

## AUDIO VISUAL EDUCATION

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Module II

Non Projected Visual Aids

Unit 4

Posters & Cartoons.  
-----Instructional Objectives:

1. Classify by definition posters.
2. State the four characteristics of posters.
3. Identify four functions for which posters are used for instruction.
4. List the five steps to be followed while using posters for instructional purposes.
5. Classify by definition Cartoons.
6. Prepare posters on safety, applying the principles of design.

We have seen that charts present visual ideas or concepts which are difficult to be understood if presented orally or in a written form using words. Now let us consider what posters are?

All of you without a single exception, could not have avoided the posters from your daily life. Today the poster has a unique and important function among visual communication media. Its rule is to implant very quickly in the viewers mind, or to make him recall a single important idea. Thus the poster must have strong eye appeal, to attract attention. It should have enough holding power.

Audio visual materials stimulate plenty of thinking, talking and doing. But you must use audio visual materials as part of an organised system. You must be able to impress your audience with an idea, quickly, no matter where or how they see it. In any instructional process, the generalised understanding that come out of the instruction will be important. The poster can quickly put over one simple idea. It can represent a general concept in terms of "seeing".

#### Characteristics of Posters:

They must be simple and attract attention or their usefulness is lost. They must have a dynamic impelling quality.



1. Dramatic simplicity,

To attract attention, the prominent features of the poster must stand out sharply,

2. Self-contained message,

The message must be transmitted clearly and quickly;

This is achieved by combining picture with a brief text printed boldly. The meaning or message must be grasped at a glance.

3. Attractiveness,

Effective posters must be pleasing to the eye. It must be interesting, embody good design and lettering,

4. Design and Colour,

Good composition, colour and technique are principal elements in preparing effective posters.

Colour provides meaning and expression as well as beauty, when it is appropriate.

We will discuss now in detail how we can use Posters for helping us in improving learning,

The poster can be effectively used for the following activities,

1. Motivation.

2. Reminders,

3. Atmosphere

4. Creative experience.



Suggested Uses of Posters:

\* Motivation

A poster like the one above showing a cut finger, on safety, is highly motivational to a beginning skill trainee. A point for cultural understanding - familiarity - is achieved by exhibiting a poster on Taj Mahal at various tourist centres. We all know, how well cinema posters motivate all of us, for the purpose for which it is exhibited.

\*\* Reminders

A poster may also be used as a reminder or to create an awareness of subject. Knowledge alone is seldom enough for any trainee learning skill. There is a need for frequent and varied methods of jogging the learner so that he will put his knowledge into practice until he is adept in a skill or it becomes habitual.

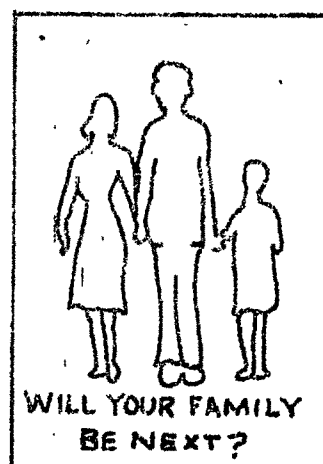
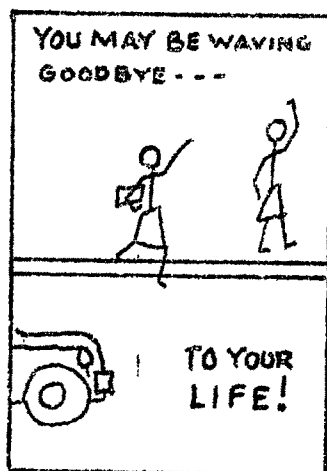
When poster loses its freshness, it loses the principal value - the power to attract the eye and to implant an idea.

### \*\*\* Atmosphere

This is a third type of use, in which the poster may continue to be valuable after its initial impact is over. Good posters assist in creating a desirable atmosphere or feeling for the subject matter under discussion. New methods come and you have new posters. Sometimes you would like to compare with similar methods of yesterdays.

