

## Creative project: Make your own Infographic Teacher's Notes

- 🔗 **For:** Teenage or adult students (and teachers!) who have some experience in using digital tools to edit & format texts
- 🔗 **Level:** Intermediate+
- 🔗 **Type of lesson:** Online/computer classroom Collaborative Project over several lessons including: Video comprehension, group collaboration, writing, editing and formatting
- 🔗 **Objective:** collaborating in groups using a short video as a source of information to create infographics, sorting and sequencing information, using images, editing text
- 🔗 **Language points:** *for groupwork* - making suggestions, agreeing/disagreeing, comparative & superlative for choosing. *for writing* – using appropriate forms e.g., present simple for factual information, present continuous or present perfect for trends, present or past simple for historical facts
- 🔗 **Requirements:** Computer/internet access for students, Canva subscription (free basic version on website, only email required) also Padlet recommended for students to share their work.

### Preparation

Infographics are a great resource for language teaching. They can brighten up a set of rather dry facts and break down texts into small easy to read chunks with visuals to aid understanding. Having recently discovered that they are relatively simple to create using the free Infographic tools offered by Canva.com, I thought that the creative process of putting together an infographic could become a great class/group project in its own right. Now that so much teaching is being done online and teachers and students alike have had to adapt to using digital technology for lessons, why not have some creative fun with these new tools?

### TED-Ed video resource

The idea of using video as an information source for the infographic rather than texts or random internet searches is that it avoids the issue of copy and pasting. Plus, TED-Ed can probably be trusted to provide well-researched and fact-checked information (but please let me know if you find this is not the case!). They have made a number of animated “Brief History of...” type videos freely available on YouTube which I have compiled into a playlist:

<https://www.youtube.com/playlist?list=PLO6rp2iSmKGvToAcAtI0XNDbmR6JL7UUh>

Each video is about 5 minutes long and the use of animation will not only help student's comprehension but it can also help guide them when it comes to finding appropriate images for their infographics.

The subjects are varied on everything from *Chess* to *Toilets* and so for the purposes of a class activity you'll need to carefully select topics that you feel are both suitable for and relevant to your students. Make sure there are at least enough topics according to the size of your class and how many groups you want to have, with groups of up to 4 students.

As a lead in to this project you could use the Express Yourself in English video/infographic lesson on the History of the Skateboard included in this blog:

<https://expressyourselfinenglish.com/2021/06/27/topic-requests-iii-skateboarding/>

## Canva for creating Infographics

Canva.com is a fantastic resource which includes a free and relatively simple infographic creating tool. <https://www.canva.com/create/infographics/>

If you haven't used it before you need to try it out for yourself to assess whether this is something you could do with your class, and that you'll be able to explain how it works. For online lessons and classes with computers this is a fantastic tool for project-based work, compiling information in a clear and colourful way that looks really professional.

The student handout that comes with this lesson plan is an example of an infographic I did using Canva (only the second time I'd ever made one). Find a few other examples of infographics to share with the students – there are plenty out there already, perhaps it could be on topics you've recently looked at. Here are the key points for creating infographics:

1. **Keep it simple and focussed** avoid cluttering with too many words or images
2. **Layout** there are a choice of *templates* on Canva. Think about how to sequence the data, selecting the template best suited to the kind of information you are sharing
3. **Use sections** with headings to illustrate each piece of information separately
4. **Images** should be used to help readers understand the information in the simplest possible way
5. **Font and image size** can be used to highlight the most significant data

For more ideas here's a helpful tutorial blog for making infographics on Canva: <https://themeisle.com/blog/how-to-create-an-infographic/>

For students who have had little experience editing with tools like Canva it may be necessary to do a demonstration to guide them through the process of selecting a template, copying and pasting, editing and formatting text, adding images and headings and saving to a PDF format.

## Language for Group work

As a group activity there will be many decisions to be made, the aim is for students to use English when they are discussing their ideas. In the run up to the project you might want to remind them of some useful language for making suggestions, agreeing/disagreeing and comparing/contrasting.

## Online lesson project

If you are teaching online with a class, you can use *breakout rooms* for groupwork. Also, *Google Docs* would be a useful way for sharing and editing texts in groups and *Padlet* for sharing work at different stages, but particularly for the final version.

## Computer Classroom

In a computer classroom, either students can work in small groups of 3-4 using one computer if space allows or they can collaborate online as with the online lessons using breakout rooms, Google Docs and Padlet.

## Lesson plan

*Note that the timings given will depend on the student's knowledge and experience of using this kind of software and even for students who are more competent using these tools, they might need more time for the creative tasks. These timings are just a guide and to avoid certain tasks taking too long.*

### Lesson 1 (60 minutes)

1. Explain that the students are going to work in groups to create their own infographics using information from videos. Ask if anyone can explain what an infographic is (2 mins)
2. Share 2 or 3 examples of infographics, explaining what they are for and go through the list of key points on how to go about making them (see above). Give out the handout infographic (10 minutes)
3. Invite students to select two topics from the list of videos, 1<sup>st</sup> and 2<sup>nd</sup> choice. This will give more options when putting the groups together. (5 minutes)
4. Divide the class into groups of 3 or 4 according to their topic choices. (3 minutes)
5. Each group watches their video. As a group they decide on the sections/headings for their infographic (30 minutes)

### Homework (30-40 minutes)

6. Each student selects one or two sections to write. Watching the relevant part of the video in their own time, they can write a short text (approx. 30 words) with a heading for that section, making sure it's not too long or complicated. (30 – 60 minutes) It is important they do not simply copy the narration word for word. They will need to simplify and shorten it.

### Lesson 2 (60 minutes)

7. The students share their texts as a group and give each other constructive feedback/suggestions for improvements. (20 minutes)
8. They choose a template, the layout of the sections, fill in the texts and headings into the sections, and add images for each section (30-40 minutes)

### Lesson 3 (60 minutes)

9. Final editing process, formatting, selecting colours, graphics, fonts etc. to make the infographic look good and easy to follow (30-40 minutes)
10. Students create final version PDF copies which they share with the other groups either online, for example via Padlet, or they can be printed and pinned up on the wall. (10 minutes)
11. Students read each other's infographics and comment on what they like best about each one
12. Project Feedback. Ask students to talk about what tasks they enjoy most, what they found challenging, how they feel about the final