**Currency Lesson Notes weeks 5-8**

Overall Section Aims:

* To encourage students to examine their own national identity and its visual representation
* To promote creativity
* To encourage students to critically examine their own choices and conceptions

Week 5 – Japaneseness

1. Inform the students that their next task is to design a new banknote for Japan, in pairs.
2. You could start with a quick national symbols of Japan quiz – **flower**>chrysanthemum, **animal** > raccoon dog, **bird** > red headed crane and green pheasant, **fruit** > lychee, **tree** > cherry blossom, **sport** > Sumo
3. Students complete the **11. Ask Around** questionnaire to get them thinking about things that symbolize Japan.
4. Students then complete the **12. Japaneseness** document to clarify their ideas and associate these abstract concepts with actual people, places and things.
5. Students get into pairs and decide between them the characteristics and images that they want to include on their banknotes. They can then start to save images from Google that they might want to use in their designs.

Week 6 – 7 Design

1. Students open the **13. Blank Currency Design** powerpoint presentation and begin designing. Student can use some of the design elements on Slides 2 and 3 if they wish, otherwise search Google images for **design elements** or more specific images.
2. Initially quite a bit of demonstrating might be required. It’s sometimes useful to pull apart one that has been made before (see **14. New 1000 Yen banknote design**) to show how the various elements are layered.
3. Some of the key PC skills that might need practicing are (in order): changing image colours & layering (see **15a. Colour Change and Layering video**) removing backgrounds & cropping (see **15b. Removing Backgrounds and Cropping video**) andusing **phixr.com** (see **15c. Using Phixr.com video**)**.** You can either demo these yourself or point the students to the videos on the Media English website (<http://elimediaenglish.weebly.com/401/login.php?redirect=/>)
4. Given the stake that the students have in the creative process and the outcomes, there is huge potential for genuine, meaningful interaction throughout the design process. Students can walk around and ask “What does this symbolize/represent?”, “Who is that? “ How did you make that?” “Where did you find that?”etc. Students can also seek guidance on design or technical aspects from each other or the teacher.

Week 8 – Explaining Choices

1. What students do with their completed designs after this is really open for experiment. Presentations are an option but the students may well be “presentationed out” by this stage in the term. Another option is for them to make an interactive on screen presentation. See below;
2. When the students have finished designing, the next goal is to get them to explain their choices of design. Run them through the example **16. New 1000 Yen banknote** document to give them an example of how to structure their explanations and offer some lexical tidbits.
3. Students then create a similar document for their banknote which they will then record as a narration to then attach to the PowerPoint slide, taking turns or one covering the front and the other the reverse. This is best accomplished with the MP3 hand held voice recorders. These sound files should then be converted to WAV files (PowerPoint won’t play anything else) at one of the innumerable sites such as <http://audio.online-convert.com/convert-to-wav>. and saved to the students USB. To attach the sound files to a PowerPoint slide see **17. Attaching Sound Files To PowerPoint Slides Video**
4. Students then need to **delete** slides 2 and 3 and send the completed Slide 1 to the teacher. The teacher then needs to collate them all together and add a cover slide with **links** to each note and **backwards**. (see **18. Collected Completed Designs Short version** for an example) This takes about 15 – 20 minutes so it’s best to do this background task between classes.
5. Students then access the teachers collected completed designs presentation (either via server, or transfer to USB) and complete the **19. New Banknotes questionnaire** document.
6. It’s good to finish with a review of some of the actual thought processes that the students have been through to reach this point.
7. Finally the teacher could ask the students to have a look through them all and vote for their top 3.

This whole section leads on quite neatly to other Media English orientated topics such as stereotypes, art appreciation, photo journalism and even things like subliminal marketing.