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| **TCA Daily Lesson Planner (revised Feb ’09)** |
| **Lesson #** **8** | Course CodeHNB4M |  | Date15-5-19 |  | 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) | Adornment meets emotional needs |
| Learning goals | reflect and discuss |
| Success Criteria | Student will learn clothing philosophy, how does adornment meets emotional needs? |
| **Lesson** | 40  | Learning Activities | 1. What are some ways you can try to reduce the impact on the environment while meeting your clothing needs? Please name and describe at least two.
2. Describe ways to resist impulse buying when you go shopping.
3. When purchasing new clothing, do you consider whether you will purchase new clothing or fill the need in some other way? If you truly need a new piece of clothing, what are alternatives to buying new?
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| 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:  |  |