

Quarter 4: Professional Print Campaigns & School Branding

Grade Levels: 7th-12th

Time: Five 45-minute class periods per week

Editable versions of premade resources, such as Mini Lessons/ slideshows, are available by clicking the hyperlinks in the “Materials” list. Materials highlighted in **green** are located in the “Resources Folder” and can be printed for classroom use.

Rubrics for grading projects and participation will not be duplicated in the weekly folders to minimize clutter. Please return to the folder of the week they are introduced, as needed. For example, the Product Quality Rubric, which can be found in Week 8, will be used throughout Quarter 4.



by



Presentation
Systems Inc.

Week 28 & 29

Topic: Designing School Spirit Posters, Signs, and Merch Prints

Objective: During the next 2 weeks students will design, test, and print a school spirit merchandise collection using the large-format printer.

Standards:

- ISTE: 1.6 Creative Communicator
- PA BCIT Standards: 15.4.8.B (Computer and Information Technologies), 15.9.8.I (Marketing)
- CTE Standards: Print Production & Branding

Learning Objectives

By the end of the 2 weeks, students will be able to:

1. Develop a consistent school-spirit brand style through colors, typography, and layout.
2. Create multiple merchandise-ready designs (poster, sticker sheet, banner, spirit sign).
3. Prepare files for large-format printing using proper bleed, trim, and scaling techniques.
4. Print, trim, and finalize school spirit merchandise products.
5. Present final designs and explain branding decisions.

Materials:

- Canva or PosterArtist
- School branding guide colors (if available)
- Large-format printer
- Poster paper, Charlie paper, cardstock
- Cutting tools, mats, straightedge
- Product Quality Rubric (Q1 Week 8)
- Business Style Guide (Q2 Week 10)- [Click Here](#)

Day	Lesson Plans
1	<p>Project Launch & Planning</p> <ul style="list-style-type: none"> ● Warm-Up: “What makes great school spirit merch?” <ul style="list-style-type: none"> ○ Overview: Students review sample merch from the PSI website (posters, game-day signs, sticker sheets). <ul style="list-style-type: none"> ■ https://www.presentationsys.com/_files/ugd/0fdd96_1dda76e3d1044d6582e399b682a4546e.pdf ■ https://www.presentationsys.com/temphome ● Task: Students/ groups choose 2-3 products to design. ● Plan: Complete project planning sheet. ● Exit Ticket: Submit product list and theme ideas.
2	<p>Drafting Begins</p> <ul style="list-style-type: none"> ● Task: As a class create a Brand Style Guide for your school by using the Brand Style Guide Template from Q2 Week 10 ● Task: Students create Draft 1 of their first merch item. ● Teacher Support: Circulate to check alignment, font legibility.
3	<p>Work Day</p> <ul style="list-style-type: none"> ● Full independent design day. ● Students continue building their merchandise series. ● The teacher holds brief conferences with each student/ group.
4	<p>Peer Feedback Round 1</p> <ul style="list-style-type: none"> ● Students exchange designs. ● Use Product Quality Rubric. ● Students revise at least two identified issues. ● Exit Ticket: Write what revisions they will make tomorrow.

5	<p>Printer Test Day</p> <ul style="list-style-type: none"> ● Mini-Proofs Printed: Students print scaled-down proofs so they can be printed on a regular print or on a small scale using the “Test Print” button on Step 4 in PosterArtist. ● Task: Use Product Quality Rubric. <ul style="list-style-type: none"> ○ Mark issues directly on the print ● Discussion: “What did the physical print reveal that the screen did not?”
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Day	Lesson Plans
6	<p>Revision & Improvement</p> <ul style="list-style-type: none"> ● Students revise based on printed proof issues. ● Focus on: scaling, DPI, color correction, spacing. ● The teacher approves files for final printing.
7	<p>Work Day: Prep for Final Print</p> <ul style="list-style-type: none"> ● Students finalize all designs. ● Add bleed and trim lines. ● Export PDF Print. ● Teacher file check required before printing.
8	<p>Final Printing</p> <ul style="list-style-type: none"> ● Students print merchandise designs on the large-format printer. ● Posters, sticker sheets, signs, etc. ● Trim edges using cutting tools.
9	<p>Finishing & Quality Check</p> <ul style="list-style-type: none"> ● Students mount or package final prints as needed. ● Complete quality control using a checklist. ● Fix imperfections (bent corners, uneven trim, color tweaks).

