment and Evaluation

Examples:

- Kahoot – [Colors, Colors, Colors](#)
- Kahoot – [Graphic Design](#)

Assessment and Evaluation

Assessment: Progress of students' research stages will be examined through formative evaluations. Each phase of the unit will scaffold into the next learning section. Students will have the opportunity to explore, reflect and find ways on how to improve their performance.

Students will have the opportunity to present findings to the class thus allowing for communication skills to be formatively evaluated. After each activity, the teacher will provide formative feedback.

Final assessment will be for the Greeting Card. Students will also have the opportunity to have peer evaluations completed prior to handing in their greeting Card. After students have received their peer evaluations, they will have an opportunity to improve their design prior to handing it in. The overall quality of the card will be marked from the provided rubric.

Assessment As Learning

Teachers gauge student's abilities through understanding student skill sets.

Teacher provides feedback from activities.

Assessment For Learning

Involve students in the learning process through formative activities.

Students monitor their own progress throughout the activities and assignment.

Students are encouraged to ask questions and practice skills.

Students use self-assessment, peer evaluations, and teacher feedback to reflect and improve learning to create a growth mindset.

Assessment Of Learning

Evidence of learning through students' goals and achievements can be demonstrated through each phase of the unit. Summative evaluation will be through the Final Greeting Card assignment.

Religious Considerations

There are many global religious holidays that can be encouraged to research. The final assignment can be geared towards blessings, spiritual words of encouragement, or specific religious holidays.

Career and Industry Extensions

Career research can be encouraged after Activity 1 - The Role of a Graphic Designer. Teachers can encourage students to research careers and post-secondary opportunities. More information can be found [here](#) on the OCTE website.

Ethical Considerations

In Activity 3 – The Power of Colour, the teacher may add to this activity by encouraging or assigning research into how colour is perceived by different cultures

Environmental Considerations

Teachers may wish students to reflect on the process of properly recycling computers. It should be noted that computers contain heavy metals (such as lead and toxic chemicals) that can pollute the environment. Run-offs from landfills can be an issue if they are not disposed of properly.

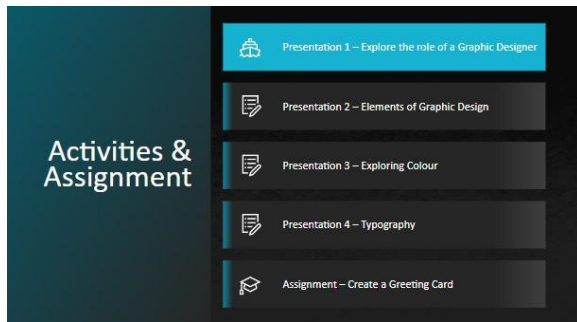
Reflection or Design Report

Teachers may wish to have the students complete a design report, reflection or create a foldable document to consolidate their learning. This would be a nice way to capture the student's understanding in a summative format and be used in preparation for their examination, entering post-secondary education or the workforce.

Graphic Design Unit - Creating a Greeting Card

Activity 1 – Explore the Role of a Graphic Designer

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation: 1 Graphic Design – Role of the Graphic Designer

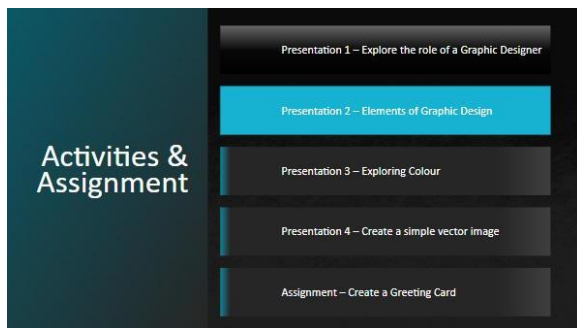


- What is the definition of Graphic Design?
- What is the role of a Graphic Designer?
- What can a Graphic Designer create?

[Worksheet](#) in Appendix A. [PowerPoint Presentation](#) on OCTE website.

Activity 2 – Elements of Graphic Design

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation: 2 Graphic Design – Elements of Graphic Design



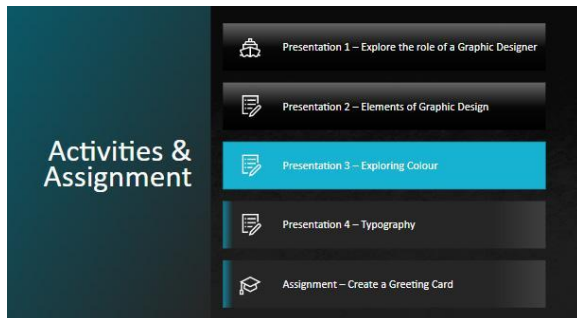
Elements of Graphic Design

- Balance, Texture, Colour, Line, Form and Shapes

[Worksheet](#) in Appendix A. [PowerPoint Presentation](#) on OCTE website.

