

Essential Skills Workshop Brochure

Activity Summary

In this activity, students will:

- ♦ Create a brochure for a workshop that focuses on raising **Essential Skills** awareness (Target audience: 18-24 years old). A non-profit group in our community is sponsoring the workshop.

Prior Knowledge

- **Essential Skills**
- Brochure Design

Teaching Planning Notes

- Review assignment including prior knowledge required and assessment and evaluation tools
- Provide students with computer access and internet
- Provide resources for research including brochures, brochure design books, classroom or library reference materials, page layout software, scanner, clip art books, graphics software, plain or coloured paper, staples
- Modify assignment sheet into a brochure format
- Provide an exemplar/template
- Contact HRSDC as a guest speaker prior to assignment starting
- Assignment could be modified to be a website assignment with a “workshop” icon

Assessment of Student Achievement

Task	Tool / Type
Checklist	Sign Up Now! Brochure Checklist (Formative)
Brochure	Sign Up Now! Brochure Rubric (Summative)

Activities and Assessment Materials

- Brochure Assignment Sheet
- Brochure Checklist
- Brochure Rubric



FOCUS ON LEARNING

Essential Skills:

Writing

Create Brochure

Computer Use

Create Brochure
Research for Brochure

Reading Text

Research for Brochure

Continuous Learning

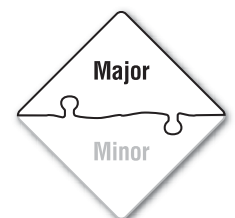
Research for Brochure

Oral Communication

Research for Brochure

Document Use

Brochure Checklist



Curriculum Linkages For Ontario Educators

Essential Skills truly are everywhere and as teachers we are always teaching students the **Essential Skills!** As subject teachers and specialists, we know that many of the curriculum expectations we are accountable to teach and assess, also address the **Essential Skills** and while the linkages are not always readily apparent, the linkages exist nonetheless.

While this activity connects to a variety of courses it is most closely aligned to the following course(s):

- English – ENG 4C

To assist you, the teacher, in making more transparent linkages, we have identified the following curriculum linkages for this activity.

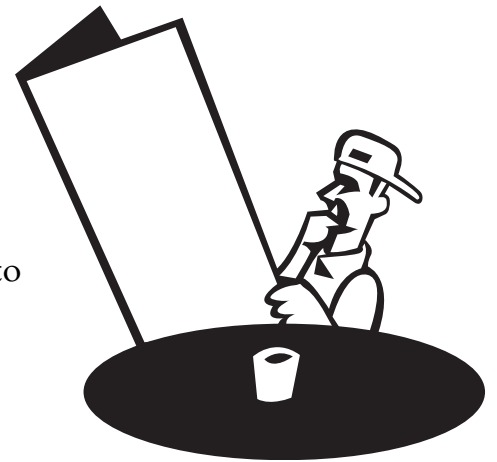
English – ENG 4C

Coded Overall Expectations	Coded Specific Expectations
WRV.011 – use a range of print and electronic primary and secondary sources to gather and analyze information and ideas and to develop topics for writing.	WR1.01 – investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., use a graphic organizer to plan the questions and strategies for an independent study project; create electronic bookmarks for an Internet search to find information for an oral presentation).
WRV.021 – select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays.	WR1.04 – assess information and ideas from research to determine whether they are sufficient, reliable, credible, and suitable to the form and the purpose for writing.
WRV.041 – revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style.	WR2.01 – select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts (e.g., use a step-by-step procedure to write and illustrate an instructional pamphlet about snowboard safety; compile a class anthology of short analytical essays as models for next year’s class).
	WR4.04 – revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy (e.g., incorporate researched material consistently, using parenthetical referencing, charts, graphs, diagrams, and bibliographies to support opinions and assertions).

Sign Up Now!

Introduction

One way people learn about new things is by reading about them. But what if they don't have time to read a whole book or research a website and just want a quick overview of the subject? Businesses often use brochures to inform, educate or persuade – quickly. They use brochures to grab the attention of the reader and get them interested in learning more or taking action.