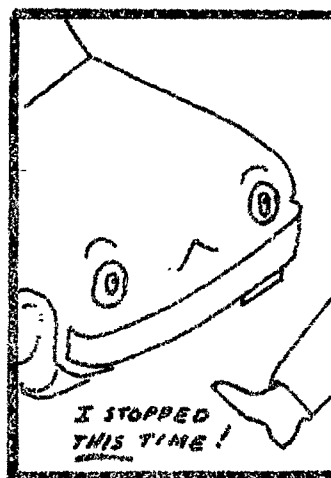
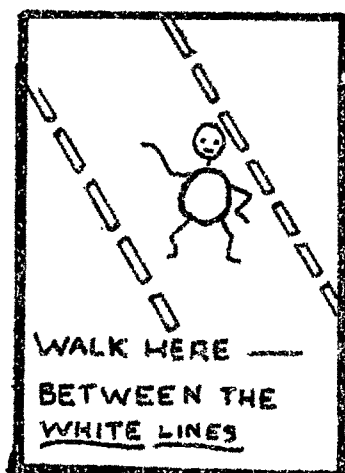
### \*\*\*\* Creative experience

A fourth helpful use of posters in teaching, lies in their creative and participative possibilities. Effective instruction makes use of natural interests wherever practicable, and develop new experiences on the foundations of the old. When you ask your students to make his own posters you give him an opportunity of expressing what he has learned.



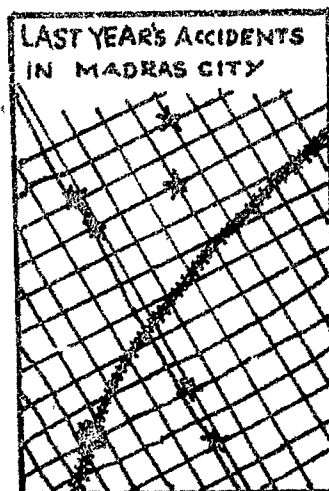
## HOW WILL YOU PLAN FOR PARTICIPATION?

In order to do thinking and acting, people have to be genuinely concerned with what is on a poster. They have to participate in some way, either with the idea shown or through some obvious concept. When you arouse people, they are more likely to feel caught up in what is going on. You can work on their emotions through fear - you might show a woman waving good-bye to a friend as she steps out into the street and entitle the poster "YOU MAY BE WAVING GOOD-BY TO YOUR LIFE". That would certainly get attention. Or you might appeal to their love of their family and their fear for its safety showing a family disrupted by an accident and asking. "WILL YOUR FAMILY BE NEXT?" The positive rather than negative ought to be emphasised. You could use humour and point out the right thing to do. You could use an animated car that teaches good things and ideas. Or you



might overemphasize the danger in some humorous way like having the jay-walker flying through the air in pieces, saying, "NEXT TIME I WILL LOOK BOTH WAYS". Normally one will become interested

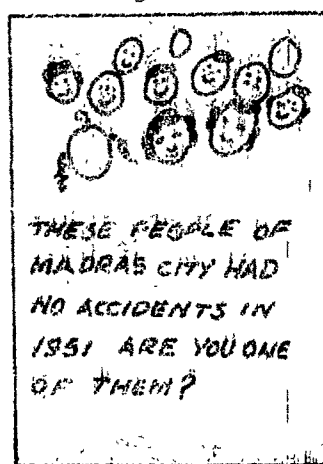
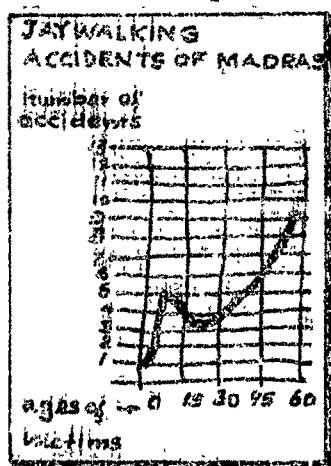
in some problem that touches him directly. Perhaps you ought to make a graph that shows the ages of the people who have been involved in pedestrian accidents this year, and each person could find himself on the graph. You could emphasize the positive side again by saying that "1700 people



in our country will have traffic accidents in 1982". "Will you be ONE of them."

You could express your ideas well, use the tools of design to help you use size, shape, lines, texture, colour etc. to bring the poster to eye catching and interesting one. The poster about YOU MAY BE WAVING GOOD BY, does not show the woman moving. Is it not? Make a change of the curbstone or edge of the road, separating the footpath by a slant line. Looks better. The woman seems to step off towards danger. Your eyes start at the left top corner with a copy and they read across, then notice the woman and her friend, then follow down the curbstone line to the car, then come back up and into the scene with the imagined movement of the car to the vital spot where the accident and the copy coincide. It is a more complicated path than in the car poster but it works.