Activity 3 – Exploring Colour

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation: 3 Graphic Design – The Power of Colour



Colour Theory

- Colour Models
- Colour Psychology

[Worksheet](#) in Appendix A. [PowerPoint Presentation](#) on OCTE website.

Activity 4 – History of the Greeting Card

Objective:

- Students will have the opportunity to engage collaboratively by working as a team to complete their research. This activity will also provide students with the opportunity to develop their communication skills through class presentations and open discussions.
- Students will learn the foundations of Greeting Cards and basic card layout design.
- Group activity can reinforce and develop time management skills, communication skills, ability to plan and manage tasks, and redefine understanding through group discussions.
- Concepts and terms associated with colour theory, graphic design, and elements of graphic design will be explored.

Time: 1 x 75 Minute Period

Activity: Students in a group of 3-4 will research Greeting Cards in a chosen country and create a Google Slideshow or PPT.

Slides / Prompting Questions:

- Name of Country
- History of Greeting Cards in this Country
- What Greeting Cards (holidays or celebrations) are popular in this country?
- Find images from Google and provide 2-3 photo examples of Greeting Cards
- From previous slides - Briefly discuss the Graphic Design Elements and Colour Theory

Prior Learning:

According to GreetingCard.org, the history of greeting cards dates back to the ancient Chinese who exchanged messages of goodwill to celebrate a New Year, and to early Egyptians who used papyrus scrolls to send greetings. Key dates in greeting card history can be viewed on the website.

Activity 5 – Think, Pair, Share - Genres of Greeting Cards

Objective:

- Think, Pair, Share Activity
- Students will have the opportunity to work independently and engage collaboratively by working as a team to complete their research. This activity will also provide students with the opportunity to develop their communication skills through class presentations and open discussions.
- Students will learn the foundations of Greeting Cards and basic card layout design.
- Group activity can reinforce and develop time management skills, communication skills, ability to plan and manage tasks, and redefine understanding through group discussions.

Time: 1 x 75 Minute Period

Resources:

A white board or Chart Paper

Please see the worksheet in Appendix A

Activity:

There are many different genres of greeting cards. This activity will have the students brainstorm ideas, create team building and communication skills.

THINK - For this activity, students will first work independently. Students are to write down 5 genres of Greeting Cards and note what they are used for.

PAIR - After completing the independent part of this activity, students will then be put into groups. Each group will create a full list of the different genres of greeting cards and a note of what each greeting card consists of and when it would be used.

SHARE - As a group students will examine all of their ideas and create a top 5 list of the ones; they think are most important. Once they have created their top 5 list, students will use a whiteboard marker and put their response on the whiteboard at the front of the class. At the end there will be a list of the most popular greeting cards.

The teacher will discuss with the students the most popular greeting cards and as a class come up with reasoning why these specific cards / holidays are the most popular.

Class Question Prompts:

1. Why are certain holidays more popular for Greeting cards?
2. What age group do you think buys the most Greeting Cards? Why?
3. Who is the target market for Greeting Cards? Why?
4. Have you ever purchased a Greeting card? If so, for what occasion?
5. Have you ever sent an eGreeting Card (Online Virtual Card)? If so, for what occasion?

[Worksheet](#) in Appendix A.

Activity 6 – Jigsaw - Greeting Card Slogans and Phrases

Objective:

- Jigsaw Activity
- Students will have the opportunity to work collaboratively by working as a team to complete their research. This activity will also provide students with the opportunity to develop their communication skills through team discussions.
- Students will learn the foundations of Greeting Cards through examining Slogans and Phrases, Poetry in Greening Cards, Capturing Audiences and eCards.
- Group activity can reinforce and develop time management skills, communication skills, ability to plan and manage tasks, and redefine understanding through group discussions.
- Leadership Skills are developed as each student becomes an expert in their topic and teaches others.

Time: 1 x 75 Minute Period

Resources: Please see worksheets in Appendix A.

Activity:

Part A) Students will be divided into 5 groups. Each group will have a topic that they will later share with other groups. Each person in this first main group will become a leader of their topic.

First breakout groups. All members will discuss the same topic.