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Printer Test Day

- **Share:** Students present their finished merch collection.
- **Peer Review:** Class gives structured feedback.
- **Exit ticket:** Students complete reflection:
 - What worked?
 - What would you fix if you had more time?
 - Which product is most “sellable”?

Assessment

- Drafts, mini-proofs, final printed products
- Participation in critique
- Final presentation
- Reflection sheet

Extensions/Differentiation

- Allow advanced students to create full branding kits
- Provide templates for students needing support
- Optional: create a digital mockup (shirts, water bottles, posters)
- Students may collaborate on a large team banner

Week 30 & 31

Topic: Designing Professional Event Posters, Banners & Directional Signs

Objective: During Weeks 30 & 31, students create a coordinated signage package for a major school event using the large-format printer.

Standards:

- ISTE: 1.4 Innovative Designer
- PA BCIT Standards: 15.9.8.I (Marketing), 15.4.8.K (Computer and Information Technologies)
- CTE Standards: Print Production for Events

Learning Objectives

By the end of the 2 weeks, students will be able to:

1. Analyze signage needs for an event (navigation, promotion, branding).
2. Design a cohesive large-format signage package.
3. Prepare files using proper bleed, scaling, and DPI for large formats.
4. Print, trim, and mount signage for professional presentation.
5. Present signage set and justify design and placement choices.

Materials:

- Canva or PosterArtist
- Sample event sign templates (Can be found on Canva or PosterArtist)
- Large-format printer
- Banner vinyl, cardstock, foam board
- Cutting mats & tools
- Mini-Lesson: Large-format Readability- [Click Here](#)
- Event Signage Planning Worksheet
- Product Quality Rubric (Q1 Week 8)

Day	Lesson Plans
1	<p>Project Launch & Planning</p> <ul style="list-style-type: none"> ● Warm-Up: “What signs do YOU notice at events?” <ul style="list-style-type: none"> ○ Identify signage categories: promotional, informational, directional. ● Students choose a REAL or mock school event (prom, concert, tournament, etc.). ● Complete Event Signage Planning Worksheet. ● Exit Ticket: List the 3 signs they will create.
2	<p>Drafting Begins</p> <ul style="list-style-type: none"> ● Mini-Lesson: Large-format Readability- Click Here ● Students begin Draft 1 of Sign #1. ● Focus on visibility from distance (10–20 feet).
3	<p>Work Day</p> <ul style="list-style-type: none"> ● Continue drafting Signs #1–3. ● Teacher conferences with each student.
4	<p>Peer Feedback Round 1</p> <ul style="list-style-type: none"> ● Students exchange draft sets. ● Peer feedback using Product Quality Rubric, Discuss how readability & hierarchy are part of Visual Quality. ● Students record revision goals.
5	<p>Printer Test Day</p> <ul style="list-style-type: none"> ● Mini-Proofs Printed: Students print scaled-down proofs so they can be printed on a regular print or on a small scale using the “Test Print” button on Step 4 in PosterArtist. ● Students annotate physical drafts: <ul style="list-style-type: none"> ○ Text too small? ○ Colors too light? ● Mini discussion: Why signage MUST be tested physically.

Day	Lesson Plans
6	<p>Revision & Improvement</p> <ul style="list-style-type: none"> • Students revise designs based on proofing issues. • Emphasis on distance readability & clarity.
7	<p>Work Day: Prep for Final Print</p> <ul style="list-style-type: none"> • Students finalize all designs. • Add bleed and trim lines. • Export PDF Print. • Teacher file check required before printing.
8	<p>Final Printing</p> <ul style="list-style-type: none"> • Students print all signage pieces full size on Matte Paper, Charlie Adhesive, or Banner Vinyl. • Trim edges carefully. • Begin mounting banners & signs.
9	<p>Finishing & Quality Check</p> <ul style="list-style-type: none"> • Mount signs to foam board or poster backing. • Add grommets or tape strips for hanging. • Perform quality check using Product Quality Rubric (Q1 Week 8)
10	<p>Presentation & Reflection</p> <ul style="list-style-type: none"> • Students present signage set as if pitching to an event coordinator. • Peer feedback. • Reflection: "How would your signage guide people through an event?"

