

## Lesson Plan

**Topic:** Tourist Spots

**Genre:** Brochure

**Level:** Primary 5 (28 students)

**Duration:** Double Lesson (60 minutes)

**Skill type:** Writing

### **Learning Objectives:**

After this lesson, students will be able to

- List out and briefly write about each brochure section by using simple future tense, imperatives and adjectives
- Use a brochure to identify services, activities and address of a venue
- Design a brochure for one of the 4 different locations (Museum, Amusement Park, Safari tour, Landmark site) by including the appropriate sections: activities, background information and information corner

*\*This plan is adaptive to IT and F2F classes*

Purpose of teaching/Stage	Teaching sequence and activities	Resources
<p><b>Lead-in task: Context based scenario (10 minutes)</b></p> <p>-To prime students' understanding of the function of a brochure by providing a context which brochures are needed</p> <p>-To arouse students' interest in the context of which the text type will be introduced</p>	<ul style="list-style-type: none"> <li>● Students split into 4 groups (7 members each)</li> <li>● Teacher hands out 4 scenario cards (1 per group) for 4 different types of tourist locations: (1) Museum (2) Amusement Park (3) Safari tour (4) Landmark/Heritage site</li> <li>● The scenario card questions/statements are:               <ol style="list-style-type: none"> <li>1. You arrive at this location with no phone (no way to find out more information about the location), what item might you find in this location to help to answer the following questions?</li> <li>2. How would you find out more about the location?</li> <li>3. How can you know more about the activities?</li> <li>4. How would you plan your day?</li> <li>5. What would you bring? (The card will have a few sentences about the details of the surroundings)</li> </ol> </li> <li>● Students read the scenario cards and pay attention to the video that aligns with their scenario card</li> <li>● Teacher shows a video of 4 different tourist travel locations (a museum, an amusement park, a safari tour and a landmark site)</li> <li>● Teacher asks the students to brainstorm answers for all the questions then present their answers for the question 1 to the class based on their scenario (IT option: Padlet/Jamboard)</li> <li>● Teacher repeats the first question (<i>What item might you find in this location to help to answer the following questions?</i>) and ultimately concludes that a brochure would</li> </ul>	<ul style="list-style-type: none"> <li>● 4 scenario cards <b>(Appendix 1)</b></li> <li>● 4 tourist location videos (Sample video: <a href="https://www.youtube.com/watch?v=qTW6VVzHsy0">https://www.youtube.com/watch?v=qTW6VVzHsy0</a>)</li> <li>● IT option: Padlet/Jamboard</li> </ul>