Group 1

Topic 1	Topic 1	Topic 1	Topic 1	Topic 1
What is a slogan?	What is a slogan?	What is a slogan?	What is a slogan?	What is a slogan?
Can you think of some famous slogans?	Can you think of some famous slogans?	Can you think of some famous slogans?	Can you think of some famous slogans?	Can you think of some famous slogans?
Such as Nike - Just Do It!	Such as Nike - Just Do It!	Such as Nike - Just Do It!	Such as Nike - Just Do It!	Such as Nike - Just Do It!
Can Greeting Cards have popular slogans? Why or why not?	Can Greeting Cards have popular slogans? Why or why not?	Can Greeting Cards have popular slogans? Why or why not?	Can Greeting Cards have popular slogans? Why or why not?	Can Greeting Cards have popular slogans? Why or why not?

Group 2

Topic 2	Topic 2	Topic 2	Topic 2	Topic 2
Research and Discuss Poetry in Greeting Cards.	Research and Discuss Poetry in Greeting Cards.	Research and Discuss Poetry in Greeting Cards.	Research and Discuss Poetry in Greeting Cards.	Research and Discuss Poetry in Greeting Cards.

Group 3

Topic 3	Topic 3	Topic 3	Topic 3	Topic 3
How do you capture your audience when your card is sandwiched among many other greeting cards?	How do you capture your audience when your card is sandwiched among many other greeting cards?	How do you capture your audience when your card is sandwiched among many other greeting cards?	How do you capture your audience when your card is sandwiched among many other greeting cards?	How do you capture your audience when your card is sandwiched among many other greeting cards?

Group 4

Topic 4	Topic 4	Topic 4	Topic 4	Topic 4
Do eGreeting Cards need to have a different style than conventional cards? Please explain.	Do eGreeting Cards need to have a different style than conventional cards? Please explain.	Do eGreeting Cards need to have a different style than conventional cards? Please explain.	Do eGreeting Cards need to have a different style than conventional cards? Please explain.	Do eGreeting Cards need to have a different style than conventional cards? Please explain.

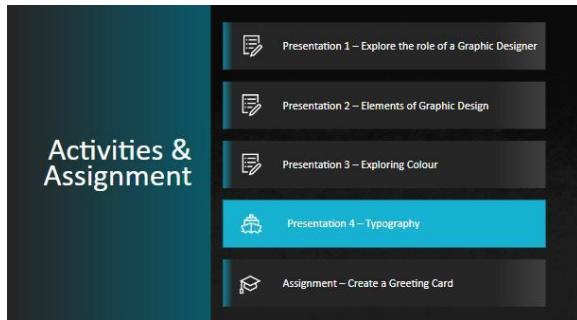
Part B) The next step is to mix the groups up and have one student from each topic share with a new smaller group what they have learned. There should be a new group formed that has one student from each topic group. This will provide the opportunity for students to become leaders of their topic and teach others. During this time, each student should fill out the worksheet below to record learning.

Topic 1	Topic 2	Topic 3	Topic 4
<p>What is a slogan? Can you think of some famous slogans? Such as Nike - Just Do It!</p> <p>Can Greeting Cards have popular slogans? Why or why not?</p>	<p>Research and Discuss Poetry in Greeting Cards.</p>	<p>How do you capture your audience when your card is sandwiched among many other greeting cards?</p>	<p>Do eGreeting Cards need to have a different style than conventional cards? Please explain.</p>

[Worksheet](#) in Appendix A.

Activity 7 –Typography PPT and Worksheet

Teacher presents visual content, videos and other examples to students, using the PowerPoint presentation: 4 Graphic Design – Typography



Typography:

- Serif, Sans-Serif, Handwriting / Script, Modern, Decorative
- Letterform, Type and Typeface terminology
- Leaning type through self-name exploration

Objective:

- Students will have the opportunity to work individually to complete their activity. This activity will also provide students with the opportunity to develop their communication skills through classroom demonstrations and discussions.
- Students will learn the foundations of typography through examining and exploring fonts.

Time: 1 x 75 Minute Period

Resources: Please see [worksheets](#) on [Appendix A](#).

Activity:

Using any software, students will write their name 5 different times using different fonts / sizes / colours. Have students think of their prior typography and colour theory lessons.

[Worksheet](#) in Appendix A. [PowerPoint Presentation](#) on OCTE website.

Assignment – Create a Greeting Card

Objective:

- Students will have the opportunity to demonstrate their understanding by creating a unique Greeting Card. This assignment will be completed individually.