Assignment

Create a brochure that will persuade someone between 18 and 24 years old to attend a workshop that focuses on raising **Essential Skills** awareness. This brochure is not an in-depth study of a topic, but it should give enough information to grab and keep the reader's interest from start to finish. It should also interest them enough that they will register for the workshop.

Suggestions

- Appeal to your target audience through youth appropriate language, language conventions and graphics or design elements
- Don't overwhelm the reader with too much information
- Choose two or three key points to convey your message
- Give the reader the most interesting facts
- Consider using bullets or charts somewhere in your brochure
- Choose a brochure format that BEST SUITS the information you are including
- Don't leave the reader wondering what the brochure was about

Sign Up Now!

Steps for Success

1. Write down what you know about the topic before you begin your research. Why would the topic be important to the reader? What benefit is it to them?
2. Look at the sample brochures in class. Which ones have a format that appeals to you and would be best suited to the information you need to include? Look at the amount of information in each brochure.
3. Research **Essential Skills**. Use materials provided in the classroom and from other sources – be resourceful! Start by picking out five or six key facts that you think you want to highlight in your brochure.
4. Using the Brochure Checklist, list the major components of your brochure. Cross off any components you wish to omit from your brochure. Write down the headlines and subheads. Write the descriptive text.
5. Sketch out some rough ideas of how you want your brochure to look – include ideas for graphics you think you want to include. You are not using the computers at this time – this is a free-hand drawing activity.
6. Using clip art software or free Internet clip art, search and archive your clip art in a “my pics” file for future use. If you have artwork you want to scan, bring it to class and scan into your “my pics” file.
7. Using your computer’s page layout software, create a template for your brochure. Transfer your rough sketches to the computer. Your software may have templates or wizards that will provide you with even more ideas.
8. Edit your text to fit your layout. Experiment.
9. Print your final design. Proofread.
10. Make any necessary corrections. Print and fold as necessary.



Sign Up Now! Brochure Checklist

Name of Location, Business or Organization	<input type="checkbox"/>	Photographs of Product or Service	<input type="checkbox"/>
Address	<input type="checkbox"/>	Diagram/Flowchart	<input type="checkbox"/>
Phone Number	<input type="checkbox"/>	Map	<input type="checkbox"/>
Fax Number	<input type="checkbox"/>	Call to Action (call, visit, fill out a form, register)	<input type="checkbox"/>
Email Address	<input type="checkbox"/>	Lists	<input type="checkbox"/>
Web Page Address	<input type="checkbox"/>	Charts	<input type="checkbox"/>
Headline that creates curiosity	<input type="checkbox"/>	Key Benefits (2-3)	<input type="checkbox"/>
Headline that states name of product or service	<input type="checkbox"/>	Features	<input type="checkbox"/>
Subheads	<input type="checkbox"/>	Step-by-Step Instructions	<input type="checkbox"/>
Short easy to read blocks of text	<input type="checkbox"/>	Biography of Business Owner, Facilitator	<input type="checkbox"/>
Logo	<input type="checkbox"/>	Mission Statement	<input type="checkbox"/>
History	<input type="checkbox"/>	Graphic Image(s) including purely decorative elements	<input type="checkbox"/>
Date and time of event	<input type="checkbox"/>	Registration Instructions	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>

Sign Up Now! Brochure Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<p>Knowledge and Understanding</p> <p>Effectively uses a range of print and electronic sources to gather and analyze information and ideas</p>	Limited	Somewhat	Considerable	Thorough
<p>Communication</p> <p>Communicates information accurately in a coherent, effective style</p> <p>Uses an appropriate form to produce written work for specific audiences</p>	Limited	Somewhat	Considerable	Thorough
<p>Application</p> <p>Effectively integrates researched information, ideas and quotations appropriately</p>	Limited	Moderate	Considerable	Extensive
<p>Application</p> <p>Effectively integrates researched information, ideas and quotations appropriately</p>	Limited	Moderate	Considerable	High Degree

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.