<table>
<thead>
<tr>
<th>Key Concept</th>
<th>Related concept(s)</th>
<th>Context</th>
</tr>
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</table>
| Communication | • Form  
• Perspective  
• Evaluation | Identities and Relationships  
• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind |

**Statement of Inquiry**: Virtual campaigns can shape physical realities

**Inquiry Questions**:

**Factual**:
What is a campaign?
What tools are used in a digital campaign?

**Conceptual**:
How do campaigns affect our lives?
What makes for an effective campaign?

**Debatable**:
Can a campaign bring social change?
Is a digital campaign the best way to raise awareness?

**Objective**

<table>
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<tr>
<th>Outline of summative assessment tasks</th>
<th>Relationship between summative assessment tasks and statement of inquiry</th>
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</thead>
</table>
| **A: Inquiring and analysing**  
• i. explain and justify the need for a solution to a problem  
• ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem  
• iii. analyse a group of similar products that inspire a solution to the problem  
• iv. develop a design brief, which presents the | Students will get acquainted with social campaigns and their results and the connection between the digital world to the real world. After creating the poster, students will evaluate the impact of their ads on people’s decision making. |
| **Summative task**: The students will create a poster for a social campaign based on the major themes of Digital Citizenship. They will analyze campaigns and explore the meaning of Digital Citizenship, they will develop their own ideas for a campaign and create a digital poster. For this purpose they will learn and utilize the digital softwares effectively. After completing the task they will evaluate their work and their result. | |
### B: Developing ideas
- i. develop a design specification, which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

### C: Creating the solution
- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and plan when making the solution.
- v. present the solution as a whole

### D: Evaluating
- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience.

### Approaches to Learning (ATL)

**Communication:**
- Exchanging thoughts, messages and information effectively through interaction
  - Give and receive meaningful feedback
  - Interpret and use effectively modes of non-verbal communication
  - Use a variety of media to communicate with a range of audiences
  - Participate in, and contribute to, digital social media networks

**Reading, writing and using language to gather and communicate Information**
### Stage 2 – Planning for teaching and learning through inquiry

**Action: Teaching and learning through inquiry**

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning process</th>
</tr>
</thead>
</table>
| Students will analyze different campaigns, They will inquire into various factors which make the campaign effective. | **Learning experiences**
• Direct instruction with inquiry Group and class discussions
• Guided inquiry Presentation by teacher, teaching Adobe Illustrator and Photoshop
• Open inquiry Design video from YouTube

Students will explore the way social campaigns work in the digital world and it’s affects on people |

Students will explore and create an a poster for a social campaign based on one of the Digital Citizenship main themes using the knowledge they acquired |

**Teaching strategies**

**Week 1-2: Introduction to the world of digital design**

- What is Design, What is Digital Design,
- Introduction to the Design Cycle
- Introduction to Adobe photoshop
- Opening challenge
<table>
<thead>
<tr>
<th>Week 3-5: Inquire and Analysis</th>
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<tbody>
<tr>
<td>• Explore and discuss Social Campaigns</td>
</tr>
<tr>
<td>• Learn about Digital Citizenship, Color, Typography, Layout</td>
</tr>
<tr>
<td>• Start develop ideas</td>
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</tbody>
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**Week 6: Develop ideas and create solutions**
- Present chosen main theme
- Develop time plan

**Week 7-10: Develop ideas, create solutions and evaluate**
- Work campaign poster (Logo, color, typeface)

**Week 11-12: Inquire, Develop**
- Present final digital product

**Week 13: Evaluate, review**
- Review and evaluate final product and semester progress

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**Formative assessment**

- **Week 2:** Submit Opening challenge for feedback
- **Week 6:** Present Chosen main theme (Criteria A, B)
- **Week 8:** Submit design ideas (Criteria A, B, C)
- **Week 12-13:** Present Final campaign and poster (Criteria A, B, C, D)

**Differentiation**
- Students will have the opportunity to choose their own project
- Students will work in small groups and individually and will have the opportunity to share their work, give and receive feedback.
- Advance students will be given advance online tutorials and task to keep them challenged.
- Each student will be judged according to his own pace and ability to advance his design

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**Resources**
### Stage 3 - Reflecting and evaluating

<table>
<thead>
<tr>
<th>Prior to teaching the unit</th>
<th>During teaching</th>
<th>After teaching the unit</th>
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<tbody>
<tr>
<td>• What do students already know, and what can they do?</td>
<td>•</td>
<td>•</td>
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<tr>
<td>• Will the students be able to use the design cycle successfully?</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• How much understanding of various software in this process will they be able to develop</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>• Will they complete all the course tasks?</td>
<td>•</td>
<td>•</td>
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<tr>
<td>• Will the students understand and relate to the concept of Digital citizen?</td>
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