



LESSON PLAN

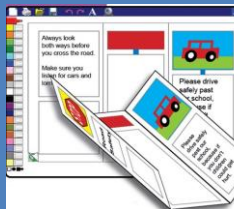
STRUCTURE:

Overview

Outcomes

Preparation

Procedure



App:



LESSON NAME: Brochures, “the Grey Literature”.

DURATION: 3x60 min

AUTHOR: Glykeria Gkouvatsou, Greece

OVERVIEW

Despite the on-growing popularity of online marketing, brochures still consist a fundamental part of the traditional printed marketing world. It is an extremely flexible medium used by individuals, companies, organizations to reach out to the public in an accessible, artistic and inexpensive way. It can be a valuable tool for explaining what the organization is about, answering questions, educating audience, or promoting an event. Moreover it is commonly used as a tool for distributing research reports that’s why it is also referred to as “Grey Literature” - "All types of literature not available through the normal bookselling channels, including reports, trade literature, translations and ad hoc publications." (Auger, 1994:8)

In this lesson plan, students are developing a brochure to communicate a particular message to a target audience. It is the perfect way for them either to share their own experience or just to record information they have gathered while using computer skills. In their effort to create their brochures they come up with the need to make it appealing, to convince the reader, thus to expand their technology skills, as well as their information literacy and writing skills. Besides the need to make it professional-looking in order to attract attention, they will greatly improve their ability to communicate efficiently with a great variety of audiences. It is up to them to decide if it is an informative or persuasive kind of brochure, so as to choose the proper tone.

This lesson plan consists a great chance to apply all three sides of the **Media Triangle: Audience, Text, Production** covering both **Analysis** and **Production/Construction** phases:

Students examine and analyse brochures to gain insight into the deeper meanings of the messages and identify the media techniques used to make the brochures effective; they use information either

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already known or gathered during a research, think critically and select the most suitable for their predefined purposes, plan the content of each panel and try to communicate their message in the most effective way.

LEARNING OUTCOMES

The students will be able to:

(In the Analysis phase)

- distinguish the informative from the persuasive content;
- evaluate published brochures and set the criteria of what makes an effective brochure;
- recognize the types and components of a brochure;
- Identify the characteristics/qualities of effective brochures;
- recognize and then use text features as essential text components;
- develop critical thinking;

(In the Production phase)

- develop skills of Inquiry, Design, and Communication;
- understand why determining purpose and audience is necessary in order to be an effective writer;
- classify and organize ideas and content;
- Compile data;
- develop the ability to choose complementary material (photos) to enhance their message;
- self and peer evaluate their products;

PREPARATION AND MATERIALS

Students are exposed and urged to:

- Have an intense look at a number of printed advertisement genres brought into the classroom
- distinguish the different types of the relevant family (leaflets, flyers, pamphlets etc)
- define the use of each type

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- discuss the advantages of the brochures
- vote for the best and the worst or the most and least effective brochures
- determine the elements that make them so
- watch a video to form an idea about common travel brochures <https://www.youtube.com/watch?v=9x5xFqLPrKQ>
- watch a tutorial about free online brochure designing tools or given the guide: <http://www.veronaschools.org/Page/948>

MATERIALS

- A collection of brochures used as samples to be examined and discussed (can be found at travel information centers or agencies, hotels, commercial spots even at doctor's offices). Online brochures can also be used projected on a white board <https://gr.pinterest.com/coralyang/everything-print/>
- The attached PPT presentation
- Internet connection (to collect material and search for CC image material, in case they cannot shoot their own ones).
- Photocopied sheets of paper to be distributed for content planning (Appendix 1)
- Microsoft Publisher (2010) to work on the layout and visual aspect http://download.cnet.com/Microsoft-Office-Publisher-2010/3000-2075_4-10704824.html as well as
- the guide <http://www.gcflearnfree.org/publisher2010> or
- The "How to make a brochure in Microsoft Publisher" guide <http://www.veronaschools.org/Page/948>
- any other designing tool (Word, Photoshop, InDesign) <http://www.printelf.com/trifold> (with a sample to download and tutorial (in Photoshop) <https://www.youtube.com/watch?v=X43bRuX4hr8> <https://www.youtube.com/watch?v=FU14g1cOuxo> <https://www.youtube.com/watch?v=yc-hXkFjGsg>
- An inkjet or color laser printer
- Matte or Glossy paper (tends to be costly)

