**Lesson plan**

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| **Lesson Title (concept)** | Housing Needs Assessment |
| **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 | 11.3.5 Examine the impact of housing, interiors, and furnishings on health, safety, and welfare on the public.  11.2.4 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? | The unit culminates with this lesson, where students will have to integrate information regarding people’s physical and psychological housing needs, family lifecycle, influences on choosing housing, and universal design. Students will receive a client profile and will have to create their own original design that meets the family’s physical and psychological needs, while including universal design features. Students will also have to justify how their design fulfills all the family’s needs and explain why they made the design decisions they did. Throughout the unit we discussed people’s physical and psychological needs such as shelter and security, as well as what different factors influence people’s housing decisions, such as their lifestyle and stage in the lifecycle. Therefore, this lesson is very relevant to other parts of the lesson because it ties everything students were taught in previous lessons and gives them the opportunity to prove their mastery. One of the strategies I chose for this lesson was independent practice because students would have the chance to interact with technology, while also expanding on their literacy skills. To plan for differentiation, I will allow students who may be limited physically work with a partner that might be more proficient in manipulating the computer program. Another option for differentiation would be to allow students to present their design to class, instead of writing an essay explaining their choices; as a result, students would still be proving their content knowledge. To differentiate instruction for talented and gifted students, I will have them create a two-story house instead of the one story house. This allows for those students to be challenged because it is more difficult to integrate universal design features into a two-story layout. It will force them to think more critically about what features they will have to include to make the 2nd floor just as accessible as the first. |
| **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 design a house that meets the housing needs of a specific family. The concept students will need to incorporate into their design is information we learned over the entire unit. Through this lesson students should be able to demonstrate the mastery of how housing can meet people’s needs in several different ways. |
| **Assessment:**   * How will you know students can do the above? | I will know that students have a clear understanding of housing needs if they are able to create a design which meets all the needs provided in the client profile. In addition, I will assess students’ justifications for why they made certain decisions. If students provide evidence, using terminology used throughout the entire unit, then I will know that students have mastered the topic. |
| **Procedure/activities**   1. **Daily Question:** What are 3 things you learned during the housing needs unit? (3 minutes) 2. **Activity**: Students will be given time to finish their scavenger hunt assignment. Students will be expected to find two pictures of universal designs features from each of the designated locations around the school, and one suggestion for improvement to make it more accessible. (18 minutes) 3. **Presentations**: Students who volunteer can present the universal design features they found and suggestions for how they think it could be improved. Ask if other students found different solutions to the same problem. The goal is for students to realize that there are many features already included within the school that they might not have considered being universal design. Also, that there are several ways the design or layout could be improved upon. (12 minutes) 4. **Guided Practice:**  I will present the class with the client profile and discuss some of the features we would need to include in their house to meet their needs. Ask what are some feature we can include to meet the family’s need for love and belonging. Ask what stage in the family life cycle they think the family is in and what things they might include in their design as a result. Ask what universal design features could they could include that could benefit all different types of families. (7 minutes) 5. **Final Assessment:** Students will complete the final assessment for this unit. Students will use the client profile to create their own original design based on this profile. The goal is to create a one-story house that takes into account the various housing needs of the family. In addition, students will have to incorporate at least 2 universal design features for each room. Students will have to justify their decisions and explain how their design meets those client’s needs. (54 minutes)🡪 Students will need an additional 2 blocks to complete the assessment. | |
| References and resources | Universal Design Scavenger Hunt Assignment (should already have)  Camera or Flip Camera  Final Assessment Rubric  Chief Architect  Computer lab |

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