	<p>be a great solution by explaining:</p> <ol style="list-style-type: none"><li>1. A brochure is a poster/magazine containing pictures and information about a product/service or event/location</li><li>2. Its purpose: to attract people to visit a location</li></ol>	
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<p><b>Pre-task: Co-construction of a brochure (20 minutes)</b>        -To encourage students' to co-construct content with scaffolding from teacher</p> <p><b>Section selected for microteaching</b>  <b>Link for video (IT option):</b>  <a href="https://drive.google.com/file/d/1AFkbuP8rPTtNvWATodTvxJM0kb4QW1LU/view?usp=sharing">https://drive.google.com/file/d/1AFkbuP8rPTtNvWATodTvxJM0kb4QW1LU/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>● Teacher uses the projector (<b>Appendix 2</b>) to display small section squares (cut outs for projector) and asks students to build a class brochure (for an amusement park) together by using their answers for questions 2-5 to suggest what might be included in a brochure (IT option: Shared PPT slides)</li> <li>● Teacher notes the section and attaches the cut out to the brochure</li> <li>● Teacher passes around an example brochure (<b>Appendix 3</b>) and ask students to notice which sections might still be missing from their class brochure</li> <li>● Teacher will finalize that a brochure includes (and teach <u>unfamiliar words</u>) (<b>Appendix 2</b>):           <ul style="list-style-type: none"> <li>○ Activities (and their <u>appeal</u>) with interesting facts and catering (if needed)</li> <li>○ Background Information: About Us/History, <u>Motto/Mission</u></li> <li>○ Information Corner: Address, Simple map, <u>Operating hours</u>, <u>Admission</u> (Fees &amp; Booking)</li> <li>○ Appealing photos of the location or activities in the location</li> </ul> </li> <li>● Teacher asks the students to notice the content and language under each section</li> <li>● Teacher teaches simple future tense (to encourage people to anticipate events), imperatives (to encourage people to attend the activities), adjectives (to show the appeal for the different spots) as the key language for writing in a brochure (<b>Appendix 2</b>)</li> <li>● Teacher emphasizes the unique language features of this genre (its concise and descriptive language to attract readers)</li> <li>● Students will vocalize and compose sentences together that the teacher will write down on the brochure</li> </ul>	<ul style="list-style-type: none"> <li>● Projector Section Cutouts (<b>Appendix 2</b>)</li> <li>● Example Brochure (<b>Appendix 3</b>)</li> <li>● PPT for teaching vocabulary and content language (<b>Appendix 2</b>)</li> <li>● IT option: Shared PPT slides (Teacher may share screen and edit or share links and allow students to edit brochure together)</li> </ul>
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<p><b>Main task: Brochure design (20 minutes)</b></p> <ul style="list-style-type: none"> <li>- To have students apply the knowledge learned from co-constructing the text</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher shows a few examples of appealing brochure designs and suggests students can either digitally design (using Canva or Powerpoint Slides) or draw their brochure as a group</li> <li>● Teacher asks students to brainstorm in groups what other locations they can introduce (besides the 4 taught in class) and what they might be able to do there</li> <li>● Teacher asks each student group to introduce an ‘imaginary’ location (based on the locations they learned about and brainstormed)</li> <li>● Teacher reminds them of the content they will need to include in their brochure based on the class co-constructed brochure</li> <li>● Teacher moves around the classroom to assist students by providing unfamiliar terms or helping struggling groups</li> </ul>	<ul style="list-style-type: none"> <li>● Paper and Color pencils</li> <li>● PPT to show brochure designs</li> <li>● IT option: <a href="#">Canva</a>/ Shared Microsoft slides (Teacher will ask students to share link to monitor progress)</li> </ul>
<p><b>Wrap-up task: Review Checklist (10 minutes)</b></p> <ul style="list-style-type: none"> <li>- To reflect on their work and to get inspired by their classmates’ creativity</li> </ul>	<ul style="list-style-type: none"> <li>● Each student receives a simple checklist to assess their group brochure</li> <li>● Each student in their group reviews the example brochure and comes up with 1 good pointer and 1 improvement for their own group brochure</li> <li>● Teacher asks students to complete their brochure by the next lesson so they can present to the class</li> </ul>	<ul style="list-style-type: none"> <li>● Checklist (<b>Appendix 4</b>)</li> <li>● IT option: Padlet / Jamboard</li> </ul>

