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| **TCA Daily Lesson Planner (revised Feb ’09)** | | | | | | | | |
| **Lesson #**  **9** | Course Code  HNB4M | |  | | Date  16-5-2019 |  | Teacher  Simon 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) | | 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 | | 1. **Triangle /Pear body figure**: A female with this shape has a round, heavy bottom with a defined waist but hip size are always wider than the bust and shoulders. Short legs with full thigh are common characteristics.  2. **Inverted triangle body figure**: A woman with this shape has broader shoulders, a large bust, narrow hips, slim legs, flat bottom. Fat is mainly distributed in the abdomen, chest, and face.  3. **Rectangle/ figure(straight):** A female with this figure has a boyish look with small/medium bust, slender arms and legs. Most times, the hip has the same width as the waist and also emphasizing a flat bottom. | | | | |
| Resources | | <https://bellatory.com/clothing/womenfiguresshapes> | | | | |
| Assessment and Evaluation | | Assessment for learning  Poster  group work | | | | |
| **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 | | ***1.*** For **triangular *shaped* women**, your style aim is to balance her top half to bottom half by creating the appearance of a wider upper body.  **Do wear** accessories and designs to draw attention to your upper body, Short-sleeved tops, Shoulder pads to broaden your shoulder, medium to high necklines, garments to emphasize your waist, skirts and dresses that are straight or slightly flared, Low rise pants to avoid gaping at the waist, boot leg and straight pants  **Avoid** baggy garments and garments that add bulk to your hips. Hems or design lines at hip-line will only add more size to your hips .Pleats skirts or pants are wrong choice of clothes.  **2**.For you to dress to flatter your **i*nverted triangle*** body shape, your main style aims are to create the illusion of the perfect hourglass body shape by balancing your lower body to your upper body and to draw attention away from your upper body.  **DO wear** flowing fabrics, V necklines, Three-quarter length sleeves, well-adjusted bra, tops and dresses that flow through the waist, A-line skirts, and flared pants. Wear skirts with satin,denim and tweed fabrics because they create interest to your lower body.  **Avoid wearing** bulky fabrics and styles that will emphasize your shoulders, high necklines, big collars shirts, tapered skirts and pants.  **3**. For a ***rectangular shaped*** woman, your main style aims are to add curves by defining your shoulder, hips and your waist. **Do wear** shoulder pads to emphasize your shoulders and give you a feminine body figure but please don’t do it in excess. Wear semi-fitted clothes. Wear short-sleeves and sleeve-less tops and dresses if you don’t have a very small upper arm. Wear medium to high necklines dresses, dresses that wrap or flow through the waistline. Straight to gently flared flat-fronted pants and A-line shirts.  **Don't wear** clingy fabrics and fitted clothes because they will make you look very straight, Low necklines will emphasis your flat bust so avoid them, Baggy tops and Baggy pants are not good choice. Narrow skirts with emphasis your flat bottom so are not flattering so avoid them.  **Do wear** ear-rings, necklaces and other focal points designed to draw an observer's eyes up towards your shoulders and face .Wear Semi-fitted and loose fitting clothes, Good fitting and well-adjusted bras and support underwear. | | | | |
| Resources | | <https://bellatory.com/clothing/womenfiguresshapes> | | | | |
| Assessment and Evaluation | | Assessment of learning  Poster  Group 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: |  |