Time: 2 x 75 Minute Periods

Software:

- [Adobe Photoshop](#) (paid use)
- [Gimp](#) (free)
- [Pixlr](#) (free)

Students may need to reference their prior learning of software.

Materials Needed: Paper for student sketches

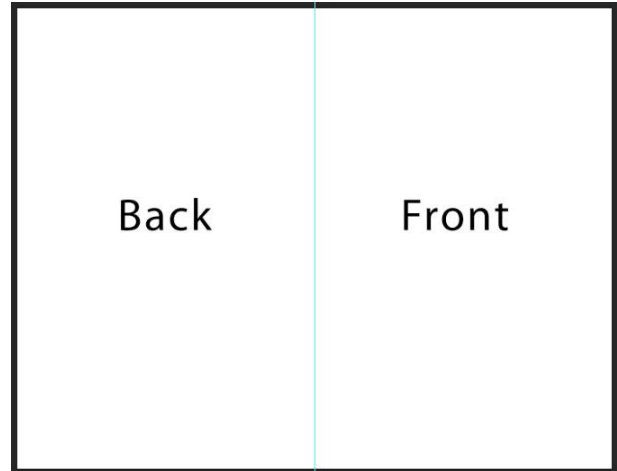
Activity:

Students are to demonstrate their prior knowledge of graphic design fundamentals by creating their own unique Greeting Card. The school appropriate genre of the Greeting Card will be chosen by the student.

1. Students research ideas/ pre-plan concepts through creating 2 sketch designs for their Greeting Card on paper. Students will sketch out what they would like the front and back on their cards to look like. The inside of the card should have either a handwritten slogan or poem. Sketches display details and logic for each idea.
2. Students will choose one of their sketch designs to create digitally. Students will then re-create the front and back of their card with their chosen software.
3. Students will create a 200 word write up about their objectives, processes, and reasoning why they chose that particular genre of card.

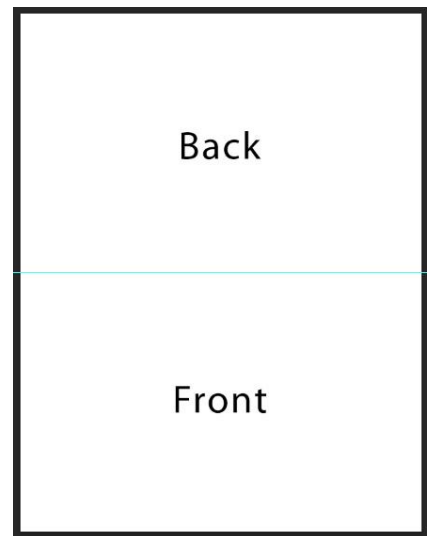
Steps for a vertical card:

1. Create a landscape paper size document (8.5" x 11")
2. Using the ruler, add a vertical guide in the middle of the page
(NOTE: You may want to change your measurements to cm. It will be easier to find the center point)
3. The left side of the page will be the back of the card
4. The right side of the card will be the front of the card



Steps for a horizontal card:

1. Create a portrait paper size document (8.5" x 11")
2. Using the ruler, add a horizontal guide in the middle of the page
(NOTE: You may want to change your measurements to cm. It will be easier to find the center point)
3. The top of the page will be the back of the card
4. The bottom of the card will be the front



Assignment – Greeting Card Assignment

Rubric Description

- The final product is an accumulation of your design choices and skills
- Demonstrating skills developed through your process work and relating to your Inspiration Document.
- Exporting to a specific file type (.psd .pdf or .png or .jpg)
- Creative appeal needs to elicit an emotional response from the audience

Assignment 1 – Create a Greeting Card Rubric

Expectation	Level 4	Level 3	Level 2	Level 1	R
Communication: define project objectives and performance criteria precisely. Overall Expectation: C2					
Research type of Greeting Card	Defines and explains project objectives, process & reflection with profound detail.	Defines and explains project objectives process & reflection with considerable detail.	Defines and explains project objectives, process & reflection with some detail.	Did not define or explain project objectives, process & reflection.	Did not submit.
Thinking: Use a variety of planning techniques and tools when creating plans for communications technology projects. Overall Expectation: A1					
Preplanning Submitted Sketch or Design	Uses a variety of planning techniques and tools when creating plans for communications technology projects with a high degree of logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with considerable logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with some logic.	Uses a variety of planning techniques and tools when creating plans for communications technology projects with limited logic.	Did not submit prior to execution of Greeting Card
Application: Produce rich media products that conform to evolving industry standards and formats. Overall Expectation: C2					
Completed Greeting Card	Produces rich media products that conform to evolving industry standards and formats with a high degree of fluency.	Produces rich media products that conform to evolving industry standards and formats with considerable fluency	Produces rich media products that conform to evolving industry standards and formats with some fluency.	Produces rich media products that conform to evolving industry standards and formats with limited fluency.	Does not meet the minimum requirements, please redo, and resubmit