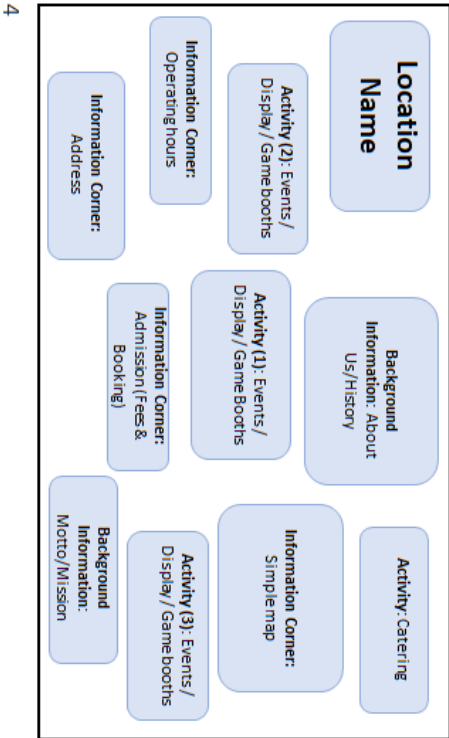
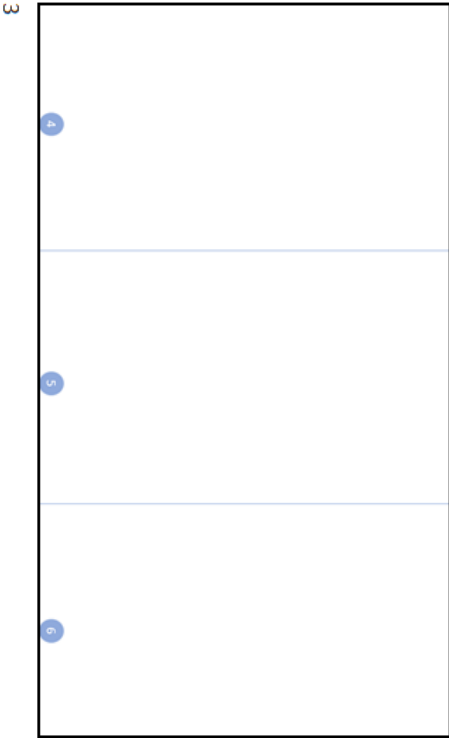
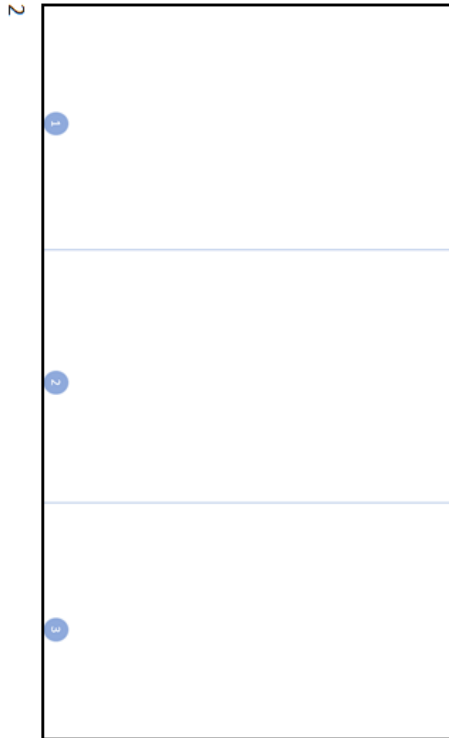
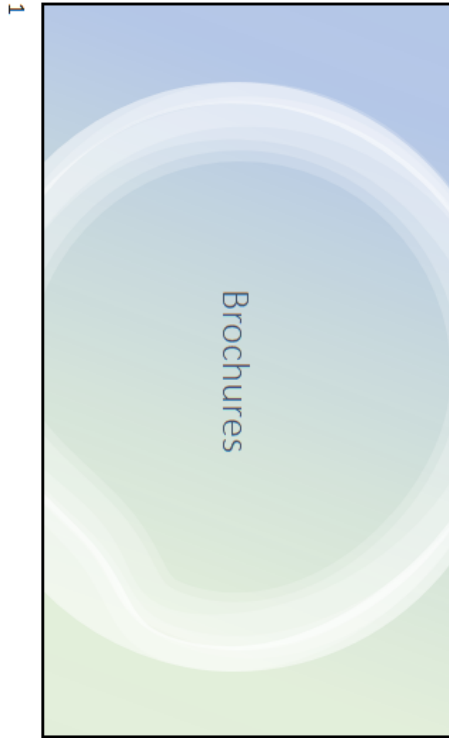
## **Appendix 1 – Scenario Card (One sample)**

