**Lesson plan**

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| **Lesson Title (concept)** | Floor Plans and Circulation |
| **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 second lesson of the Floor Plan and Circulation Unit. It introduces the concept of defining living areas; other areas to be covered are sleeping 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.  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 living rooms, 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. |
| **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**  Make sure students brought back their floor plans from yesterday to that we can color in the living room areas in one color (work/service and sleeping areas will be other colors).  (2 minutes) Keep in mind throughout this section that living areas are places where family members and guests can get together to be able to have a conversation, not necessarily sit and watch TV in silence like we may be thinking. A living area should be where people come together to spend time with each other to enjoy each other’s company. So think about what you do in your own home, do you come to the living room to share the company of your family, or is there a room where you enjoy the company of your family? Living Room is an umbrella term that encompasses many rooms, not just a family sitting room.  (10 minutes) Let’s look at the furniture and door placement in the diagrams they have on page 45. The placement of the doors in the first diagram make the circulation path through the room cut the conversation piece in half. Now to make this relatable, let’s consider this is a living room where the TV is the center of attention: Do we want the circulation path to cut through the viewing area? Probably not, and it is the same concept when we are having a conversation with others.  Moving on from the living room, the dining room is also considered living space because it is a venue for conversation. Depending on the size and design of your house, you may have an eat-in kitchen with the dining area as part of the kitchen. For the purpose of this floor plan, when you color in your living space, only color in where the table is. For example, if you have an eat-in kitchen, only color the area with the table red, because the kitchen itself is considered a work/service are, so that will be blue.  (20 minutes) When we talked about circulation yesterday, why did we say that it is better to have the dining room next to the kitchen, uninterrupted by another room? Since we talked about the space and furniture arrangement in the family room, arrangement and size is important because we want to be able to move freely within the room. Let’s measure the table that we are sitting at now. How much more space do we need just for this table to sit people comfortably? Map out how much room our table should take up.  (10 minutes) How many of you, when you drew up your floor plan, included your porch or patio? Living areas don’t necessarily have to be inside; porches and patios are also considered living spaces because it is an area where people go to hang out, communicate, and enjoy the company of others. You could also argue that any yard can be considered living area, but for the purposes of this project, let’s just consider that what is attached to the house is the workable living area. If you need to now, include that in your floor plan.  So as we can see from that although a piece of furniture can fit into a room, we still have to take into consideration circulation and walkway paths. With that in mind, I want you to find furniture from the textbook (which gives you typical measurements), make a copy, cut them out, and glue them in appropriate places to create living spaces, conversation circles, and an acceptable walkway for circulation. | |
| References and resources |  |

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