Assessment

- Signage drafts
- Printed proofs
- Final signs & banners
- Presentation
- Reflection

Extensions/Differentiation

- **Advanced:** add a floor decal or stand-alone banner
 - **Supports:** offer sign templates
 - **Optional:** collaborate on a full event branding kit
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Week 32 & 33

Topic: Designing a Print-Based Awareness Campaign

Objective: During Weeks 32 & 33, students design a multi-piece campaign promoting awareness of a local cause.

Standards:

- ISTE: 1.7 Global Collaborator
- PA BCIT Standards: 15.9.8.I (Marketing), 15.4.8.E (Computer and Information Technologies)
- CTE Standards: Marketing & Advocacy

Learning Objectives

By the end of the 2 weeks, students will be able to:

1. Identify a community issue and define target audiences.
2. Create posters, banners, and informational print pieces.
3. Use design principles to evoke emotion and action.
4. Prepare and print awareness materials using the large-format printer.
5. Present final campaign and justify design choices.

Materials:

- Canva or PosterArtist
- Awareness campaign planning sheet
- Large-format printer
- Poster paper, banner paper
- Proof sheets
- Mounting board
- Awareness Campaign Planning Worksheet
- Product Quality Rubric (Q1 Week 8)
- Mini-Lesson: Emotional Design- color psychology & messaging- [Click Here](#)

Day	Lesson Plans
1	<p>Project Launch & Planning</p> <ul style="list-style-type: none"> • Warm-Up: "Which community issues matter most to you?" • Students choose a cause (mental health, recycling, bullying, food insecurity, etc.). • Complete Awareness Campaign Planning Worksheet.
2	<p>Drafting Begins</p> <ul style="list-style-type: none"> • Mini-Lesson: Emotional Design- color psychology & messaging- Click Here • Students begin Draft 1
3	<p>Work Day</p> <ul style="list-style-type: none"> • Students continue drafting the two student selected campaign material to create a campaign set. • Teacher conferences.
4	<p>Peer Feedback Round 1</p> <ul style="list-style-type: none"> • Students exchange drafts. • Use Product Quality Rubric (Q1 Week 8) focusing on messaging clarity in the Reviewer Comments section. • Students revise based on notes.
5	<p>Printer Test Day</p> <ul style="list-style-type: none"> • Mini-Proofs Printed: Students print scaled-down proofs so they can be printed on a regular print or on a small scale using the "Test Print" button on Step 4 in PosterArtist. • Students annotate problems (contrast, font size, tone). • Discussion: How did printing affect message clarity?

Day	Lesson Plans
6	<p>Revision & Improvement</p> <ul style="list-style-type: none"> • Adjust messaging, layout, and readability. • Incorporate calls-to-action.
7	<p>Work Day: Prep for Final Print</p> <ul style="list-style-type: none"> • Students finalize all designs. • Add bleed and trim lines. • Export PDF Print. • Teacher file check required before printing.
8	<p>Final Printing</p> <ul style="list-style-type: none"> • Print campaign materials full size. • Trim and mount.
9	<p>Finishing & Quality Check</p> <ul style="list-style-type: none"> • Assemble the campaign set, two student selected items from Day 1. • Final polish and mounting.
10	<p>Presentation & Reflection</p> <ul style="list-style-type: none"> • Students simulate presenting to a community board. • Peer questions.

Assessment

- Drafts & proofs
- Final printed campaign set
- Presentation

Extensions/Differentiation

- **Advanced:** add a QR code with digital resources
 - **Supports:** provide campaign templates
 - **Optional:** Hang posters around school with permission
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Week 34

Topic: Exhibition & Event Planning

Objective: During Week 34, students will prepare, organize, and run a school print exhibition or merchandise sale.