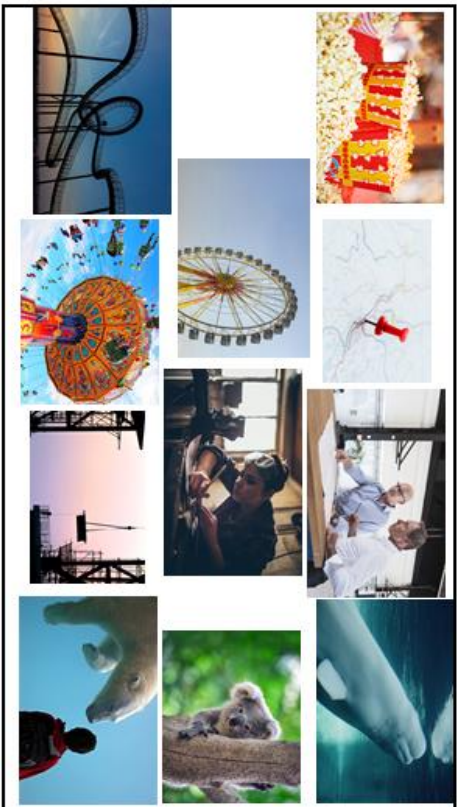
### **Scenario 1:**

You are in the front lobby of a museum. There are multiple directions to different exhibits, but you and your parents want to go to different exhibits. It is mostly quiet, but you see a few other kids head to an exhibit which looks exciting. It is also getting a bit cold and while you are not hungry now you might want to get a snack later.

1. You arrive at this location with no phone (no way to find out more information about the location), what item might you find in this location to help to answer the following questions?
2. How would you find out more about the location?
3. How can you know more about the activities?
4. How would you plan your day?
5. What would you bring?

**Appendix 2 – Powerpoint Slides**





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Brochure should include...

3 Writing Sections	
<b>Background Information</b> <ul style="list-style-type: none"> <li>• Activities and their appeal (attractions, displays, events, game booths, catering etc.)</li> <li>• Interesting facts</li> </ul>	<b>Information corner</b> <ul style="list-style-type: none"> <li>• Address</li> <li>• Simple map</li> <li>• Operating hours</li> <li>• Admission (Fees &amp; Booking)</li> <li>• Facilities (Bathrooms, Lost &amp; Found, First Aid, Help Center etc.)</li> </ul>
<b>A Visual Element</b> <ul style="list-style-type: none"> <li>• Appearing photos of the location or activities</li> <li>• Colourful font art and design</li> </ul>	

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New words

- Operating hours: The opening hours of a location
- The **operating hours** for this museum is from 9 AM to 3 PM.
- Admission Fees: The money you need to pay to get into a location
- The **admission fee** for Ocean Park is \$450 per person.
- Motto: a short phrase that represents a company (or individual)
- Nike's motto is 'Just Do It'. (Can you tell me what that has to do with what their company sells?)
- Disneyland's motto is 'The happiest place on earth'.

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Look over it again.  
 Notice the content and language under each section

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Let's write about each of the sections using the language content we learned



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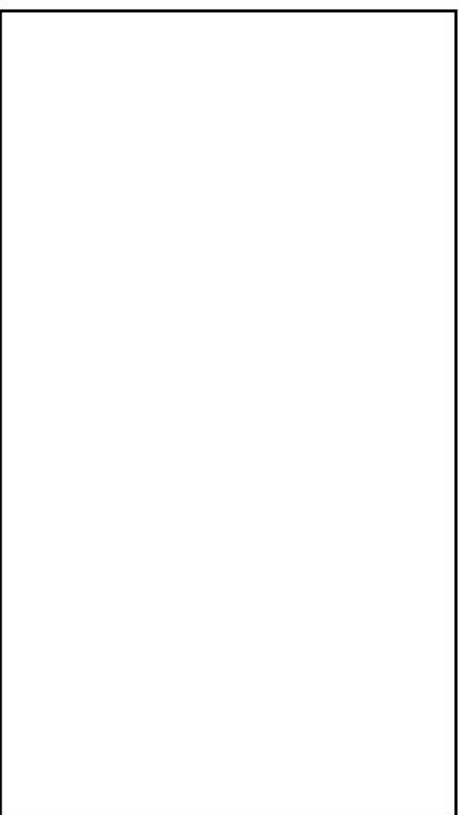
Language

- A brochure's main purpose is to use concise and descriptive language to attract people to visit a location
- Simple future tense (purpose: to encourage people to anticipate events)
- Families will enjoy the endless water slides.
- The rides at Spiral City will be fun for all ages.
- Families can book a hotel room earlier for a discounted price.
- Imperatives (purpose: to encourage people to attend the activities)
- Go and book a seat for the magic show now!
- Enjoy a nice dinner at our restaurant!
- Adjectives (purpose: to show the appeal for the different spots)
- The photo looks so appealing because everyone in it is laughing and having fun.
- This activity looks so appealing because I really like amusement park rides.