Now both posters are dynamic and stimulating.



All your ideas here have originated in terms of black-and-white diagrams. Can you use colour? You can choose colours and contrast, that will not clash too violently.

You have been reading about the posters. We hope you have been doing a lot of thinking. Now you may gather the materials and the equipment and go to real problems and work. What will you need? Ideas ! Is that all? No .

Cardboard or thick papers few centimeter larger than the size you need, so that you can later trim the edges. T square, Range of pens and brushes, Indian ink, poster colour, tracing paper, rubber, pencil etc.

How to use Posters in the classroom

Check through your lesson plan and select topics that need more effective impact. Then use a poster. Remember that a good poster has only one dominant idea. Present the idea so that you can at a glance drive home your point.



The poster may be used to (1) introduce, (2) present and (3) review the topic or subject.

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The following steps are essential:

- (1) Prepare the student,
- (2) Present the poster,
- (3) Apply the information,
- (4) Examine/Test the student, and
- (5) Review the problem.

The methods required to carry out each step vary and will depend chiefly on the topic and nature of the group of students. Following steps could be followed:

- (1) Introducing the topic:
  - a. Arrange the class before the group meets.
  - b. Display poster in a conspicuous place in front of the class room.
  - c. Throw spot light on the poster, if possible.
  - d. After brief introduction, explain the purpose of the poster.
  - e. Turn off spot light after introduction.
- (2) Presenting the topic:
  - a. Each step or idea in the poster is carefully presented in proper order.
  - b. Correlate with other visual aids where possible.
  - c. Clarify doubts and problems, at each step.
- (3) Reviewing the topic or subject:
  - a. Before closing the class, throw the spot light again.
  - b. Briefly discuss each step or idea.
  - c. Remove poster, and where feasible, keep it on a bulletin board.
- (4) Activity:
  - a. Encourage students to develop and prepare posters.
  - b. Allow sufficient time for the preparation.
  - c. Give opportunity to present the poster to the group.
  - d. Encourage novel ideas.

## CARTOONS.

In Module I, you have seen in the Dale's Cone of experience that visual symbols occupy the upper layer of the cone depicting "Symbolic" representations, i.e., they do not represent realities, but symbolise the reality. Thus there is a difference between representing realities and re-presenting the real ones. A photograph is intended to look as much like the subject as possible. It imitates and represents the appearance with like detail. The word "good luck" stands for something, but it does not look like the thing it stands for. 121

The swastika is a sign. The cross is also a sign. Most of you are familiar with them. Symbols such as +, -, &, £, Rs, are all well known to all of you. Are symbols dry and lifeless abstractions? No or? Yes? Yes, is the answer. You know that many of us respond with feelings to certain symbols because they have personal significance to us. Don't you have the feeling for our National Flag? Visual symbols are of two kinds. Cartoons and drawings. They relate closely to our ideas of signs. The second is composed of various graphic materials like charts, graphs, maps, posters, etc. They bear less resemblance to the things they stand for.

You have already been told about posters. Recall the definition. Poster is a well designed visual carrying a single message, it aims at one main purpose. Now let us see what a cartoon is. Cartoon is an interpretative picture.

Cartoon is defined as a graphic communication form, which exaggerates in order to stress a point and also capture attention.

The power of cartoon to influence opinion lies in its compactness, its simplification of issues, and the considerable interest that can be aroused by sharply drawn illustrations that are laced with humour.

Cartoons are graphic communication forms which can capture attention quickly, influence people's attitude and behaviour. It is predigested information, with a strong visual impact.

All cartoon for educational and training use should 122  
(a) be simple, (b) have clear symbols and (3) be appropriate  
to experience level.

Suggested use of cartoons:

1. Motivation, 2. Illustrations,& 3. Trainees activity.

We adults interpret political situations through cartoons. You have seen cartoons in many magazines. The Cartoons, because of their simplicity and uniqueness help in the formation of concepts and the development of the ability to abstract and generalise. Their values seem to lie in the fact that they are compact and have attention getting qualities. They can represent more words in less space provided, and can be adapted to all levels of maturity, not only to children. A metaphor can be more powerful than a direct statement. Cartoons tell us stories metaphorically. That is why, they produce more lasting effects on the person. The less an artist depends on words the most effective the symbolism. The best cartoons make their point instantaneously. They are of course, aesthetically pleasing. They are powerful mediums. The cartoonist plays with humour, satire, mockery, he damns and blesses; he blackens and gives colour. One word of caution, the teacher will have to be alert to see that the trainees do not confuse the ridicule and exaggeration of the cartoons with facts.