Standards:

- PA BCIT Standards: 15.6.8.E (Finance and Economics); 15.9.8.I (Marketing)
- CTE Standards: Customer Interaction & Print Production

Learning Objectives

By the end of the week, students will be able to:

1. Plan layout and flow of an exhibition space.
2. Print and produce event signage using the large-format printer.
3. Set up a professional-level display.
4. Practice customer service and sales interactions.
5. Reflect on event turnout and their role..

Materials:

- Posters, signage, table coverings
- Large-format printer
- Price sheets, order forms
- Cash box or mock payment system
- Feedback forms

Day	Lesson Plans
1	<p>Event Planning & Role Assignment</p> <ul style="list-style-type: none"> ● Warm-Up: “What makes an event feel professional?” ● Task: <ul style="list-style-type: none"> ○ Students choose roles: <ul style="list-style-type: none"> ■ Display team ■ Signage/Advertising team ■ Customer service team ■ Pricing/business team ● Students will create a table to “sell” tickets to an event or products ● Sketch the event layout plan as a class. ● Exit Ticket: Each student states their role & responsibility.
2	<p>Printing Event Signage & Labels</p> <ul style="list-style-type: none"> ● Task: Students design new or edit previous designs of for an event or product and print event signage using skills they learned: <ul style="list-style-type: none"> ■ Welcome banner ■ Table signs ■ Price cards ■ Tickets ○ Trim and mount signs. ○ Begin organizing student displays. ● Closure: Quick team meeting to confirm progress and create a list of tasks to complete the next day.
3	<p>Work Day</p> <ul style="list-style-type: none"> ● Students continue tasks from the previous day.
4	<p>Setting Up the Exhibition</p> <ul style="list-style-type: none"> ● Task: <ul style="list-style-type: none"> ○ Students set up tables, backdrops, signage, and product displays. ○ Test run the “customer flow” path. ○ Practice customer interactions using mock events and products.. ● Exit Ticket: Write one improvement you will make before tomorrow.

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Exhibition or Sale Day

- Students run the event.
- Responsibilities include greeting visitors, explaining work, handling mock payments, and answering questions.
- **Printer Integration:**
 - The printer is available for “live demo” small prints if appropriate.
- **Closure:** Group debrief (5 minutes): What went well?

Assessment

- Participation in event setup & execution
- Quality of signage produced
- Event Reflection

Extensions/Differentiation

- Students design a “staff badge” for themselves.
- Provide visual layout templates for students needing support.
- **Advanced:** track visitor feedback data and create a small report.

Week 35

Topic: Final Presentation of Student Work

Objective: As the year wraps up during Week 35, students curate, prepare, and deliver a professional-level presentation of their printed products.

Standards:

- ISTE: 1.6 Creative Communicator
- PA BCIT Standards: 15.4.8.G, 15.4.8.B (Computer and Information Technologies)
- CTE Standards: Professional Presentation Skills, Professional Communication & Portfolio Development

Learning Objectives

By the end of the week, students will be able to:

1. Curate a selection of their best printed work.
2. Prepare a professional presentation explaining the process and choices.
3. Practice public speaking and visual communication.
4. Respond to audience questions.

Materials:

- Student print products
- Display boards
- Large-format printer for reprints if needed
- **Portfolio Planning Sheet**

*You may choose to have students plan their display layout before printing to limit the number of large posters needed for hanging and display. Another option is to have students combine all of their designs onto one large-format poster for printing. If you select either option, simply swap Day 2 and Day 3 for this week.

