**Lesson plan 2**

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| **Lesson Title (concept)** | Needs Vs Wants |
| **Instructor** | Mrs. MJ Dvorak |
| **Suggested grade level/course** | Grade 10-12 |
| **Time suggested** | 1 50 minute period |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | **11.6 Evaluate client’s needs, goals, and resources in creating design plans for housing, furnishings, and residential and commercial interiors.**  11.6.5 Critique design plans to address client’s needs, goals, and resources.  11.6.6 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | This is the introduction of the concept of need vs want. Once the students begin to understand needs and wants, they will begin to be able to form their own hierarchy of needs. I will be using the strategy of Concept Attainment.  This is a very hard concept to understand. It will require using multiple examples, both obvious and not so obvious, and multiple repetitions to get them to master the concept. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | How does housing satisfy human needs and personal priorities?  They will know the difference between wants and needs, and will be able to assign personal priorities.  The idea may not be new but they are going to be looking at them through new lenses. |
| **Assessment:**   * How will you know students can do the above? | The formative assessment will be the blog about where they sleep. “In light of the Ted Talk , how can you begin to live smaller. What do you need and what can you do without?”  The summative assessment: At the end of the lesson the students will be able to determine if an object pulled from their backpack is a need or a want. They will be able to justify why it falls into each category and on a scale of 1 to 10 what personal priority it has and why. |
| **Procedure/activities**  **Bell ringer:** Students will enter classroom and check out a computer from the computer cart. They will be instructed on the smartboard to log onto their server. They will then be directed to my weebly site. **5 minutes**  **Discussion:** I will go over the weebly site in particular the blog portion as that is where they will be turning in their homework. **10 minutes**  **Ted Talk :** <http://www.ted.com/talks/graham_hill_less_stuff_more_happiness.html> **7 minutes**  **Discussion:** What do you think about the Mr. Hill’s premise? Where does the concept of personal **20 minutes** priority come into play?  Display The original words that were written on the smartbaord yesterday, categorize then into needs and wants. The class must come to a consensus. Did personal priority make this more difficult?  Now display the definition that was made yesterday, does the class wish to change their definition?  **Final Activity**: (In pairs) Each person pull one item out of the others backpack (have students check first to see that they are OK with showing the class anything in the selected compartment) The student is to determine if the object is a want or a need. They must be able to justify their answer and on a scale of 1 to 10 what is its personal priority. Concept Attainment **15 minutes** | |
| References and resources | You will need: Smart Board  Computers  Internet connection |
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Include attachments of any handouts, assessments, and/or powerpoints, etc.