Cartoons are in use for more than three centuries. We have a number of stories in our country from Tenali Raman's time on caricatures. Though initially it was a pastime, the possibilities offered by caricaturing for satire, comedy and ridicule soon became formally recognised. Later, there developed a visual form of social satire which dealt with groups and their composite characteristics. Famous cartoons of Laxman on Little Iodine are very popular. The serious cartoon is a pictorial representation of caricature of a person, idea, or situation that is designed to influence opinion.

A cartoon is built around a single idea, it may employ caricature, satire, exaggeration, symbolism, and humour of a sort. Humour may and mostly does extend to outright ridicule, particularly on political subjects. It may tend to be abuse. We intend to use cartoons in Module III. You will get first hand experience, if you already haven't.

Learner Activities:

1. Define
  - a. Poster
  - b. Cartoons
2. Say four characteristics of posters.
3. Say to what functions could you use the posters.
4. State the five steps to be followed in using poster during your teaching.
5. Give three example of situations in your vocation where you can use
  - a. Posters
  - b. Cartoons
6. Make
  - a. Black and white poster on a topic in your trade area- Emphasise on simple idea and layout.
  - b. A safety poster in colour- Emphasize on attraction.
  - c. Colour poster on a topic in your trade area- Emphasize on clear and simple message.

## AUDIO VISUAL EDUCATION

Module - II : Non Projected Visual Aids  
Unit - 4 : Posters and Cartoons

## Practical Exercise - 14 : POSTERS -I

A. PROBLEM Preparation of POSTER (Black & White)  
to provoke thoughts.

Prepare a poster in Black and white,  
related to your trade, on a topic to  
be used for your practice teaching to  
provoke thoughts.

The topics for your practice teaching  
are available with your Visual Aid  
Workshop Training Officer.

- B. PROCEDURE:
1. Decide your layout.
  2. Decide on caption.
  3. Select letterguide or use freshhand style.
  4. With soft pencil, draw outline.
  5. Use crayons if available, or with soft pencil, shade areas.
  6. In case you use Indian Ink, or other black ink, be careful on neat inking.
  7. Avoid using too much rubbing with rubber.
  8. Write on the back of the paper, the topic, instructional objective, your trade and roll number.

## C. MATERIALS AND EQUIPMENT:

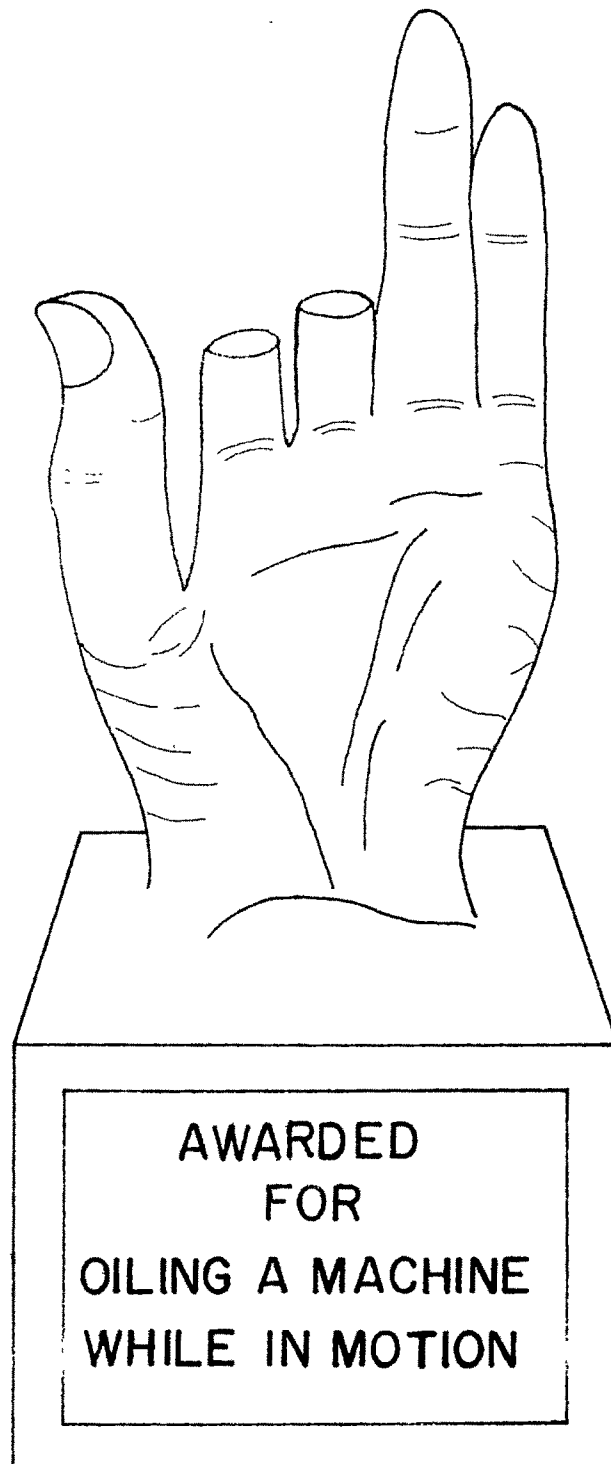
1. Paper, pencil, crayon, Indian Ink, brush, pens, etc.
2. Drawing Board, Instruments, Set squares, T-squares, Protractor and stencils, etc.

