

Overview

Learners will use the '[Twenty facts about France](#)' podcast which focuses on historical, traditional, cultural and sporting factual information connected with France. With a focus on literacy, this podcast will act as a context for the suggested learning opportunity – using factual information to create a tourist brochure with the intention of persuading visitors to come to Scotland.

Learners will be encouraged, after examining examples of tourist brochures, to negotiate their own success criteria and to use these in evaluating their final brochure.

The learning experience could offer an opportunity to link with information and communications technology as there are numerous free websites that offer the facility to create an online printable brochure.

Literacy and English experiences and outcomes explored

I regularly read, listen to and watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.

LIT 2-11a

I can select and use a range of strategies and resources before I read and, as I read, make meaning clear and give reasons for my selection.

LIT 2-13a

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 2-21a

Other curriculum areas explored:

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit.

SOC 2-10a

Responsibility of all:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 2-11a

Themes across learning:

Creativity
Global citizenship

Overview of learning

Possible prior experiences

Listen to the ['Twenty facts about France' podcast](#).

Class discussion on the factual information contained on the podcast, asking for any equivalents/alternatives that highlight Scotland's historical, cultural, sporting achievements and legacy.

Use a search engine to discover the most popular tourist attractions and events in Scotland.

Use internet video-sharing sites to access short tourist information for Scotland, other parts of the UK and other parts of the world.

Investigate tourist brochures and consider what features are common to them all and features that are unique.

Investigate the types of descriptive and persuasive language extant in tourist information texts.

Challenges

As a class learners could:

- Investigate the word *brochure* in terms of its purposes, audiences and uses.
- Examine brochures of various types to help with the above and to elicit ideas for the possible design of their own.
- Be given a rubric that specifies the information to be researched and included in the brochure: geography, attractions, history, cultural traditions, cuisine etc.
- Discuss the topic in order to set out their own success criteria, to help inform layout guidelines, length, presentation format (made by hand or online) and use of language.
- Distribute their brochure amongst other members of the class for peer-assessment and feedback, which could take the form of Question and Answers.

Possible evidence

Participation in discussion

Completed notes

Completed brochure with illustrations

Wall display arising from the production of brochures

Talk-assessment based on peer-assessment