| **TCA Daily Lesson Planner (revised Feb ’09)** |
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| **Lesson #****16** | Course CodeHNB4M |  | Date30-3-2022 |  | 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) | Fashion trend and cycles |
| Learning goals | identifying the cycle and describe the stages of a fashion cycle |
| Success Criteria | Investigate and research fashion-related topics |
| **Lesson** | 40  | Learning Activities | Class Discussion: What was a top fashion trend two to three years ago? What is a top fashion trend now? |
| Resources | The world of fashion page 311, 313, 316-318 |
| Assessment and Evaluation | for learningFad and Classic |
| **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 | Fashion trend forecasting |
| Learning goals | identifying new trends and predicting how those trends will shape a certain industry |
| Success Criteria | Student will use the terms that was introduced in class: Analytical skills, Creativity, Knowledge of one or more industry and media Savvy. The students will apply those terms within the project & presentation |
| **Lesson** | 40  | Learning Activities | This project will be separated into group works. Students will work in a group of ⅘ to decide four trends. Textile/pattern, Accessories, Style  |
| Resources | https://www.wayup.com/guide/how-to-become-a-trend-forecaster/ |
| Assessment and Evaluation | of learningas learningfor learningPoster work. Will be based on the written part and the illustration part. Student will be given a self evaluation as well to determine the marks within the group. |
| **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:  |  |