

Sample Detailed Lessons

LESSON #4 (MEDIA CREATION): CREATING A BROCHURE

INTRODUCTION

Brochures allow individuals, companies, and organizations to provide information to the public in an accessible, artistic, and relatively inexpensive way. In this detailed lesson, students use planning templates to develop a brochure to communicate a particular message to a target audience.

HINTS AND SUGGESTIONS

To get students to the point where they are able to produce brochures on their own, teachers need to:

- plan a variety of brochure-analysis activities so that students will learn to identify the media techniques and conventions that have been used to make the brochures effective. Through guided media deconstruction, students discover that techniques serve a particular purpose and contribute to the communication of the message.
- determine a purpose for the students' brochures. Consider having students engage in a research inquiry related to a cross-curricular topic of interest. Ensure that school and/or board guidelines are followed during supervised Internet use.
- engage the support of grade-level partners and the school's teacher librarian to oversee the planning and creation of individual brochures, including determining the audience, selecting suitable material from research findings, and planning the brochure's content (message), using appropriate technology tools.

Consider having students conduct an online search for brochure-planning tips.

NOTE: This lesson may take several periods to complete, depending on the degree to which the final product is produced and polished. For example, if students have the experience and skills to produce their brochures using Ministry-licensed desktop publishing programs, teachers will need to reserve access to an adequate number of computers and schedule an appropriate number of periods to complete the task.

LESSON FOCUS

What is the focus of the lesson? How will I teach it?

This lesson uses all three sides of the Media Triangle. Students use information gathered during an earlier inquiry in any curriculum area (e.g., Science and Technology, as described in this sample plan), select information to include in their brochure, and plan the content of each brochure panel.

RATIONALE

Why am I teaching this lesson?

In earlier lessons, students analysed effective brochures. Here they apply their knowledge and skills to develop a brochure of their own.

ASSESSMENT

How will I know whether my students are successful?

- from the "Brochure Planner: Guiding Questions" (Appendix 11, p. 78)
- from the "Choosing Brochure Content" (Appendix 12, p. 79)
- from anecdotal records
- from the Brochure Rubric

PRIOR KNOWLEDGE

What prior knowledge do my students need in order to be successful with the focus of this lesson?

Prior to this lesson, students need to:

- know the characteristics of effective brochures
- complete inquiry research on a topic of study (e.g., from the Grade 4 Science and Technology curriculum strand "Life Systems: Habitats and Communities")
- know how to classify and organize ideas
- have experience citing reference materials and maintaining bibliographic information

CURRICULUM EXPECTATIONS

Which expectations will I address?

Language: Writing

Developing and Organizing Content: Classifying Ideas

- 1.4** Students will sort and classify ideas and information for their writing in a variety of ways and
- 1.5** identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers

Language: Media Literacy

Creating Media Texts: Form

- 3.2** Students will identify an appropriate form to suit the specific purpose and audience for the media text they plan to create

Science and Technology: Life Systems – Habitats and Communities

Developing Skills of Inquiry, Design, and Communication

- 1.** Students will compile data (gathered through investigation) in order to record and present results, using tally charts, tables, and labelled graphs produced by hand or with a computer

MATERIALS/PREPARATION FOR TEACHING

- teacher-generated anchor charts from prior brochure-analysis lessons
- students' research data (including images) from an earlier inquiry
- source sheets (for identifying sources and developing a bibliography)
- an 8.5 x 11 sheet of paper letter-folded to show the format of the finished brochure
- copies (one per student) of "Brochure Planner: Guiding Questions" (Appendix 11)

- copies (one per student) of "Choosing Brochure Content" (Appendix 12)
Note: The template in Appendix 12 is in "reading sequence" to help students more easily plan and organize the content of their brochures.
- a good selection of photographs and graphics (e.g., magazine clippings)

DIFFERENTIATED INSTRUCTION

How can I ensure that I am meeting the needs of all my students?

- Display anchor charts of the inquiry process.
- Provide students with individual small-scale copies of teacher-generated anchor charts of the characteristics of effective brochures.
- Consider having some students work with a partner rather than on their own.
- Reduce or increase the number of panels of the final brochure.
- Provide some students with the headings for each panel.

INSTRUCTION

MODELLED/SHARED LESSON

Before:

- Activate prior knowledge by having students engage in a Think-Pair-Share to recall the qualities of effective brochures they have studied.
- Refer students to the teacher-generated anchor charts on the qualities of effective brochures.
- Describe the physical structure of the brochure the students will be designing (i.e., folded twice to create three panels of virtually identical width, making 6 panels in all when both sides of the sheet of paper are taken into account. Although brochures are sometimes designed to be folded back and forth like an accordion, the brochure in this lesson will be folded in thirds like a letter, with the right-hand panel folded in first, and the left-hand panel folded over the right-hand one).

