

Ways to use this competition resource in your classroom.

The Blind Foundation Brief provided will allow students to meet the requirements to directly enter the [Adobe ACA World Champs](#).

The supplied competition brief and the accompanying resources can be used to assess students knowledge and skills in digital media, design development, and/or processes to develop a digital outcome across NCEA levels 1-3. The brief provides a rich authentic context and the specifications provided within the brief and competition pack (e.g. Clear Print Accessibility Guidelines and Visual Identity Guidelines) are clearly linked to the relevant implications.

The focus of the digital media assessment could be print and/or web based, depending upon the key focus areas of the programme of learning. For example, the students can design and develop the web landing page as a print document and then use that as the basis for coding the web page in HTML/CSS.

To further step up the complexity of a web outcome (for levels 2 or 3) students could use a range of advanced or complex techniques, such as including interactive content, including jquery or bootstrap libraries, creating responsive designs, connecting to databases (with possible further assessment opportunities against the database standards).

Print step ups (for levels 2 or 3) could be the introduction of commercial parameters ie saved as PDF with 3mm bleed, trim marks and colour bars, CMYK, Fonts embedded or converted. All links must be supplied 300dpi minimum, and converted to CMYK, Greyscale or Duotone (Not RGB).

Print outcomes could include folded brochures and folders with flaps, business card slits and diecut flaps that hold other documentation.

Students could develop merchandise designs could include clothing, mascots, Bikkie party invites, instructions, FAQ's and other paraphernalia.

Another step-up idea could be the development of an animation or video that shows the fun of the Bikkie fund-raising party and promotes involvement across different groups and communities.

It is essential that teachers who plan on using this resource as a context for their teaching and learning programs do refer to the Achievement Standard documentation on NZQA to ensure the task they develop does meet the specifications of the standard.

This context could be integrated with other areas such as food technology, Young Enterprise, or school social outreach programmes. <https://blindfoundation.org.nz/bikkie-day/>