**Lesson plan**

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| **Lesson Title (concept)** | Floor Plans and Circulation (Sleeping Areas) |
| **Instructor** | Amber Terwilleger |
| **Suggested grade level/course** | High School / Interior Design |
| **Time suggested** | 45 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 | **STANDARD 11: Integrate knowledge, skills, and practices required for careers in housing and interior design.** |
| **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 lesson plan is the third lesson of the Floor Plan and Circulation Unit. It introduces the concept of defining sleeping areas; other areas to be covered are living and service/work areas.  This lesson will help students understand how furniture placement and door placement can impact circulation, and how different people can have different needs and their circulation pattern can change. This lesson can help students see how the placement of sleeping areas can impact living and service/work areas.  I will plan to physically show students the circulation of a room by presenting them with a floor plan and furniture, and then arranging the furniture to change the circulation pattern.  I will take into consideration that many students may not be able to create everything they can imagine, and that many may not be artistic, so I will include time for students to verbally tell me their ideas so that they can explain their projects. |
| **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 know what rooms are labeled as sleeping areas, and they will be able to see how furniture placement can impact circulation.  Students will be able to analyze furniture placement that would promote positive and appropriate circulation for family, guests, and service persons.  Students may be aware of the concepts without fully realizing its impact on a house. Students may be unaware that bathrooms are considered sleeping areas. |
| **Assessment:**   * How will you know students can do the above? | Students will be assessed on their final floor plan, their involvement in drawing a circulation line, their involvement in placing furniture inside only living areas, and their participation in class discussion. |
| **Procedure/activities**  (5 minutes) We have covered quite a bit so far in this unit as far as categorizing what rooms are in which categories. What rooms constitute a sleeping area? (Anticipate just bedrooms as an answer) Although we don’t sleep in them (unless you have the flu), bathrooms are also considered sleeping areas.  (15 minutes) If we look at a floor plan with the sleeping areas together, what are some of the benefits of having all of the bedrooms in a close vicinity – group plan? (Class discussion, or small group first) Now let’s look at a floor plan where the sleeping areas are separated, What are some of the benefits of having the sleeping areas separated (split bedroom plan)?  (5 minutes) Take note of the different sizes of bathrooms (that will be on the test). Make sure to note that when you are building a floor plan for a client (a later project option), you will neet to include ventilation in the bathroom to get rid of excess moisture.  (Remaining time of the class period) This is a good time to talk about Universal Design. Universal Design is associated with making adaptations in the house to make living easier for everybody, including the children, handicapped, and the elderly. For a bathroom, you could install a shower with no walls, so you don’t have step into it; you could install a bathtub made of a softer material than ceramic, so if you do fall, it will have less of a chance of breaking bones; you could install a wall mounted sink so you can have a stool or a wheelchair to fit under it. For the remainder of the class period, I want you to go online and research some changes you could make to a house to incorporate Universal Design. | |
| References and resources | <http://www.toolbase.org/Technology-Inventory/Plumbing/universal-design-bathtubs>  <http://www.universaldesign.com/>  <http://www.udeducation.org/> |

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