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 rubric
- 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 and Evaluation of Student Achievement

Task	Tool
Checklist	Formative - Brochure Checklist
Brochure	Rubric

Activities and Evaluation Materials

- Brochure Assignment Sheet
- Brochure Checklist
- 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

Major
Minor

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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

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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.

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Brochure Checklist

- Name of Location, Business or Organization ☐
- Address ☐
- Phone Number ☐
- Fax Number ☐
- Email Address ☐
- Web Page Address ☐
- Headline that creates curiosity ☐
- Headline that states name of product or service ☐
- Subheads ☐
- Short easy to read blocks of text ☐
- Logo ☐
- History ☐
- Date and time of event ☐
- Other ☐

- Photographs of Product or Service ☐
- Diagram/Flowchart ☐
- Map ☐
- Call to Action (call, visit, fill out a form, register) ☐
- Lists ☐
- Charts ☐
- Key Benefits (2-3) ☐
- Features ☐
- Step-by-Step Instructions ☐
- Biography of Business Owner, Facilitator ☐
- Mission Statement ☐
- Graphic Image(s) including purely decorative elements ☐
- Registration Instructions ☐
- Other ☐

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Brochure Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Content Accuracy	Little of the required information (see checklist)	Most of the required information	All of the required information	All of the required information and some additional information
Writing Mechanics	Most sentences not complete. Most capitalization and punctuation incorrect	Some writing in complete sentences. Some capitalization and punctuation correct	Most writing in complete sentences. Most capitalization and punctuation correct	All writing is done in complete sentences. All capitalization and punctuation correct
Graphics and Pictures	Graphics detract from the text or appear to be randomly chosen	Graphics support text, but there are too few	Graphics support text, but there are so many that they distract from the text	Graphics reinforce the text and there is a good mix of text and graphics
Attractiveness and Organization	Formatting and organization of materials is confusing to the reader	Well organized information	Attractive formatting and well organized information	Exceptionally attractive formatting and well-organized information

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity. This rubric is based on fundamentals on www.curriculum.org