**Lesson plan**

|  |  |
| --- | --- |
| **Lesson Title (concept)** | What is Universal Design?  |
| **Instructor** | Ms. Mancuso  |
| **Suggested grade level/course** | 10-12/Housing and Interior Design  |
| **Time suggested** | 1 block (84 minutes)  |
| **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
 | 1.2.4 Apply principals of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings 11.4.2 Evaluate floor plans for efficiency and safety in areas including but not limited to zones, traffic patterns, storage, electrical, and mechanical systems 11.4.5 Apply building codes, universal guidelines, and regulations in space planning and furniture arrangement.  |
| **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?
 | At the beginning of the week, we discussed physical and psychological needs for housing as well as the factors that influence housing decisions. Therefore, to dive deeper into the topic, we will be discussing how physical and psychological needs can be met even further through universal design. As future professionals, students need to be aware of how design is changing and what modifications can be made to their designs to make them accessible to all types of people. The activities and strategies I have chosen allow students to understand universal design through many perspectives. Since universal design is not all about making accommodations for the elderly, students will be participating in a hands on activity where they will go on a scavenger hunt to find how their school does or does not incorporate universal design. Other strategies or activities I choose was a K-W-L so that I could assess how much students already knew about universal design. In addition, another strategy I chose was a web quest so students could research more about the topic. At the end of this lesson, students will have a knowledge base about universal design, several visual representations, and an opportunity to apply what they know through the scavenger hunt. To plan for differentiation, I will allow students who are physically limited to find a tour of a house online where they can find universal design features, instead of participating in the scavenger hunt. I would have the talented and gifted students write a letter to the principal about the changes they would recommend to make the school more accommodating to all types of people.  |
| **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?
 | Students will be able to appraise buildings for universal design features. Earlier in the week, we discussed how housing meets people’s needs; therefore, they have a broad understanding about how people may be limited by the features in their home. However, the concept of universal design is a new concept because this is the first unit within the course, and they will probably have a limited knowledge of design terminology.  |
| **Assessment:*** How will you know students can do the above?
 | The major assessment students will be completing during this lesson is a scavenger hunt where they will have to go around the school and demonstrate whether or not they can identify universal design features. In addition, they will have to create solutions for how they could improve the building to make it more accommodating to all people.  |
| **Procedure/activities**1. **Daily Question:** What is the importance of housing resources? (3 minutes)
2. **Discussion:** What did you think about researching organizations that help those who cannot afford housing? What suggestions do you have for improvements? How visible are these organizations within the community? How can they be marketed to improved visibility? Or what makes them so accessible to the community? Why are they important? (5 minutes)
3. **K-W-L:**  Using the online technology Padlet, the question “What is universal design?” will be posted. Students state what they think the word universal design means. Then I will post another question that asks what they would like to learn more about. Upon the completion of the lesson, we will go back and see what we learned after our investigations. (10 minutes)
4. **Information Delivery:** Students will watch a video about a designer who incorporates universal design elements and feature into her designs. After the video is over, I will give each student a universal design checklist, which describes some of the features that they as future designers can incorporate to make their design accessible to all people. While students are looking at the checklist, we will go through the picture examples I have provided, to see if students can visually identify some of the examples provided on their checklist. (18 minutes)
5. **Activity:** Student will complete a web quest with a partner that will give them additional information about the concept.The website directs them to the AARP website which identifies several ways universal design can be incorporated.(22 minutes)
6. **Assessment:** To determine whether or not students understand the concept of universal design, they will get in groups of three and engage in a scavenger hunt around the school. Students will have to visit the locations on their sheet and find picture examples to prove that they visited those places, and provide examples of universal design. Students will be expected to find 2 pictures of successful incorporation of universal design within that space and one suggestion on how to improve upon it to make it more accessible. Students will then have time to upload their pictures or share them with me along with their assignment sheet (26 minutes)🡪 Students will have time next block to complete the assignment.
 |
| References and resources | Computer Projector Chroomebooks (one for each student) Padlet (What is Universal Design? -question posted) **LINK:** http://padlet.com/wall/z2u83tuzfhUniversal Design Checklist (one for each student) Universal Design Pictures and Video PowerPoint Universal Design Web QuestUniversal Design Scavenger Hunt Assignment Camera or Flip Camera  |

Include attachments of any handouts, assessments, and/or powerpoints, etc.