

OALCF Task Cover Sheet

Task Title: Making a Brochure for a Business

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment <input checked="" type="checkbox"/> Apprenticeship ___ Secondary School ___ Post Secondary ___ Independence ___	
Task Description: In this task set, a learner is asked to create a brochure for their workplace (or select a local business or community agency) as if it was part of their job at the business. The brochure should include information about the business's products, services, locations, etc. The brochure is a sales tool for the business.	
Competencies: A Find and Use Information B Communicate Ideas and Information D Use Digital Technology	Task Group(s): A1: Read continuous text A2: Interpret documents B1: Interact with others B2: Write continuous text B3: Complete & create documents D1: Perform simple digital tasks according to a set procedure D2: Perform well-defined, multi—step digital tasks D3: Experiment and problem-solve to perform multi-step digital tasks
Level Indicators: A1.1: Read brief texts to locate specific details A1.2: Read texts to locate and connect ideas and information A1.3: Read longer texts to connect, evaluate and integrate ideas and information A2.1: Interpret very simple documents to locate specific details B1.1: Participate in brief interactions to exchange information with one other person B2.1: Write brief texts to convey simple ideas and factual information B3.1b: Create very simple documents to display and organize a limited amount of information B3.2b: Create simple document to sort, display and organize information D.1: Perform simple digital tasks according to a set procedure D.2: Perform well-defined, multi-step digital tasks D.3: Experiment and problem-solve to perform multi-step digital tasks	
Performance Descriptors: see chart on last page	

Materials Required:

- Question or Task Sheet
- Computer with MS Publisher (preferred) or Word software programs
- Internet access
- Printer
- Information from the learner's workplace or choose a business or community agency and use information from their website, re: products, services, locations, etc.

Instructor Preparation:

- Review the Tasks below.
- Help the learner prepare with skill-building activities.
- Ensure the learner has some familiarity with MS Publisher to create documents with text boxes.
- The learner should have access to a computer with Internet access so they can search for information from the business's or community agency's website.
- The goal of this Task Set is to improve the learner's skills in document creation and using digital technology, specifically, creating employment-related documents.

Task Title: Making a Brochure for a Business

You have been asked by your workplace to create a 3-panel brochure to promote the business's products and services. In this task, you must create the brochure using Microsoft's Publisher or Word program. It will be:

- a 3-panel brochure
- double-sided
- on letter-sized paper (8.5" x 11")

It should include the key pieces of information about the business:

- products and/or services
- benefits of such services/products
- location(s)
- contact information
- business hours
- other helpful, important information for customers to know.

The brochure should be clearly worded and visually attractive. It should help the business sell its services/products to customers.

Task 1: a) What is the name of the business or community agency that you have chosen?

b) List the address, phone number, email and website address.

Task 2: From the website, list four pieces of information that you want to include in the brochure. (You can include more if you want.)

- Task 3:** Take a letter-sized piece of paper and fold it twice to make three panels on each side of the paper. You will use this paper to create a “draft sketch” of the brochure. Decide what information should go on each panel. Write and/or draw that information on each panel of the paper. Show this draft sketch to your instructor for feedback. Keep the draft sketch to compare it to your final brochure.
- Task 4:**
- a) In Publisher or Word, start with a blank, letter-size document set in landscape orientation. Insert a second page, and use 3 text boxes on each page to create the outline of your brochure.
 - b) Add in the information from your draft sketch that you created in Task 3.
- Task 5:** Add three photos or pieces of clip art to your brochure. Pictures should help to communicate the text written on the brochure. Feel free to add more photos or clip art if you wish.
- Task 6:**
- a) Using the formatting options, make some of your text more attractive by changing the font size, style and colour.
 - b) Add a border (line weight and colour) to two of your text boxes.
 - c) Use the “fill” feature to add colour to one text box on each page of your brochure.
- Task 7:** Add at least one more design element to make the brochure more attractive. E.g. symbols, shapes, word art, table, etc.
- Task 8:** Ask two other learners in your group to review your draft. Ask them to give you feedback about how it looks and if all the important information is on the brochure. (Option: If you are in a 1:1 tutor/learner pair, then ask your tutor to review your draft.) Make changes and improvements as needed.
- Task 9:** When you think that your flyer is complete, print it out and give it to your instructor.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> reads short texts to locate a single piece of information 			
	<ul style="list-style-type: none"> decodes words and makes meaning of sentences in a single text 			
	<ul style="list-style-type: none"> follows the sequence of events in straightforward chronological texts 			
	<ul style="list-style-type: none"> follow simple, straightforward instructional texts 			
	<ul style="list-style-type: none"> identifies the main idea in brief texts 			
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> reads more complex texts to locate a single piece of information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
A1.3	<ul style="list-style-type: none"> integrates several pieces of information from texts 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> identifies the purpose and relevance of texts 			
	<ul style="list-style-type: none"> skims to get the gist of longer texts 			
	<ul style="list-style-type: none"> begins to recognize bias and points of view in texts 			
	<ul style="list-style-type: none"> infers meaning which is not explicit in texts 			
	<ul style="list-style-type: none"> compares or contrasts information between two or more texts 			