Appendix A – TIJ1O Worksheets

TIJ1O: Activities and Assignment Worksheets

Overview:

This worksheet has been designed as a collaborative document to be shared with your teacher. As you work your way through these activities and assignment, your teacher will provide feedback that you may choose to use in revising your work. Pay careful attention to the rubric at the bottom of this sheet, and the teacher comments as you go along.

*Helpful tip, make a backup of your work

Overall Expectations:

A1. Demonstrate an understanding of the fundamental concepts and skills required in the planning and development of a product or service, including the use of a design process and/or other problem-solving processes and techniques.

B2. Fabricate products or deliver services, using a variety of resources.

C2. Demonstrate an awareness of how various technologies affect society, as well as how society influences technological developments.

D2. Identify careers in various technological fields and describe the educational requirements for them.

Activities:

When starting each activity, complete all readings and watch all videos before beginning.

Questions:

Depending on your previous experiences, some of the material that is covered may be a review, and for others, it may be brand new. It is expected that you will have questions as you work your way through this; if you do, I am here to help you. Please let me know ASAP so that you get the help you need and do not get frustrated

Resources

These FREE and Creative Commons Image Sites are a great place to find images, while respecting Copyright Laws in Canada

- [StockSnap.io](https://www.stocksnap.io/)
- [Burst \(by Shopify\)](https://burst.shopify.com/)
- [Unsplash](https://unsplash.com/)
- [The Noun Project](https://thenounproject.com/)
- [Pexels](https://www.pexels.com/)
- [Pixabay](https://pixabay.com/)

Activity 1 – Explore the Role of a Graphic Designer

Name _____

Date _____


Exploring the Role of a Graphic Designer

Question 1.1

Think about a logo for a company that you recognize: Microsoft, Google, Snapchat, 7 UP...

- What is the name of the company that you thought about?
- Display their logo or provide a link to their logo.
- Name the people/roles that you think would have been involved in approving the logo.

Use the table below to answer the question

Company	Logo	People Involved
e.g. Canada Goose		company president, graphic designer, art manager, communications manager, focus groups, vice presidents

Question 1.2

Think about or research the types of jobs a graphic designer might work on, list six of these jobs

Graphic Designer Jobs

Question 1.3

What inspires you? When you watched the videos, you heard stories from Graphic Designers themselves. Think of Designs that have captured your attention or encouraged you to purchase something.

Research **one** graphic designer and answer the following questions.

1. Who are they and why does the work that they have created mean something to you?
2. What type of graphic design do they specialize in or are they a generalist?
3. What type of education do they have?
4. What or who inspires them?

Question (Optional)

Do you like to draw or sketch? Now is a great opportunity to showcase some of your favorite work. Take a photo with your mobile device and include it

Include your image or images here



Example

Activity 2 – Elements of Graphic Design

Name _____

Date _____

Elements of Graphic Design

Question 2.1

Where was your eye drawn to in the image, why do you think that it was drawn to this area?

Question 2.2

Search and find on the internet three images where other types of lines are used (e.g. curved lines). What feelings do they convey to you? Do you think this was the intent of the creator? Place a copy of the image alongside your answer.

Question 2.3

How do the following companies use shapes to hide a hidden meaning? Look closely at the following companies' logos. Describe what you see

Company	What Do You See
Pinterest	
FedEx	
Beats	
Amazon	
Baskin-Robbins	
Hyundai	
Wendy's	
Cisco	

Question 2.4

Look around your house, or school, and try to find examples of books, cards, or posters that used different materials or created visual elements that demonstrate the use of texture. Use your mobile device to document and share at least two examples.

Include example 1 here

Include example 2 here

Question 2.5

Look at images on the internet, find two examples of Symmetrical and Asymmetrical photographs. Upload and share these images.

Include symmetrical image example 1 here

Include symmetrical image example 2 here

Include asymmetrical image example 1 here

Include asymmetrical image example 2 here

Question 2.6

What are three things that you learned from watching [Fundamentals – Beginning Graphic Design](#) that you didn't know before.