Day	Lesson Plans
1	<p>Curating & Planning the Presentation</p> <ul style="list-style-type: none"> ● Warm-Up: “Which three pieces from this year show the MOST growth? Why?” ● Task: <ul style="list-style-type: none"> ○ Students gather all printed work from the year (merch, signage, campaigns). ○ Choose 3–5 items for the final presentation. ○ Complete a Portfolio Planning Sheet describing why each piece was chosen. <ul style="list-style-type: none"> ■ Students will need to complete one sheet for each piece ○ Begin reformatting any files that need reprinting. ● Exit Ticket: Submit a list of final chosen pieces.
2	<p>Reprints & Polishing Display Materials</p> <ul style="list-style-type: none"> ● Warm-Up: Examine your chosen pieces- what needs refinement for a professional display? ● Task: <ul style="list-style-type: none"> ○ Students re-export files using correct bleed/trim settings. ○ Printer Integration: <ul style="list-style-type: none"> ■ Students reprint items that are low-quality, damaged, or outdated. ○ Trim prints and mount them on foam board if needed. ○ Begin layout sketch for final display board. ● Closure: Quick check-in with the teacher for approval before moving on.
3	<p>Display Building & Presentation Creation</p> <ul style="list-style-type: none"> ● Task: <ul style="list-style-type: none"> ○ Build final display: layout, mounting, spacing, order of presentation. ○ Students will create their “Presentation Script Outline.” They should use information from the Portfolio Planning Sheet to describe their work in their 2-3 minute speech.

4	<p>Work Day: Presentation Prep</p> <ul style="list-style-type: none"> ● Task: <ul style="list-style-type: none"> ○ Continue building displays ○ Students rehearse 2–3 minute oral presentations with a partner. ○ The partner gives feedback. ● Exit Ticket: Students submit their “Presentation Script Outline.”
5	<p>Final Presentation Day</p> <ul style="list-style-type: none"> ● Task: <ul style="list-style-type: none"> ○ Students present to classmates, invited teachers, or administrators. ○ Students display all printed work in gallery format. ● Closure: Applause round and quick verbal highlights.

Assessment

- Portfolio Planning Sheet
- Display quality & craftsmanship
- Presentation Script Outline

Extensions/Differentiation

- Students may create a digital slideshow to accompany prints.
- Provide sentence starters for presentations.
- Challenge students to create a themed “collection” poster (mini portfolio page).

Week 36

Topic: Reviewing the Year & Evaluating the Print Business

Objective: In Week 36, students will reflect on learning, evaluate business operations, and close out the year.

Standards:

- ISTE: 1.1 Empowered Learner
- PA BCIT Standards: 15.6.8.F (Finance and Economics); 15.4.8.H (Computer and Information Technologies)
- CTE Standards: Business Review & Goal Setting

Learning Objectives

By the end of the week, students will be able to:

1. Evaluate their personal growth in design and business skills.
2. Review the performance of the class print business.
3. Complete self-reflections and team evaluations.
4. Celebrate achievements and close the year professionally.

Materials:

- **Final Team Evaluation Form**
- Large-format printer (optional celebratory prints)
- Certificates

Day	Lesson Plans
1	<p>Business Performance Review</p> <ul style="list-style-type: none"> ● Warm-Up: "What do you think our business did BEST this year?" ● Task: Review business records: <ul style="list-style-type: none"> ○ Types of orders completed ○ Quality improvements over time ○ Workflow strengths/weaknesses ● Group discussion: "If this were a real business, what would we change?" ● Printer Integration: Students may print a "Year in Review" poster.
2	<p>Team Evaluation & Peer Feedback</p> <ul style="list-style-type: none"> ● Task: Students complete the Final Team Evaluation Form. <ul style="list-style-type: none"> ○ In small groups, discuss: <ul style="list-style-type: none"> ■ Collaboration ■ Communication ■ Workflow ● Exit Ticket: One sentence: "The skill I'm proudest of from this year is..."
3	<p>Celebration Prints</p> <ul style="list-style-type: none"> ● Printer Integration: Students create a fun print: <ul style="list-style-type: none"> ○ Graduation-style poster ○ "Thank you" card
4	<p>Work Day & Final Printing</p> <ul style="list-style-type: none"> ● Students continue tasks from the previous day.
5	<p>Certificates, Cleanup & Goodbye</p> <ul style="list-style-type: none"> ● Hand out certificates. ● Large-format printer maintenance and follow PSI directions for summer storage of the printer.

Assessment

- **Final Team Evaluation Form**
- Participation in closure activities

Extensions/Differentiation

- Students may build a full-year digital portfolio.
 - Provide reflection sentence starters.
 - **Optional advanced reflection: "If you ran this business next year..."**
-