



they will determine which organizations to help. Together, develop a set of student-generated criteria for deciding which organization to support. In doing so, discuss the decision-making process that they plan to use to evaluate the organizations.

Have each student complete an evaluation of each organization using student-generated [criteria](#). After all the presentations, review the results and discuss.

As students are choosing which organization to help, they can schedule visits to the organization, read publications about the organization or topics related to the work of the organization, and conduct other fact-finding research to help them in their decision-making process. The whole class can choose the same organization or small groups can work with different organizations.

### **Gathering Information**

Once the students have identified the businesses or organizations to help, ask the students to consider the Unit Question, *How can we help an organization communicate a message?* Tell students that in order to provide the best product, they will need to discuss details of the product with the client. For example, they should discuss the following details about the project:

- Purpose
- Information to impart
- Design ideas
- Timeline
- Printing options

Organize small groups of students into a public relations agency, assigning roles such as graphic designer, account manager, writer/editor, and photographer. Have them brainstorm questions they would ask the client based on the preceding criteria. For example, *What is the purpose of this communication piece?* Each group should write down their final questions and hand them in for review. Explain that each account manager will go with the teacher to meet with the client and ask their questions.

With student representatives, meet with the client and discuss the details of the project, identifying what the final product will be and scheduling future meetings to review drafts. If the final product is printed professionally, collaborate with the client to select a printing company, and schedule a time for a class representative to meet with the client and printer.

After the account managers return to their groups, have each group go through a process of deciding what information they need to present and how best to present it. As they do so, have them complete the [project plan](#) to help them. The project plan guides them through the decision making process and provides a document to track progress for the group, teacher, and client. The plan also gives insight into the students' metacongnitive processes.

The directions presented in this Unit Plan assume that the final product is a brochure. Ask students to gather brochures from their homes and community.

### **Organizing the Information**

When you and the class have collected a broad set of brochures, have students meet in their public relations groups to discuss the purpose and basic design features of each brochure. For example, when they examine a brochure for a preschool, they might note the use of primary colors, playful fonts, and children's drawings. A banking brochure might be a more somber tone with its use of neutral tones and conservative fonts. Conduct a class discussion to share students' observations. Have students analyze the brochures and discuss the purpose of each, the approach, and the use of color, imagery, and design elements.

Have each group gather the necessary information from their client(s). This might include information from meetings with the manager/director or employees, interviews with customers/clients, information from literature about the organization or issue, photos, and other images that will be included.

### **Designing the Product**

Discuss elements and principles of design. Bryan Peterson's book *Using Design Basics to Get Creative Results* provides good samples and descriptions of the four basic elements: line, type, shape, and texture. The book also discusses the primary design principles: balance, contrast, unity, color, and value. The resource section of this unit plan lists additional design guides. After students are aware of the basic design features, have them identify how graphic design elements and principles are presented in the brochure collection they just reviewed.

Revisit the Unit Question, *What role does public relations play?* Review students' project plans and their timelines. Discuss intermediate steps with the students and add details to their timelines.

In their groups, have students brainstorm ideas for their brochures. Remind students that text, imagery, and design elements all contribute to the message in a brochure. They need to take all of these into account as they design their brochures.

Have students sketch and then mock-up their brochures on computers, identifying possible fonts, layouts, and elements. Be sure to have the graphic designers take the lead on this.

Ask each group to share their ideas with the whole class and gather feedback from peers. If doing one class brochure, lead a class discussion and choose design ideas to include in the brochure. Select fonts, elements, color, and other design features from the different groups' efforts. Try to include some thematic elements that run through the entire piece. For instance, students creating a holiday brochure for a hotel client might choose a reindeer theme and draw reindeer eating in the hotel's restaurants, dancing in the ballroom, and sleeping in a hotel bed.

### **Creating the Product**

*Note: Include the client in the drafting process. Meet with a representative early on and again when the project is nearly complete.*

Use desktop publishing software to create a page template. Set margins, fonts for headlines, picture placeholders, and text fields for required features.

Have the writer/editor create the content for the brochure while the graphic designer and photographer work on the art, which may include drawings and photographs. [Scan student artwork](#) and use photo-editing software to work with photos.

Guide students as they design and revise the brochure text and art, and collect elements for the page. Share the [project scoring guide](#) to help guide student work.

### **Presenting the Product**

Meet with the client and print company to review a draft of the brochure and associated files. Incorporate feedback into the final draft and submit files to the printer for publishing. Be sure to give the students credit on the brochure.

Plan a final meeting with the client or invite the client to the class to present the final brochures. See a [sample letter](#) for ideas. If possible, have a party with the client!

Celebrate your success with the school community. Display the brochure in the classroom, and write about it in the school newsletter, Web site, and yearbook. Send brochures home to parents with a letter.

Assess the final product with the [project scoring guide](#). Have students reflect on their work. For ideas, look at [sample reflection questions](#). Invite students to share their thoughts with the class. Discuss the following questions:

- *How did we help our community?*
- *How did our publication help the organization?*
- *How did asking the right questions lead to satisfactory results?*
- *How did we use the basic elements of design to address the purpose of the brochure?*
- *What are the steps for designing and drafting a publication?*

### **Prerequisite Skills**

- Desktop publishing skills, including copying, pasting, inserting, and modifying images
- Photo-editing skills

### **Differentiated Instruction**

#### **Resource Student**

- Provide extra support, using teaching assistants, parent aides, and student helpers
- Modify the amount of work required
- Create teams that support all learners
- Reduce reading and writing requirements, and provide more visual aids and work samples
- Let students act as specialists in areas such as photography and art

#### **Gifted Student**

- Involve students in meetings and other correspondence with the partner organization and printer
- Have students serve as specialists

#### **English Language Learner**

- Create brochures student's first language
- Modify work requirements
- Use visual aids
- Pair the student, if possible, with a more proficient bilingual student

### **Credits**

Karrie Deitz participated in the Intel® Teach program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.