1.

2.

3.

Activity 3 – The Role of Colour

Name _____

Date _____

The Role of Colour

Question 3.1

Choose and list three signs from your school, mall, or community center (e.g. EXIT) . What colours are used to help communicate the message? What impact do you think they would have if they were different shades of grey?

1.

2.

3.

Question 3.2

Locate and analyze an image from the internet that you think uses too many colours. Explain one or two things that the creator could have done differently to have made this image more effective.

Include a copy of the image here

Include your answer here

Question 3.3

Display five logos, or signs from different Canadian companies. Think about what you have just learned watching the videos, how do the colours that they have chosen to support their brand/message?

Logo	Message

Question 3.4

Create a Positive Colour Association and a Negative Colour Association chart for **three** of the following colours – Black, Purple, Brown, Grey and Magenta. Include one image that represents one of the positive or negative Colour associations that you have chosen.

Black

Positive Colour Association	Negative Colour Association

Include Image Here

Purple

Positive Colour Association	Negative Colour Association

Include Image Here

Grey

Positive Colour Association	Negative Colour Association

Include Image Here

Brown

Positive Colour Association	Negative Colour Association

Include Image Here

Magenta

Positive Colour Association	Negative Colour Association

Include Image Here

Activity 5 – Think, Pair, Share - Genres of Greeting Cards

Name _____

Date _____

Think-Pair-Share Greeting Card Genre Activity

THINK

On your own, think of 5 genres of greeting cards. Try to think beyond holidays.

Genre of Card	Purpose. When would this card be used?

PAIR

With your group of 3-4 members, discuss your genres. Create a master list of all genres. Note all duplicates by adding a checkmark beside each duplicate.

Genre of Card	Purpose. When would this card be used?

SHARE

As a group you will examine all of your ideas and create a top 5 list of the ones you think are most important. Once you have created your top 5 list, you will use a whiteboard marker and put your response on the whiteboard at the front of the class.

Genre of Card	Why is this card the most important?

Activity 6 – Jigsaw - Greeting Card Slogans and Phrases

Name _____

Date _____

Jigsaw Greeting Card Slogan and Phrases Activity (Part A - Worksheet)

Topic of Discussion:

Try to come up with up to 5 discussion points about your topic that you can teach others about.

Discussion Point 1	Discussion Point 2	Discussion Point 3	Discussion Point 4	Discussion Point 5

Name _____

Date _____

Jigsaw Greeting Card Slogan and Phrases Activity (Part B - Worksheet)

Record responses on the blank fields below from what you learned by each team leader.

Topic 1 What is a slogan? Can you think of some famous slogans? Such as Nike - Just Do It! Can Greeting Cards have popular slogans? Why or why not?	Topic 2 Research and Discuss Poetry in Greeting Cards.	Topic 3 How do you capture your audience when your card is sandwiched among many other greeting cards?	Topic 4 Do eGreeting Cards need to have a different style than conventional cards? Please explain.

Activity 7 –Typography PPT and Worksheet

Name _____

Date _____

Typography Activity

Looking back to your Typography and Color Theory lesson, come up with 5 different ways to write your name that you feel best represents who you are.

Your Name Here	Font Name / Size / Colour	Questions:
Example: <i>Lorem Ipsum</i>	Font Name: Lobster Size: 20pt Colour: Rose/ Pink	1. Why did you choose that font? I chose this font because it was playful, and I like the decorative curves. 2. What emotion or feeling are you trying to convey? I want to convey a playful emotion. I want people to feel happy and excited when they see this logo. 3. Why did you choose that colour? I chose this colour because it matches my calm and outgoing personality.

<p>1.</p>	<p>Font Name:</p> <hr/> <p>Size:</p> <hr/> <p>Colour:</p> <hr/>	<p>1. Why did you choose that font?</p> <hr/> <hr/> <p>2. What emotion or feeling are you trying to convey?</p> <hr/> <hr/> <p>3. Why did you choose that colour?</p> <hr/> <hr/>
<p>2.</p>	<p>Font Name:</p> <hr/> <p>Size:</p> <hr/> <p>Colour:</p> <hr/>	<p>1. Why did you choose that font?</p> <hr/> <hr/> <p>2. What emotion or feeling are you trying to convey?</p> <hr/> <hr/> <p>3. Why did you choose that colour?</p> <hr/> <hr/>

