

Lesson Plan: GROUP WORK: DESIGN A TOURISTIC BROCHURE

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Subject: SPANISH LANGUAGE AND LITERATURE

Title : Lesson	Time : WRITE A BROCHURE
Subject : <i>writing</i>	
Aim: create a leaflet about our city.	
Key CS elements: decomposition, pattern recognition, abstraction, algorithm design	
Age group : 1st 2nd year, 12-14 years-old	
Learning situations: classrooms	Activity type : writing project
Resources : the internet, maps, paper, colour pencils, cardboard, decorations.	
<p style="text-align: center;">Learning development:</p> <p>This lesson plan can be considered a transversal one because not only one subject is involved in the process. At least Language, Technology, Art and English teachers take part in it. The Language teacher introduces the topic/idea of creating a brochure, so the students start working in their mother tongue (in our case- Spanish). As they may need digital apps or tools to create them (if they decide to do this way) the technology teacher is in charge of this part. The Arts teacher helps them with the election of photos that they can also take on their own. And finally, with the English teacher they translate the texts in order to have a bilingual outcome.</p> <p>1. Decomposing: design a brochure of our town-city as main purpose.</p> <p>We have to make sure the students know the difference between a brochure and a leaflet or any type of papers like that. We explain to them how they differ in order to start the process. It is important that we bring to the classroom real brochures as students will have to create their own one. By showing them real papers, they will learn about the different words referring to this sort of ways of sharing information: leaflets, brochures, pamphlets, flyers or booklets.</p> <p>https://www.chilliprinting.com/Online-Printing-Blog/flyers-leaflets-brochures-booklets/ In this link they can read also about those differences.</p> <p>2. Pattern recognition:</p> <p>By comparing different brochures brought to the classroom or found on the internet, the students agree that all of them share the same parts.</p> <p>The small parts of this task would be to identify the different parts of the brochure. The pattern that all brochures share is:</p>	

- written information (for us, relevant information about the places to visit)
- slogans to attract people's attention
- maps
- photos (in our case,) of the city

3. Abstraction:

Once the students have collected everything they need: photos, information or maps of the city, they have to decide what things should be included in their project. They have to refuse or reject non-important things because the space is limited.

Brochures are usually A4 size, so they have to take into account only the most suitable, appropriate or relevant information, photos, etc, to be included. Besides, the usage of photos forces you to sum up the information, because of the space.

Another issue, which is connected to the format, is to decide where to locate all the different parts:

- a front cover: that catches the readers' attention
- a flap: interesting enough to engage the reader going on
- a back cover: with useful information, such as phone numbers or webpages to check

Up to this point, when all the different parts to be included are clear, the students have to create the slogans. They will depend on the final texts and photos they have chosen, but they have to be "catchy" enough to persuade tourists to come to our town. The slogans must be created in Spanish and English, because the purpose of our paper is to reach as many people as possible.

In order to get a good result, the next stage is making a draft to check if everything fits. This stage is very important because the students can check different aspects:

- legible texts
- appropriate photos
- correct display of everything
- beauty of the project

4. Algorithm design: The different steps to be taken may be...

1. find monuments, sightseeing locations, restaurants and different places of interest in our city.
2. if information is relevant according to the idea of promoting our city, and also thinking about the people it is intended to (adults, teenagers or kids) **include it else exclude it**
3. if photo **is relevant** include it in the paper (taken by students or downloaded from the internet)
4. create the headings and slogans necessary to catch people's attention.
5. find the maps of the city, either on the internet or visiting the tourist office in our city.
6. make a draft to have a first view of the project, everything must fit in an A4 paper/cardboard.

7. arrange the elements in the best way, taking into account the different parts of the brochure (covers and flap). Creativity here plays an important part as the final design is also important. The students will take part in a contest.

Assessment: As several teachers are going to be involved in the activity, they are going to supervise the part related to their subject. Regarding the photos, the Art teacher will also celebrate an exhibition and a contest to encourage students to take part.

Expected results: The students have to create, in paper, a real brochure which will be on exhibition in the school corridors. There will be a contest and a jury formed by teachers, parents and students will decide the winners.

To ensure all participants have the same opportunities, considering their abilities, digital brochures will also be allowed in the contest.

Notes: As this activity is chosen to promote group work, it is valuable that most students are going to be involved in the task according to their abilities.

Those with a good level of English can do the research on information and summary of texts, whereas those who are good at crafts can design the outcome of the brochure. Instead of download photos from the internet, students can take photos by themselves. Besides, all of them will have to listen to their colleagues' opinions and reach an agreement in order to fulfill the task correctly. Needless to repeat the importance that everything must fit in the format according to space limit.

WEBS TO CREATE BROCHURES:

<https://www.flipsnack.com/es/templates/brochures/travel>

<https://www.canva.com/es-es/foletos/plantillas/viaje/>

<https://www.blogitravel.com/2016/12/tripticos-turisticos-modelos-y-ejemplos-de-tripticos-de-turismo/>

Alternatively you can combine both lesson plans. Keep it as simple as possible to make it easy to understand.

Lesson Plan: Create a Leaflet About Our City (45 minutes)

Aim: To create a simple leaflet about our city while introducing computational thinking principles.

Grade Level: Suitable for students aged 12-14.

Materials:

- Paper and pencils.
- Access to printed images of the city (optional).

Four Principles of Computational Thinking:

1. **Decomposition:** Breaking down the task of creating a leaflet into smaller steps.
2. **Pattern Recognition:** Identifying common elements in leaflets.
3. **Abstraction:** Extracting essential information about the city.
4. **Algorithm Design:** Planning how to organize the leaflet.

Lesson Plan:

Introduction (5 minutes):

- Explain that students will create a leaflet about their city.
- Mention that computational thinking principles will help in this creative task.

Decomposition (10 minutes):

- Discuss the purpose of the leaflet: to inform others about the city.
- Break down the task into smaller steps: cover design, headings, text, images, and contact information etc

Pattern Recognition (5 minutes):

- Show examples of simple leaflets or brochures.
- Discuss common elements like headings, images, and text layout etc

Abstraction (10 minutes):

- Brainstorm key information about the city: landmarks, activities, history.
- Ask students to select the most interesting facts and visuals.

Algorithm Design (15 minutes):

Here you can add your algorithm which is I have to say quite good!!!

- Distribute paper and pencils.
- Instruct students to create a step-by-step plan for their leaflet.
- Encourage them to consider headings, text placement, and images.

Creation (5 minutes):

- Let students start working on their leaflets.
- Emphasize using visuals or drawings to represent the city.

Sharing (5 minutes):

- Students present their leaflets to the class.
- Ask them to explain their design choices.
- Encourage peer feedback and discussion.

Conclusion (5 minutes):

- Summarize how computational thinking helped in creating the leaflets.
- Highlight the importance of design, content organization, and effective communication.

Homework/Extension:

- Students can refine their leaflets based on class feedback or create a new one for a different city they're interested in.