### Creative Kids Go Pro Scoring Guide

<b>Category</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>Weight</b>	<b>Total</b>
<b>Process Skills</b>	<p>You show strong decision making skills when deciding on the organization and planning the brochure.</p> <p>You demonstrate highly effective questioning skills in class and with the client.</p> <p>You use effective research skills to gather information for the brochure.</p>	<p>You show decision making skills when deciding on the organization and planning the brochure.</p> <p>You demonstrate some effective questioning techniques in class and with the client.</p> <p>You use research skills to gather information for the brochure, but you could be more resourceful.</p>	<p>You show minimal decision making skills when deciding on the organization and planning the brochure.</p> <p>You ask few questions in class and with the client.</p> <p>You demonstrate minimal research skills to gather information for the brochure.</p>	<b>X 5</b>	<b>/25</b>
<b>Writing</b>	<p>You demonstrate strong writing skills to convey a message clearly.</p>	<p>Your writing conveys the message but could have any of the following: more detail, a more appropriate tone, or a clearer message.</p>	<p>Your writing does not convey the message clearly. You need all of the following: more detail, a more appropriate tone, and a clearer message.</p>	<b>X 5</b>	<b>/25</b>
<b>Graphics</b>	<p>Your graphics and other enhancements enrich the product and significantly contribute to the intended meaning.</p>	<p>Your graphics or other enhancements are present but do not always enrich the learning experience or are sometimes inappropriate.</p>	<p>Your graphics or other enhancements are present but distract from the learning experience or are inappropriate.</p>	<b>X 4</b>	<b>/20</b>
<b>Layout and Design</b>	<p>You have considered design elements for your brochure</p>	<p>You have considered some design elements for your brochure</p>	<p>You have not really considered design elements for</p>	<b>X 4</b>	<b>/20</b>

	and created an appropriate brochure for the organization with a clear message.	and created a satisfactory brochure for the organization.	your brochure and created a brochure that is not appropriate for the organization.		
<b>Group Work</b>	You worked cooperatively with the team, helped set the direction for the work, solved problems, and showed leadership.	You worked cooperatively with the team, helped set the direction for the work, and solved some problems. At times, you waited for direction from others.	You had trouble working cooperatively with the team.	<b>X 2</b>	<b>/10</b>
				<b>Total</b>	<b>/100</b>

## Project Plan

1. What is the name of the organization?
2. What is the issue?
3. What is the goal?
4. What are some ways you can address the goal?
5. Which of the ideas you wrote down in response to Question 4 makes the most sense? Why? How did you reach this decision?
6. How will you know if you were successful?
7. Who is the target audience?
8. Who do you need to talk to?
9. What information do you need to collect?
10. What images do you need?
11. What skills do you need to acquire? Who will acquire these skills? How?

## **Logistics**

Meetings with the Client:

Group Roles and Responsibilities:

**Project Timeline:**

## Criteria for Choosing an Organization

Name of organization/business:

Please rate the statements on a scale of 1 through 5.

- 1: Disagree
- 2: Somewhat
- 3: Neutral
- 4: Agree
- 5: Strongly Agree

1. The mission of the organization satisfies an important need in the community.

1      2      3      4      5

2. The organization needs our help.

1      2      3      4      5

3. The need is very important to the organization.

1      2      3      4      5

4. The need is very important to the general public.

1      2      3      4      5

5. The need is very important to students.

1      2      3      4      5

6. The organization's expectations of us are realistic.

1      2      3      4      5

7. We could get the information for the project easily.

1      2      3      4      5

8. The timeline is realistic.

1      2      3      4      5

9. We have the skills for the project.

1      2      3      4      5

10. We would need to learn new skills for the project.

1      2      3      4      5

**Total Score:**            /50

Notes:

Project:

Audience:

Final Product:

## Reflection Questions

1. Did you enjoy this project? Why or why not?
2. What did you like most about creating the brochure?
3. What did you find most challenging?
4. What did you learn from this project?
5. What would you do differently next time?
6. Would you recommend doing this project again next year? Why or why not?
7. What did you contribute to the project?
8. What contribution are you most proud of? Why?
9. How did technology help you?
10. What challenges or barriers did you face? How did you overcome the challenges or barriers?
11. What discoveries, lessons, or surprises did you have as a result of this project?

Student design teams create publications for a hotel client.



The team draws holiday art, which is scanned and added to the brochure.



They learn to use desktop publishing software.



A poster shows event information.



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## **6th Grade Party at Hotel InterContinental Tashkent**

November 26, 2002

Dear Parents,

The 6th graders did an excellent job creating the holiday brochure for Hotel InterContinental again this year. The students did a fabulous job creating artwork, translating text from English to Russian, and designing the layout. Over 2,000 brochures have been printed and distributed throughout Tashkent. I hope to have copies for all of you soon.

Hotel InterContinental would like to show their appreciation by hosting a special 6<sup>th</sup> grade "pool and dinner party" Tuesday, December 3. Our class will leave TIS at 3 p.m. together by bus. We'll swim and play games in the pool, and then eat at Los Amigos, Hotel InterContinental's Mexican restaurant. Students will be ready to be picked up at the hotel at 7:30 p.m.

Students should bring their swimsuit and a plastic bag (for their wet suits) to school... along with an appetite! They do not need to bring money. If you have any questions, you can reach me at TIS at 191-96-71 or through e-mail at karrie@tis.uz. (In case you need it, Hotel InterContinental's phone number is 120-70-00.) Way to go 6<sup>th</sup> graders!

Sincerely,

Karrie Dietz