<p>3.</p>	<p>Font Name:</p> <hr/> <p>Size:</p> <hr/> <p>Colour:</p> <hr/>	<p>1. Why did you choose that font?</p> <hr/> <hr/> <p>2. What emotion or feeling are you trying to convey?</p> <hr/> <hr/> <p>3. Why did you choose that colour?</p> <hr/> <hr/>
<p>4.</p>	<p>Font Name:</p> <hr/> <p>Size:</p> <hr/> <p>Colour:</p> <hr/>	<p>1. Why did you choose that font?</p> <hr/> <hr/> <p>2. What emotion or feeling are you trying to convey?</p> <hr/> <hr/> <p>3. Why did you choose that colour?</p> <hr/> <hr/>

<p>5.</p>	<p>Font Name:</p> <hr/> <p>Size:</p> <hr/> <p>Colour:</p> <hr/>	<p>1. Why did you choose that font?</p> <hr/> <hr/> <p>2. What emotion or feeling are you trying to convey?</p> <hr/> <hr/> <p>3. Why did you choose that colour?</p> <hr/> <hr/>
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Which design do you feel is the most effective? Why?

Appendix B – TIJ10 Graphic Design: Watch & Learn Links and Read & Learn Links

Activity 1 – Explore the Role of a Graphic Designer

Watch & Learn – Role of a Graphic Designer

Adobe Creative Cloud, 2016
The Secret World of Annie Atkins, Graphic Designer for Films | Adobe Creative Cloud
<https://youtu.be/fIMespYYwTw>
(5:29)



Watch & Learn – PBS Digital Studios

PBS Digital Studios, 2012
The Universal Arts of Graphic Design
<https://youtu.be/sTi5SNgxE3U>
(6:29)



Watch & Learn – Design Careers

The Craft & Design Institute, 2015
Lexi Fontein talks Graphic Design
<https://youtu.be/Ahy3EvFPJwM>
(3:14)



Watch & Learn – Day at Work

ConnectEd, 2013
Maurice Woods talks Graphic Design
https://youtu.be/BmBK0_vbYnY
(4:11)



Watch & Learn – Nike Talent Presents

Nike Careers: Our Stories, 2013

Day in the Life with Nike Design

<https://youtu.be/XfrK-n-ek-E>

(3:53)



Activity 2 – Elements of Graphic Design

Watch & Learn – Fundamentals

GCFLearnFree.org, 2017

Beginning Graphic Design

<https://youtu.be/YqQx75OPRa0>

(6:25)



Watch & Learn – Beginning Graphic Design

GCFLearnFree.org, 2017

Images

<https://youtu.be/MELKuexR3sQ>

(5:46)



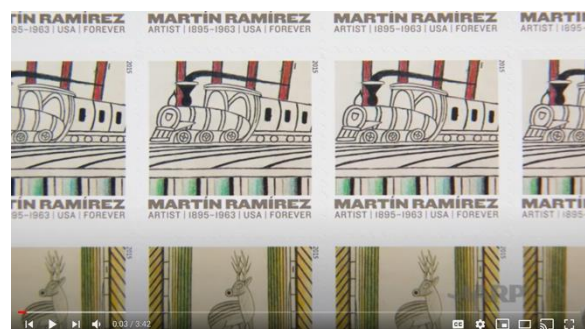
Watch & Learn –How Stamps Get Designed

AARP, 2016

Stamp Design - Antonio Alcalá

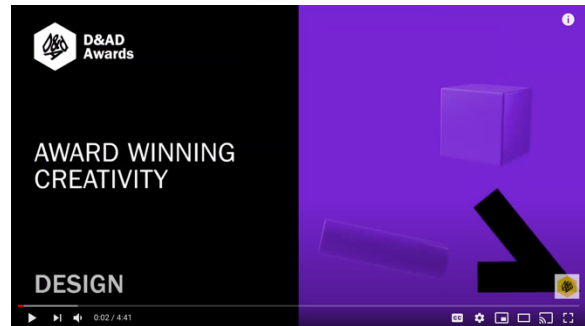
<https://youtu.be/eKh3lq6SV84>

(3:42)



[Watch & Learn –How Stamps Get Designed](#)

D&AD – Creative Advertising, Design and Digital, 2019
2019 The Best Designs In The World
<https://youtu.be/HCHzExdKeRM>
(4:41)



[Activity 3 – The Power of Colour](#) [Watch & Learn – Beginning Graphic Design](#)

GCFLearnFree.org, 2016
Color
https://youtu.be/_2LLXnUdUlc
(6:32)



[Watch & Learn – How to Use Colour](#)

The Futur Academy, 2019
Colour Basics
<https://youtu.be/QkCVrNoqcBU>
(7:07)



The power of color

Color plays a vital role in **design** and **everyday life**. It can draw your eye to an image. Sometimes it can trigger an emotional response. It can even communicate something important without using words at all.