## D. POINTS FOR GRADING:

1. Visual attention.
2. Attention.
3. Message.
4. Caption.
5. Cleanliness.
6. Overall appearance.

## E. DEADLINE FOR THE PROJECT: May 3rd.

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## AUDIO VISUAL EDUCATION

Module - II : Non Projected Visual Aids.  
Unit - 4 : Posters and cartoons.

## Practical Exercise - 15 : POSTER-II

A. PROBLEM: Preparation of POSTER (Colour) - Emphasize on simplicity.

Prepare a POSTER on safety which will suit to your trade to be used for your practice teaching. There are ten illustrations that will be furnished to you by your Visual Aid Workshop Training Officer.

## B. PROCEDURE:

1. Decide layout.
2. Decide message.
3. With soft pencil (HB) draw outline and shade lightly where required.
4. Avoid too much rubbing with rubber.
5. Use appropriate colour combinations to get more illustration.
6. Avoid brush marks and irregular inking.
7. Give a suitable caption.
8. Use letterguide for writing.
9. Write on the back of the paper, the topic instructional objective, your trade and roll number.

## C. MATERIALS AND EQUIPMENT:

1. Papers, pencils, colour pencils, ink.
2. Drawing Board, Instruments, Posters, stencils, set-squares, protractor, T-squares.



## D. POINTS FOR GRADING:

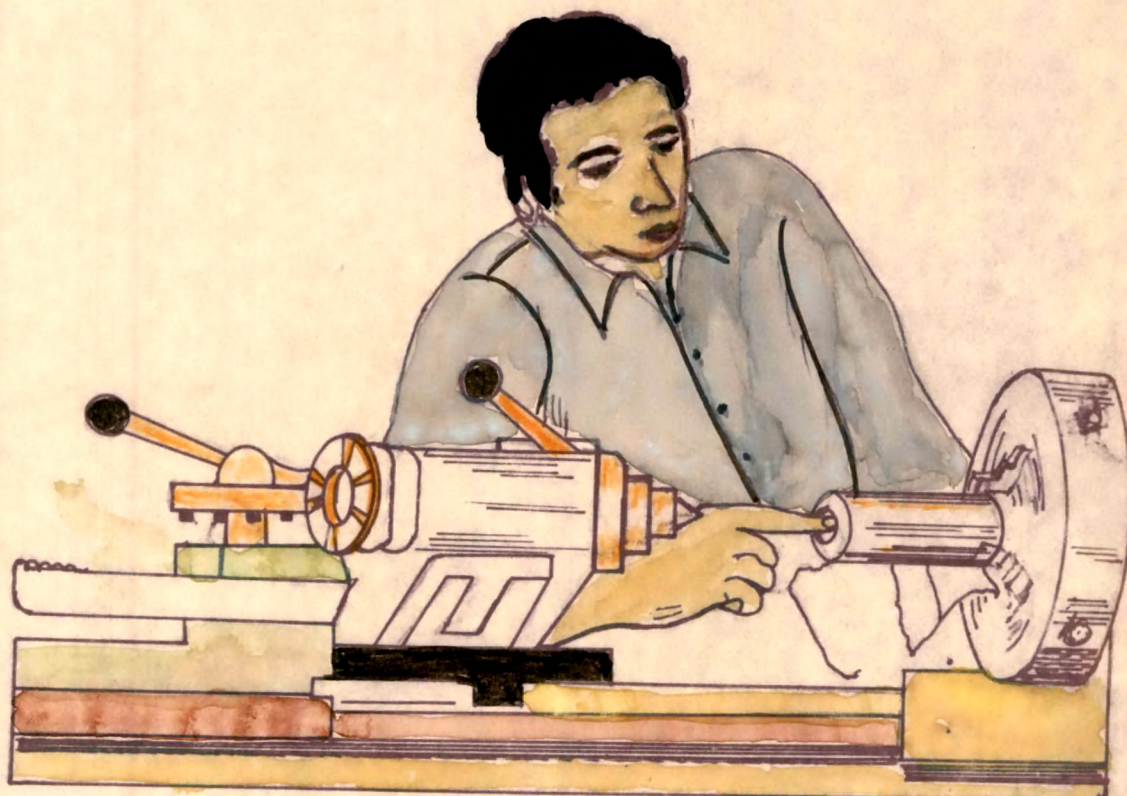
1. Appropriateness of the poster.
2. Cleanliness.
3. Visual attraction.
4. Caption.
5. Overall appearance.

