

Learning Activity 28: Money design

Learning Behaviours: Applying recently developed skills and knowledge to a new situation

Teacher: WDT

DATE: June / 06

Class: 8 E

Learning Activity Description 8E Money Design

Students make 'money' for their pastoral care class.

Money notes were made available on the network for the students to alter, such as Australian notes, monopoly money and other designs.

Photoshop Tutorial – 8e BUCKS

Before starting this tutorial, the class is to discuss and organize the overall name of the class money - Bucks, Sterling, Cash, and 8e emeralds????

What / who should be on the money?
Mr Stephens?, Self portraits? School logo? Patterns and lines?

The size of each design is to be the same – 10 x 5 cm, to help with printing – 10 on an A3 page.

You will each design a note for the class cash – but only one of each of the denominations – 5 in all, will be chosen and printed off to use in 8e class activities – during terms 3 and 4.

Your designs will be in black and white only – but printed on coloured paper.

Option 1 –

File > Open > J Drive > 8e Graphics > pics for bucks > select a note > You Must make a copy > Image > duplicate > rename it > Ok > close down original.

To add a new face on the notes > *file > open > 8e – 2006 > find pic in file > OK*

Right click the marquee to circle > *Clip and drag around the face >*

Use the move tool > click and drag onto the note > ctrl T > move and enlarge to position.

Use filters to change the image – soften or enhance.

Use the T (text tool) to include name of money and any other details.

Change the note to *greyscale > image > mode > greyscale > flatten > OK*

Please adjust the brightness/contrast > *image > adjustments > brightness/contrast.*

Option 2 - Design your money from scratch

File > new > image size width – 10 cm, height 5 cm > contents – white

Use your knowledge of gradients and patterns to create your own background

Use the T type tool to add text – change the style, colour etc



Discussion Tool: What is the Money for? What will the Money be called?

8E had some problems deciding what their money should be called. Discussion became a chore, with bully tactics being used.

Student Comments:

Time ran out! Students' money was designed (mostly) but the class didn't have time to reflect on how they felt about this task. Not all students completed this. A copy of all designed 'Dough' was included into 8E's workbook. A decision on which design per denomination they could maybe make next semester in their pastoral care time. A copy of all designs will be forwarded to their pastoral care teacher.

Teacher Journal: For the final Photoshop tutorial, I decided to work with 8E's form teacher Tim. Tim has in the past used an incentive system of 'Bucks' for good behaviour etc with his pastoral care group. The group's teachers are presented with 'paper' money, which is given out to individuals for working contracts, good attitudes and improved performances. The money is then used to buy goods at a class auction. I decided that 8E would, using Photoshop, design their own money for this pastoral care activity.

Unfortunately, I encountered a number of problems, including a less than cooperative Year 8E group, as well as an obvious lack of independent learning skills.

The first obstacle to be addressed was what to call the class money. Unfortunately, a few members of the class attempted to use bullying tactics to select their choice of name over everyone else. This resulted in a class division, and led to some negative results, kids not caring etc.

Another problem encountered was time wasting by a number of students. A class group photo was taken prior to the start of this session – with the idea that some students may prefer to use the image of all class members for their money. Many students took most of the first lesson just enlarging individual images, and not being on task. We discussed consequences of using individual images without permission but still, some students persisted in distorting class members images in a negative way (At least they showed that they had learnt something!)

My main concern was that a large number of students continued to take the easy way out when stuck – by simply asking me to solve their problems. "Ms Ward... how do I do...?" was still a constant call out. They still were reluctant to work through the tutorial sheets. Many didn't bother to 'go back' to their books – where answers were available. And the worst part ... was my realization that I slotted back in to theirs and mine, easy options – of doing their work for them. In the end it was easier for me to sort out their mistakes. When I gave them options, things that we talked about such as – 'ask someone else before me', or 'look through your book', - or use the web-based tutorials', many students wouldn't bother and gave up. Because I wanted to finish each tutorial properly, and successfully, I fell back in the habit of fixing problems for them.