During:

- Describe the task: Students will develop content for a brochure to inform others of the information uncovered during their inquiry research.
- Have students use Think-Pair-Share to discuss the information they gathered during their inquiry.
- On a T-chart, record some of the issues discovered during the students' research. Ask students to list the issues on one side of the chart and to list possible solutions on the other. Explain that creating the chart will help them generate a list of headings to use in their brochures. Underline the headings as they crop up (e.g., *Problem, Solution, Endangered Species, Impact on the Environment*).
- Distribute the "Brochure Planner: Guiding Questions" (Appendix 11) to each student and give students time to complete the sheet for their planned brochure. Explain that the same planner can be used to plan the production of *any* media work.
- Encourage students to talk with others to get ideas and feedback.

- Using chart paper, model how to fill in the "Choosing Brochure Content" worksheet (Appendix 12), jotting down content notes and ideas, but not actually writing the brochure's text at this stage. Remind students to keep careful notes of the sources of the information they intend to use.
- Give students time to work with their research findings and to complete their own "Choosing Brochure Content" worksheet.
- Circulate and record anecdotal observations as students work through the activity. Pay particular attention to the citing of sources. Conference with students who require assistance.
- **Guided focus:** Model how to select research information to include in the brochure. Have students practise highlighting main issues and with teacher or peer support, filling in a portion of the "Choosing Brochure Content" worksheet. Review how to cite reference materials and bibliographic information.
- **Independent focus:** Ask students to choose independently relevant data for their brochure, to determine the main headings, and to complete their worksheets.

After:

- Conclude the lesson with a whole-group sharing of the issues students have chosen to include in their brochures. Collect the worksheets to allow you to provide students with feedback on their work so far and to help you plan next steps.

APPENDIX 11 – BROCHURE PLANNER: GUIDING QUESTIONS**Audience**

What is the purpose of this brochure?

What point of view will I take in this brochure?

Who is my intended audience?

What do I know about my intended audience? What does my audience like/not like?

Text

What information will I include and exclude?

What will my message say and how will I say it?

How can I make this brochure appeal to my intended audience?

Production

What techniques and symbolic elements will I use to attract my audience's attention?

Colour(s):

Picture(s):

Font(s):

Type (style and position):

Other:

How will this brochure reach its intended audience?

APPENDIX 12 – CHOOSING BROCHURE CONTENT

Name: _____

Topic: _____ Inquiry Question: _____

Front panel	<p>Main title:</p> <p>Picture(s) needed:</p> <p>Identification (logo or name) of producer of brochure (optional):</p>
Tucked-in panel	<p>Heading:</p> <p>Main message points, in point form if possible (list issues and possible solution(s)):</p> <p>Picture to support points?</p>
Left inside panel	<p>Heading:</p> <p>Introduction of message/issue (state your point of view, provide some background):</p> <p>Picture(s) to support message?</p>
Centre inside panel	<p>Heading:</p> <p>Discussion of message (include supporting statistics? table or chart? map? other graphics?):</p>
Right inside panel	<p>Heading:</p> <p>Discussion of solutions:</p> <p>List of sources of information:</p>
Back panel	<p>Full identification of producer of brochure (include logo, full name, address, telephone number, URL, and contact name(s) for further information):</p>

APPENDIX 13 – PRODUCTION PLANNING TEMPLATE (OUTSIDE)

Tucked-in panel	Back panel	Front panel

APPENDIX 13 – PRODUCTION PLANNING TEMPLATE (INSIDE)