[Watch & Learn – Understanding Colour Profiles](#)

PiXimperfect, 2017

RGB vs CMYK

<https://youtu.be/nkYqX1diJlo>

(4:47)



[Watch & Learn – Colour Psychology](#)

Visme, 2019

Marketing Colour Psychology: What Do Colors Mean and How Do They Affect Consumers?

<https://youtu.be/x0smq5ljl4>

(14:38)



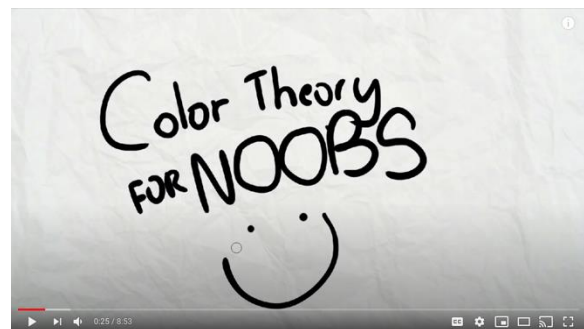
[Watch & Learn – Colour Beginner Guide](#)

Flow Studio, 2017

Color Theory for Noobs

<https://youtu.be/AvgCkHrcj90>

(8:53)



[Read & Learn – Colour Psychology](#)

Nicole Martins Ferreira, 2019

How Colour Meaning Affect Your Brand

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Color Psychology: How Color Meanings Affect Your Brand

Nicole Martins Ferreira - Design
31 May, 2019 - 9 min read - 2 comments



Activity 4 – Create Vector Images
Watch & Learn – Vector Graphics

FlikliTV, 2015

What are Vector and Raster Graphics

<https://youtu.be/-Fs2t6P5AjY>

(1:47)



Watch & Learn – Buddy Media

Buddy Media, 2017

Raster and Vector Graphics

https://youtu.be/p2thSkOa_Xg

(2:36)



Software Tutorials – Adobe Photoshop

Watch & Learn – Photoshop

PHLEARN, 2020

How to Change the Colour of Anything

<https://youtu.be/baW9jj0qs0w>

(5:52)



Adobe Photoshop Tutorials

Set up your Workspace Like a Pro

Adobe for Education, 2020

<https://youtu.be/ewgSApe-oeU>

(9:03)



Adobe Photoshop Tutorials
[Working Smarter and Faster with Layers \(Part 1\)](#)

Adobe for Education, 2020
<https://youtu.be/xVM7c1HTmns>
(10:09)



Adobe Photoshop Tutorials
[Basic Design Rules that you Need to Know \(Part 2\)](#)

Adobe for Education, 2020
https://youtu.be/7yILtiB_9H8
(10:25)



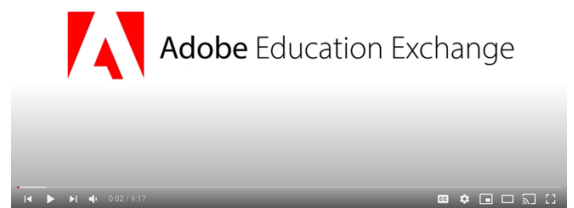
Adobe Photoshop Tutorials
[The Many Possibilities of Photoshop \(Part 3\)](#)

Adobe for Education, 2020
<https://youtu.be/1FyP2EGnnWU>
(3:43)



Adobe Photoshop Tutorials
[Simple Edits to Make Photos Stand Out \(Part 4\)](#)

Adobe for Education, 2020
<https://youtu.be/L7MTU3P2uG4>
(10:22)



Appendix C - Assessments – Peer and Self Evaluations

Name _____

Date _____

Self-Assessment Sheet

1. Describe the tasks you consider to be the best work that you were involved with during this project?

2. What difficulties, if any, did you have with the activities you were involved in for this project?

3. How did you overcome them (or attempt to)?

4. Briefly describe what you learned during this project.

5. Rate YOURSELF on a scale of 1-10 on your commitment and involvement level in this project, from conception to completion. (Consider this carefully. Your assessment and that of your teacher should be closely matched. Be prepared to defend your mark) _____

Name _____

Date _____

Peer Evaluations

List at least 1 item that you feel is great in the design and should stay.	List at least 1 item in the design that you feel needs some more work. And list a suggestion on how to change it.

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