

Scheme of Work

Course Title:

e-Presentation

Unit Title:

Creating and Presenting Digital Business Materials

Teacher Name:

[Insert Name]

Sector:

Secondary

Age Range:

13–16 (KS3, KS4, NCFE Qualification)

Session Length:

45 minutes

Session	Topic	Learning Objective(s)	Lesson Activities	Resources
Cross Curricular Links Non-teaching				
1	Introduction to e-Presentation & Publisher	Understand what e-presentation means. Identify features of Microsoft Publisher. Recognise the importance of digital presentation in business.	Starter discussion: What is an e-presentation? Demonstration: Basic navigation of Publisher.	Interactive whiteboard Microsoft Publisher

			<p>Class brainstorm: Where are e-presentations used?</p> <p>Paired activity: List potential uses in business.</p>	<p>Handouts: Key terms</p> <p>PCs/laptops</p>
2	Planning and Designing Business Cards	<p>Identify required information for a business card.</p> <p>Plan layout and design elements.</p> <p>Understand branding basics.</p>	<p>Review and discuss sample business cards.</p> <p>Group activity: List essential details.</p> <p>Sketch draft layouts on paper.</p> <p>Teacher feedback on initial designs.</p>	<p>Sample business cards</p> <p>A4 paper</p> <p>Pencils</p> <p>Publisher templates</p>
3	Creating Business Cards in Publisher	<p>Use Publisher to create a digital business card.</p> <p>Apply text, images, and brand colours appropriately.</p>	<p>Demonstration: Inserting text and images.</p> <p>Individual activity: Students create first draft of business card.</p> <p>Peer review and suggestions.</p>	<p>Microsoft Publisher</p> <p>School logo/images</p> <p>Colour printer</p> <p>PCs/laptops</p>
4	Refining Business Card Design	<p>Evaluate and improve business card design.</p> <p>Apply feedback to update the product.</p> <p>Check for accuracy and professionalism.</p>	<p>Teacher-led critique of draft cards.</p> <p>Small group discussion: What makes a card effective?</p> <p>Students refine their designs.</p> <p>Final peer assessment.</p>	<p>Business card checklist</p> <p>PCs/laptops</p> <p>Publisher template</p> <p>Colour printer</p>
5	Introduction to e-Publication in Business	<p>Define e-publications and their uses in business.</p> <p>Explore different types of digital publications.</p>	<p>Starter quiz: Types of e-publications.</p> <p>Showcase examples: Newsletters, leaflets, catalogues.</p>	<p>Internet access</p> <p>Sample e-publications</p>

			<p>Class discussion: Pros and cons of e-publication.</p> <p>Paired research: Find a business e-publication online.</p>	<p>Interactive whiteboard</p> <p>Handouts</p>
6	Planning a Business e-Publication	<p>Understand target audience and purpose.</p> <p>Plan content and layout for a business newsletter or leaflet.</p>	<p>Class discussion: Choosing audience and purpose.</p> <p>Storyboarding activity: Outline sections and main ideas.</p> <p>Teacher guidance on layout principles.</p>	<p>Storyboard templates</p> <p>Publisher</p> <p>Pencils</p> <p>A4 paper</p>
7	Creating the e-Publication (Business Newsletter/Leaflet)	<p>Use Publisher to design and create a business e-publication.</p> <p>Incorporate text, images, and formatting tools.</p>	<p>Step-by-step demonstration: Adding text boxes and images.</p> <p>Individual activity: Students create the first draft.</p> <p>Teacher support as needed.</p>	<p>Publisher</p> <p>PCs/laptops</p> <p>Sample business images</p> <p>Text content handout</p>
8	Improving and Finalising e-Publications	<p>Review and refine digital publications.</p> <p>Ensure clarity, accuracy, and attractiveness.</p> <p>Prepare for digital distribution.</p>	<p>Peer review: Share and critique drafts.</p> <p>Students update their work.</p> <p>Class discussion: What makes a publication engaging?</p>	<p>Peer review checklist</p> <p>PCs/laptops</p> <p>Publisher</p> <p>Colour printer</p>
9	Introduction to e-Safety Leaflets	<p>Understand the purpose of e-safety leaflets.</p> <p>Identify key e-safety messages for young people.</p>	<p>Starter: What is e-safety?</p> <p>Class brainstorm: Risks online.</p> <p>Review sample e-safety leaflets.</p>	<p>Sample e-safety leaflets</p> <p>PCs/laptops</p>

			Group activity: List important topics to include.	Interactive whiteboard Publisher
10	Designing e-Safety Leaflets	Plan and design an e-safety leaflet. Choose appropriate language, images, and layout.	Teacher demonstration: Effective leaflet design. Individual planning: Draft content and layout. Pair share: Peer feedback on plans.	Leaflet planning template Publisher A4 paper Pencils
11	Creating e-Safety Leaflets in Publisher	Use Publisher to create a digital e-safety leaflet. Apply design principles and accurate information.	Demonstration: Adding and formatting sections. Students create their digital leaflets. Teacher support for SEN students.	Publisher PCs/laptops e-safety content handout Images library
12	Presenting and Evaluating Digital Products	Present completed business cards, e-publications, and e-safety leaflets. Evaluate own and peer work against set criteria.	Student presentations: Share digital products. Class evaluation: Use feedback forms. Teacher-led reflection: What went well? What could improve?	Presentation checklist Feedback forms Interactive whiteboard Colour printer

Differentiation Section

- Dyscalculia: Minimise numerical content; use visual aids and pictorial instructions; offer step-by-step guidance on layout and design rather than calculations.
- Attention Deficit Hyperactivity Disorder (ADHD): Break tasks into shorter chunks; use timers to structure activities; provide regular movement breaks; offer clear, written instructions and checklists.

- Speech and Language Disorders: Allow alternative forms of response (visual, written, typed); give extra time for discussion; use scaffolding such as sentence starters; offer vocabulary lists and visual prompts.
- Emotional and Behavioural Disorders: Set clear expectations and routines; use positive reinforcement; provide a calming workspace option; allow for individual reflection time; maintain consistent support and check-ins.

Modification Suggestions for Higher Attaining Learners

- Introduce more advanced design features (e.g. interactive elements, hyperlinks, QR codes).
- Encourage independent research into branding or marketing strategies.
- Ask for a wider range of digital products (e.g. multi-page newsletters, animated leaflets).
- Set tasks involving peer teaching or leading small group critiques.

Modification Suggestions for Lower Attaining Learners

- Provide templates and partially completed examples to scaffold design.
- Offer one-to-one or small group support for key tasks.
- Allow oral or pictorial planning before moving to digital production.
- Reduce the complexity of required content, focusing on core elements and clarity.
- Use assistive technology (e.g. text-to-speech, simplified layouts).