Left-hand panel	Centre panel	Right-hand panel

APPENDIX 14 – TIPS FOR CREATING AN EFFECTIVE BROCHURE

<p>Determine your purpose, audience, and content</p>	<p>Determine the purpose of your brochure by asking yourself: <i>What do I want to achieve with this brochure?</i> <i>What message do I want to get across?</i> <i>Who is my target audience?</i></p> <p>Write down everything you would like to include in the brochure. Ask yourself: <i>What is the issue I want to address?</i> <i>What is my point of view?</i> <i>What explanatory background is needed?</i> <i>What supporting evidence is needed?</i> <i>What ideas or suggestions will I incorporate to address the issue?</i></p>
<p>Plan every detail of your layout</p>	<p>First impressions are often the most important; so plan every panel of your brochure carefully. Ask yourself: <i>Will my cover attract my intended audience?</i> <i>Do the inside panels look interesting?</i> <i>Is there variety in the elements I have used?</i> <i>Are the photos or graphics eye-catching and informative?</i> <i>Have I provided all the important information, including who produced the brochure and why?</i></p>
<p>Adopt a clear and simple writing style</p>	<p>Keep sentences and paragraphs short. Stay on topic and make sure that ideas flow logically. Ask yourself: <i>Have I removed all unnecessary information?</i> <i>Have I addressed the reader directly?</i> <i>Have I used persuasive language?</i></p>
<p>Choose your headings carefully</p>	<p>Headings draw the reader's attention to information in your brochure. Keep your headings short and make them pertinent. Ask yourself: <i>Do the headings I chose reflect the content of the text beneath them?</i> <i>Are my headings short and catchy?</i> <i>Do they stand out enough?</i></p>
<p>Check your grammar and spelling</p>	<p>A well-planned, eye-catching brochure with a powerful argument will lose its impact if it contains grammar or spelling errors. Ask yourself: <i>Have I read my work carefully?</i> <i>Have I checked my spelling?</i></p> <p>People don't always see their own mistakes. After you have checked your work, be sure to have someone else proofread your brochure for grammar and spelling errors.</p>
<p>Get feedback before publishing</p>	<p>Before you finalize and publish your brochure, have someone else (ideally, a member of your target audience) review it. Ask that person: <i>Does this brochure appeal to you?</i> <i>Did you read it all the way through?</i> <i>Were my arguments convincing?</i> <i>Did I make you think about the issue?</i> <i>Does some aspect of the brochure need to be improved? How?</i></p>

APPENDIX 15 – BROCHURE RUBRIC

Key concept: Each medium has its own form and conventions.

Expectations:

Students will:

- 3** create a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques;
- 3.1** describe in detail the topic, purpose, and audience for the media texts they plan to create;
- 3.3** identify the conventions and techniques appropriate to the form chosen;
- 3.4** produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques;

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Language: Media Literacy				
<p>Thinking*</p> <p>Use of planning skills to generate ideas for a brochure For example:</p> <ul style="list-style-type: none"> • identifies the purpose of the brochure and the intended audience • determines the important ideas and information to be included <p>Use of planning skills to organize elements For example:</p> <ul style="list-style-type: none"> • selects elements to convey messages effectively: • makes layout decisions based on purpose and audience 	<p>Identifies the purpose and the intended audience with limited accuracy</p> <p>Uses planning skills to select information for brochure with limited appropriateness</p> <p>Uses planning skills to select and organize the elements of the brochure with limited logic</p>	<p>Identifies the purpose and the intended audience with some accuracy</p> <p>Uses planning skills to select information for brochure with some appropriateness</p> <p>Uses planning skills to select and organize the elements of the brochure with some logic</p>	<p>Identifies the purpose and the intended audience with considerable accuracy</p> <p>Uses planning skills to select information for brochure with considerable appropriateness</p> <p>Uses planning skills to select and organize the elements of the brochure with considerable logic</p>	<p>Identifies the purpose and the intended audience with a high degree of accuracy</p> <p>Uses planning skills to select information for brochure with a high degree of appropriateness</p> <p>Uses planning skills to select and organize the elements of the brochure with a high degree of logic</p>
<p>Communication**</p> <p>Communication for different audiences and purposes For example:</p> <ul style="list-style-type: none"> • explains and justifies production decisions • demonstrates awareness of audience and purpose 	<p>Explains and justifies production decisions with limited clarity</p>	<p>Explains and justifies production decisions with some clarity</p>	<p>Explains and justifies production decisions with considerable clarity</p>	<p>Explains and justifies production decisions with a high degree of clarity</p>

(continued)

APPENDIX 15 – BROCHURE RUBRIC – Continued

Categories/Criteria	Level 1	Level 2	Level 3	Level 4
Language: Media Literacy				
<p>Application Application of knowledge and skills in a familiar context For example:</p> <ul style="list-style-type: none"> selects elements of a brochure to achieve the identified purpose and appeal to the intended audience Front panel used to entice reader Use of text and graphics to convey messages Choice of colour or font to highlight areas of focus 	Uses the elements of a brochure to convey a message to a specific audience for a specific purpose with limited effectiveness	Uses the elements of a brochure to convey a message to a specific audience for a specific purpose with some effectiveness	Uses the elements of a brochure to convey a message to a specific audience for a specific purpose with considerable effectiveness	Uses the elements of a brochure to convey a message to a specific audience for a specific purpose with a high degree of effectiveness

* Teachers should look at the students’ planning demonstrated in their *Brochure Planner: Guiding Questions (Appendix 11)*, *Choosing Brochure Content (Appendix 12)* and *Production Planning Template (Appendix 13)* to evaluate this category.

** To evaluate the communication category, teachers should ask students to explain their choices. This could be in the context of a teacher-student conference, a class presentation, or a student log.