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PROCEDURE

1. In class students decide on 5-6 different topics.
2. They form groups according to the topic they have chosen.
3. Each group discuss to determine, purpose and audience.
4. They decide on the kind of content of the brochure to be created (persuasive, informative, directive).
5. They pre-decide the format (paper type, coating, size, folding) according to the information they want to include.
6. They create a full plan and fill in the Appendix 1.
7. They gather content, text and photos, discuss and decide on the one/s to be selected and used.
8. They are reminded to :
 - . Be focused, short and concise.
 - . Work thoughtfully on the headings and subheadings
 - . Make sure the photo/s clearly illustrate or promote their topic
9. They work on content layout and designing making use of an online designing tool.
10. They thoughtfully consider the cover page for both the front and back panels.
11. They print one for checking purposes.
12. The students use the Appendix 2 to reflect upon their own work.
13. The students print their brochures.
14. They pin them on the announcement board and urge the school community to evaluate them using smiley, sad and neutral face stickers.
15. The teacher evaluates according to criteria pre set (Appendix 3)



Appendix 1

Brochure content

Group:

Topic:

Front panel	Heading: Subheadings needed: Picture/s needed:	Main message: Content:
Tucked-in panel	Heading: Subheadings needed: Picture/s needed:	Main message: Content:
Back panel	Heading needed: Subheadings needed: Picture/s /logo needed: Contact info:	Main message: Content:
Inside panel-left	Heading: Subheadings needed: Picture/s needed:	Main message: Content:
Inside panel-centre	Heading: Subheadings needed: Picture/s needed:	Main message: Content:
Inside panel-right	Heading: Subheadings needed: Picture/s needed:	Main message: Content:



Appendix 2

Checklist:

Group:

Topic:

- attraction and holding power
- layout clean, simple, powerful
- layout supports the theme and objectives
- user can easily find needed information
- best photos or graphics selected
- photos clearly illustrate the topic
- photos clearly illustrate the target group(s)
- the user gets the message through visuals without having to read too much
- the user will be inspired and motivated to visit the site
- draft layout has been pre-tested to see if it is liked
- proper use of "white space" to offer visual breathing space
- the best type size and font, paper size, colour, texture, and weight are used
- the right design/presentation method is used



Appendix 3



Brochure Rubric

Lesson Plan: Brochures, "the Grey Literature"
Author: Glykeria Gkouvatsoy

	4	3	2	1
Format/organisation	Excellent formatting including very well organized relevant to the topic information.	Appropriate formatting and well organized information.	Random formatting for some organized information.	Not much considered format with confusingly organised material.
Content	Relevant information communicated in an appropriate and effective way to the target reader.	Relevant information communicated appropriately to the reader.	Irrelevant information or presented inappropriately.	Irrelevant information, and presented inappropriately.
Conventions	Meaningful sentences with the proper capitalization and punctuation.	Most of the sentences are complete and most of the capitalization and punctuation are correct.	Some of the writing, the capitalization and punctuation are correct throughout the brochure.	Many spelling, capitalization and punctuation mistakes distract the attention.
Photos/Graphics	Excellent choice of photos that go well with the text, clearly identify/promote the site.	The photos go well with the text, but too many that distract from the text.	The photos go well with the text, but there are too few to support the content.	Randomly chosen photos, do not promote the content.
Design	Excellent use of point size and fonts that support the theme and illustrate the message, Suited design to be easily refolded, perfect use of colours, eye catching cover page.	Very good designing techniques but not the outstanding cover page.	Good design but difficult to be read or Not attractive cover page or Inappropriate mix of colours.	Randomly chosen designing techniques that do not serve the brochure purposes.