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| **TCA Daily Lesson Planner (revised Feb ’09)** |
| **Lesson #****7** | Course CodeHNB4M |  | Date14-5-19 |  | TeacherSimon Yiu |  |
| **Period A** |  |
| **Warm up**  | 20  | Quiz, Q&A, Student Report, Student Marking, Debriefing, Check homework etc. |
| **Record Attendance** | Notes: attendance and concerns regarding specific student |
| **Lesson Intro**. | 10  | Specific expectation(s) | Conspicuous Consumption |
| Learning goals | reflect and discuss |
| Success Criteria | Student will learn Conspicuous consumption, how does money management apply on this |
| **Lesson** | 40  | Learning Activities | What is Conspicuous consumption? What are your views? |
| Resources |  |
| Assessment and Evaluation | For learningstudents will divided into groups to discuss adornment meets emotional needs(Conspicuous Consumption) |
| **Application** | 20 | Assignment, Homework based on lesson, exit card |
| **Period B** |
| **Warm up**  | 20  | Observation, conversation, debriefing follow up lesson taught in period A |
| **Lesson Intro**. | 10  | Specific expectation | Types of clothing on figures |
| Learning goals | Learn through body shape and successfully choose a suitable clothing and accessories for each body type |
| Success Criteria | Students will need to apply the knowledge for an upcoming project.  |
| **Lesson** | 40  | Learning Activities | Student will use the knowledge they learn in class to finish a group work project |
| Resources | <https://bellatory.com/clothing/womenfiguresshapes> |
| Assessment and Evaluation | Of learningGroup work |
| **Application** | 20 | Assignment, Homework based on lesson, exit card |
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| **TEACHING STRATEGIES** |  | **TEACHING STRATEGIES** |  |
| Direct Instruction (teacher led) | \* | Class activity (teacher facilitated) | \* |
| Direct instruction (discussion possible) | \* | Experiential learning (by doing) | \* |
| Class discussion (teacher facilitated) | \* | Worksheets / Surveys |  |
| Small group discussion | \* | Individual or group research | \* |
| Partner discussion / conferencing |  | Teacher Modeling |  |
| Conferencing: teacher and student | \* | Use of Computers / Internet | \* |
| Teacher reading to class | \* | Use of Video or Audio |  |
| Silent individual reading |  | Role Playing |  |
| Group based reading |  | Class Presentations | \* |
| Independent work (Teacher facilitated) |  | Guest Speaker / Interviews / Questions |  |
| Group Work (Teacher facilitated) | \* | Field Trip |  |
| OTHER:  |  | OTHER:  |  |