E. Deadline for the Project: May 3rd.

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DON'T YOU NEED YOUR  
FINGERS ANY MORE

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## AUDIO VISUAL EDUCATION

Module - II : Non Projected Visual Aids  
Unit - 4 : Posters and Cartoons

Practical Exercise - 16 : POSTERS - IIV

A. PROBLEM: Preparation of POSTER - (Colour) - Emphasize on clear & simple message and attractiveness.

Prepare a poster in colour to attract attention and give a message to the learner on a topic in your trade area, to be used for your practice teaching.

The topics for your practice teaching are available with your Visual Aid Workshop Training Officer.

B. PROCEDURE:

1. Decide your message.
2. Decide the layout.
3. Draw out line in pencil, using soft pencil.
4. With an HB pencil lightly shade areas which are to be coloured.
5. Choose suitable lettering and write first with pencil.
6. Avoid too much rubbing.
7. Choose appropriate colours.
8. Colour the poster.
9. Write on the back of the paper the topic, instructional objective, your trade and roll number.

C. MATERIALS AND EQUIPMENT:

1. Paper, pencil, colour pencils, crayon, colours, brush etc.
2. Drawing Board, Instruments, set and T squares, protractor.

## D. POINTS OF GRADING:

1. Appropriateness of the layout.
2. Visual attention.
3. Attraction.
4. Caption.
5. Cleanliness
6. Overall appearance.

## E. DEADLINE FOR THE PROJECT: May 3rd.

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## AUDIO VISUAL EDUCATION

Module - II : Non Projected Visual Aids  
Unit - 4 : Posters and Cartoons

Practical Exercise - 16 : POSTERS - IIT

A. PROBLEM: Preparation of POSTER - (Colour) - Emphasize on clear & simple message and attractiveness.

Prepare a poster in colour to attract attention and give a message to the learner on a topic in your trade area, to be used for your practice teaching.

The topics for your practice teaching are available with your Visual Aid Workshop Training Officer.

B. PROCEDURE:

1. Decide your message.
2. Decide the layout.
3. Draw out line in pencil, using soft pencil.
4. With an HB pencil lightly shade areas which are to be coloured.
5. Choose suitable lettering and write first with pencil.
6. Avoid too much rubbing.
7. Choose appropriate colours.
8. Colour the poster.
9. Write on the back of the paper the topic, instructional objective, your trade and roll number.

C. MATERIALS AND EQUIPMENT:

1. Paper, pencil, colour pencils, crayon, colours, brush etc.
2. Drawing Board, Instruments, set and T squares, protractor.

## D. POINTS OF GRADING:

1. Appropriateness of the layout.
2. Visual attention.
3. Attraction.
4. Caption.
5. Cleanliness
6. Overall appearance.

## E. DEADLINE FOR THE PROJECT: May 3rd.

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