	<ul style="list-style-type: none"> • uses organizational features, such as headings, to locate information 			
A2.1	<ul style="list-style-type: none"> • scans to locate specific details 			
	<ul style="list-style-type: none"> • interprets brief text and common symbols 			
	<ul style="list-style-type: none"> • locates specific details in simple documents, such as labels and signs 			
	<ul style="list-style-type: none"> • identifies how lists are organized (e.g. sequential, chronological, alphabetical) 			
	<ul style="list-style-type: none"> • requires support to identify sources and to evaluate and integrate information 			
B1.1	<ul style="list-style-type: none"> • conveys information on familiar topics 			
	<ul style="list-style-type: none"> • shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others 			
	<ul style="list-style-type: none"> • chooses appropriate language in exchanges with clearly defined purposes 			
	<ul style="list-style-type: none"> • participates in short, simple exchanges 			
	<ul style="list-style-type: none"> • gives short, straightforward instructions or directions 			
	<ul style="list-style-type: none"> • speaks or signs clearly in a focused and organized way 			
	<ul style="list-style-type: none"> • repeats or questions to confirm understanding 			
	<ul style="list-style-type: none"> • uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 			
B2.1	<ul style="list-style-type: none"> • writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> • conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> • demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> • uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> • uses highly familiar vocabulary 			
B3.1b	<ul style="list-style-type: none"> • follows conventions to display information in lists, labels, simple forms, signs (e.g. images support the message, text is legible) 			
	<ul style="list-style-type: none"> • organizes lists to suit purpose (e.g. chronologically, alphabetically, numerically, sequentially) 			
	<ul style="list-style-type: none"> • includes titles where required 			

	<ul style="list-style-type: none"> • uses labels and headings to organize content 			
	<ul style="list-style-type: none"> • presents text and numbers below one or more headings in lists 			
B3.2b	<ul style="list-style-type: none"> • follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists) 			
	<ul style="list-style-type: none"> • sorts entries into categories 			
	<ul style="list-style-type: none"> • displays one or two categories of information organized according to content to be presented 			
	<ul style="list-style-type: none"> • identifies parts of documents using titles, row and column headings and labels 			
D.1	<ul style="list-style-type: none"> • follows simple prompts 			
	<ul style="list-style-type: none"> • follows apparent steps to complete tasks 			
	<ul style="list-style-type: none"> • interprets brief text and icons 			
	<ul style="list-style-type: none"> • locates specific functions and information 			
	<ul style="list-style-type: none"> • requires support to identify sources and to evaluate and integrate information 			
	<ul style="list-style-type: none"> • begins to perform simple searches (e.g. internet, software help menu) 			
D.2	<ul style="list-style-type: none"> • selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> • locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> • makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> • begins to identify sources and evaluate information 			
	<ul style="list-style-type: none"> • performs simple searches using keywords (e.g. internet, software help menu) 			
D.3	<ul style="list-style-type: none"> • experiments and problem-solves to achieve the desired results 			
	<ul style="list-style-type: none"> • manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> • makes inferences to interpret icons and text 			
	<ul style="list-style-type: none"> • selects appropriate software when required by the task 			
	<ul style="list-style-type: none"> • identifies sources, evaluates and integrates information 			
	<ul style="list-style-type: none"> • customizes software interfaces (e.g. toolbar, homepage settings) 			

	<ul style="list-style-type: none">performs advanced searches (e.g. refines search terms, uses advanced search features, cross-refers between websites)			
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This task: was successfully completed___ needs to be tried again___

Learner Comments

Instructor (print)

Learner Signature