Let's brainstorm some more adjectives to describe the appeal of different activities ( ex. fantastic day, thrilling ride, exciting water show, adorable animals ... )



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Appendix 3 – Sample Brochure

**MAKE FAMILY MEMORIES**  
 Families with children delight in four kids' areas, including Planet Snoopy! Age two and younger are free. And with the Parent Swap program, one parent gets in line for a coaster, and both can ride.

**EXTRA HELPING OF FUN**  
 Challenge Park features the 152-foot plunge of RipCord, two unique mini-golf courses, go-kart tracks and the thrilling Skyscraper attraction. North Coast Parasail & Jet Ski offers exciting water activities on and above Lake Erie. (Please call (419) 627-2279 for details.) These adjacent activities/reservations have separate fees. Cedar Point admission is not required.

**CLICK & PLAN YOUR TRIP TODAY!**  
 Just go to [cedarpoint.com](http://cedarpoint.com) for everything about Cedar Point. You'll find details on our operating hours, pricing, directions, show schedules and ride height requirements, you can even make reservations at the Cedar Point Beaches.

**DEALS AND DISCOUNTS!**  
 Purchase your 2010 Passes and tickets online at [cedarpoint.com](http://cedarpoint.com), where you'll always find the latest and best special offers. Don't forget to sign up for RUMMERS, our email newsletter that sends you info on deals and discounts. You can also follow us on Facebook, Twitter and on our mobile site, [m.cedarpoint.com](http://m.cedarpoint.com).

**PUMP UP YOUR FUN WITH THE POWER OF PASSES**  
 Visit Cedar Point all summer long with a Season Pass, or pick up the Pass with the most POWER – the 2010 Cedar Fair Platinum Pass, which offers amazing benefits: admission, FREE parking, special ride times, in-park discounts and MORE, at ALL Cedar Fair amusement parks and outdoor waterparks. Visit the Season Pass Center for information, or log onto [cedarpoint.com](http://cedarpoint.com).

**DIRECTIONS**  
 Delight in tropical waterpark fun year-round at Castaway Bay. Thrillseekers and families alike will enjoy the wonderful waterpark, while staying in one of 237 rooms and suites. Castaway Bay also features extensive children's activities with the PEANUTS® gang and a spa. For reservations please visit [castawaybay.com](http://castawaybay.com).

**PLEASE NOTE:**  
 Operating dates, hours, pricing and schedules are subject to change without notice. No refunds or rain checks. Cedar Point and Six Flags reserve the right to close to the public and restrict access for private events. For your protection, height and seating requirements are strictly enforced at Cedar Point, Six Flags and Challenge Park. A cross code is in effect at Cedar Point. Proper swimwear is required at Six Flags.

**SHOOT THE RAPIDS**  
 NEW for 2010  
 A family water thrill ride with two incredible drops!

**Cedar Point**  
 Sandusky, OH  
[cedarpoint.com](http://cedarpoint.com)

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**Appendix 4 – Checklist**

**Let’s Look Over Your Work!**

Look over your brochure and fill in the checklist below with checkmarks (✓).

**Brochure Content:**

Writing: My brochure...	Disagree 1	<-----> 2	Agree 3
tells who, what, where, when, and why			
has a clear purpose			
has at least 3 activities.			
has an interesting fact(s).			
includes a motto/mission.			
has a section on background information			
has an information corner including: an address, map, operating hours, admission and other facilities			
Is written in simple future tense			
Includes imperatives			
Includes adjectives			

Visual: My brochure...			
has appealing photos of the location and activities			
Uses colorful fonts and colors			
Uses a creative layout and design			

Think about the statements you did not mark with a 3. Write down one improvement and one good thing about your current brochure and discuss with your groupmates.

What’s Good? ☆	What to improve? ☹️