



Design School Lesson Plan

# Illustrative Infographics

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## TITLE OF LESSON

Illustrative Infographics

## ACHIEVABLES

- Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity ([Next Generation Science Standards for Earth and Human Activity, High School](#)).

## PREPARATION

- Students will each need a computer with an internet connection (students can be partnered up if need be).
- Present the [Canva Quick Guide](#) to onboard your class quickly.
- Read teacher notes.

## SUGGESTED LESSON FLOW

### Part I: Examine Systems and the Effect of Human Activity on Them

- Assign partners or small groups of students to research the relationship between rising carbon dioxide levels and global climate changes. They can use <http://climate.nasa.gov/evidence/> or <http://www.ncdc.noaa.gov/> or other websites to find data that describes the measured levels of carbon dioxide over the last century, as well as changes in average temperature, sea level, glacier coverage and others.
- Each group will choose one area on which to focus their research, such as the comparison of changes in carbon dioxide levels to those of sea level changes.

### Part II: Design Infographics

- Teacher will show Canva's [Introduction to Infographics](#) Tutorial to introduce use of infographics.
- Once data is collected, students will open their Canva accounts and a "Presentation" design template. They can choose a background that is on Canva or upload one of their own that reflects the theme of their project.
- Students will go to the master search panel and the "Infographics" category. Using graphics from this, the "Icons," or the "Shapes" categories, students will create their own infographic to communicate the data they've found in their research.
  - Examples of related infographics can be found at the following links:
    - <http://news-by-design.com/carbon-dioxide-emissions-per-capita-per-country/>
    - [http://visualization.geblogs.com/visualization/co2/#/flights\\_NY\\_LA](http://visualization.geblogs.com/visualization/co2/#/flights_NY_LA)
    - <https://climatechangeslife.wordpress.com/multimedia/infographics/>

- Remind students to use the text options to cite the source(s) of information used in their infographics.
- Students will “Describe and Tag” their projects, then download the image and save to a shared folder such as in Google Drive or Dropbox. If students have access to Google Drive, the teacher can instruct them to add the images to a shared Google Slideshow.

### Graphic Design Notes (Use [Tips for Great Design](#))

Before students start designing, run through the Tips for Great Design one-page reference guide. This includes five important tips for creating an effective design.

### Part III: Interpret Data

- Once all of the infographics are added to the Slideshow or to a shared folder, students (in groups or individually) should be assigned a slide to critique and interpret. If it is on Google, students can add comments to the slides online. Otherwise, this can be done on paper.
- Using information from the slides, students will make predictions about long-term changes that may occur if there are no modifications made in human behavior.

### HOMEWORK/EXTENSION ACTIVITIES

Students can create a Persuasive Poster in Canva to “evaluate or refine a technological solution that reduces impacts of human activities on natural systems.” (<http://www.nextgenscience.org/hsess3-earth-human-activity>)

After choosing 1-3 similar infographics slides, students could write an essay that details the influences these climatic changes.