**Lesson plan**

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| **Lesson Title (concept)** | Needs met by Housing |
| **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. |
| **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? | Understanding how people’s needs are met through housing is essential to grasping other concepts such as meeting client’s needs through their designs. If students do not understand the underlying factors that influence housing decisions, they will not be able to execute future designs effectively.  The activities and strategies I am incorporating into this lesson are hands on and require them to make the connection with how housing needs are or are not met within their life. This real life connection will allow students to understand the importance of learning how to accommodate their future clients needs within their designs. Therefore, students will learn about how various factors influence people’s housing decisions, as well as the family lifecycle. As a result, one of the activities students will have to complete is selecting a house that meets the needs of their client, while justifying their decisions with evidence. To plan for differentiation, students will have the opportunity to share their unique experiences and background about how housing has meet their family’s needs in a blog. Furthermore, to plan for differentiation of talented and gifted students, I will have them create their own client profile. As a result, these students will have to incorporate all the housing needs we discussed earlier into a client profile that they will use. In addition, the activities and strategies are varied for different types of learners. For example, those that are visual learners will complete a graphic organizer on housing needs. |
| **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 compare and contrast physical and psychological needs met by housing.  Students will be able to evaluate what influences people to make certain housing decisions .  Although students know that housing meets basic needs, the concept will be new because they will not have explored the topic in depth. The concept that there are several other factors that influence housing, such as phase in the family life cycle, will be new to them. |
| **Assessment:**   * How will you know students can do the above? | One of the formative assessments that students will complete during the lesson is participating in a blog discussing their personal experiences connected to housing. If students are able to explain how certain physical needs, such as food and shelter, are met or how certain psychological needs are met, such as privacy and security, then I will know they understand how housing can meet people’s needs in different ways. Furthermore, they will realize not all people’s needs are met by housing, which will help them see the disconnect, and what they can maybe do in the future as a professional in the interior design field. |
| **Procedure/activities**   1. **Daily Question:** Students will use their Chromebooks to answer the question “What words do you associate with the word home?” Students will enter their words into Wordle. (3 min) 2. **Discussion:** What words appeared bigger? Why do you think that happened? Where did you learn the definition of home? Were there words on the board that you do not associate with home? Why not? (5 min) 3. **Information Delivery:** Students will complete a graphic organizer as I go through the Prezi on Housing Needs.   Slide 1: Definition of housing-any dwelling that provides shelter  Question: How does housing meet our needs as human beings?  Slide 2: Physical needs have priority- discuss Maslow’s Hierarchy of Needs Pyramid  Slide 3: Physical needs-food, shelter, and water  Slide 4: Psychological needs- security, love & self-esteem, self-expression. Other needs met by housing include beauty, self-expression, and creativity. (20 minutes)   1. **Formative Assessment:** Students will respond to questions on a blog about how their needs are or are not met through housing. Students should be using terminology from the information we just discussed. Students will also pose at least one question to their classmates in order to help them dig deeper into the topic. (22 minutes) 2. **Activity:** Students will pair up and be given a couple sticky notes. On these sticky notes students will write down what they think influences people when they are choosing housing. Students will post their answers on the whiteboard. As a class, we will organize similar information into categories and discuss their answers. (7 minutes) 3. **Discussion:** Why do you think your lifestyle affects the house you chose? How does privacy influence housing decisions? How does family relationships and age influence housing choices? Which of these factors do you thinks influences housing decisions the most? (7 minutes) 4. **Graphic Organizer:** In pairs students will try to create what they think the family life cycle would look like. As a class, we will go over the family lifecycle and talk about characteristics of each stage. (12 minutes) 5. **Assessment:** Students will be introduced into the Choosing Housing Assessment. Students will have to pick a client profile and then find a house that would meet that client’s needs. They will then have to justify why they made those decisions in an essay format. Students will be given a rubric with the necessary criteria. (8 minutes)🡪Students will complete the assessment in the next block. | |
| References and resources | Housing Decisions Textbook  Computer  Projector  Chromebooks (one for each student with internet access)  Wordle (with the word “Home” posted)  **LINK:** [**http://www.wordle.net/**](http://www.wordle.net/)  Prezi on Housing Needs  **LINK:** [**http://prezi.com/czhh9qohxvns/present/?auth\_key=44hrzxb&follow=naf1\_h-mmot8&kw=present-czhh9qohxvns&rc=ref-9980499**](http://prezi.com/czhh9qohxvns/present/?auth_key=44hrzxb&follow=naf1_h-mmot8&kw=present-czhh9qohxvns&rc=ref-9980499)  Housing Needs Graphic Organizer  Blog (with discussion questions posted)  **LINK: http://interiordesignmancuso.blogspot.com/**  Sticky Notes (white board to post on and categorize)  Paper (for students to draw the family lifecycle)  Choosing Housing Assessment Rubric |

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