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| **Name** | | | | | | **W Bullen** | | | | | | | | | | **Date** | | | |  | | | | | | | | **Letterhead**  **LESSON PLAN**  **HOLY FAMILY**  **RC & CE COLLEGE** | | | | | | | | | |
| **Subject / Class** | | | | | | **Y9 Design Technology** | | | | | | | | | | **Time / Period** | | | |  | | | | | | | |
| **Number in class** | | | | | |  | | | | | | | | | | **Boys** | | | |  | | | **Girls** | |  | | |
| Key Stage 3: Highlight the levels targeted in this lesson. Record number of students currently working at each level. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below level 3 | | | | | Level 3 | | | | | | Level 4 | | | | | | Level 5 | | | | | | | Level 6 | | | | | Level 7 | | | | | Level 8 | | | |
| 1 | 2c | 2b | | 2a | 3c | | | 3b | 3a | | 4c | 4b | | | 4a | | 5c | | 5b | | 5a | | | 6c | 6b | | 6a | | 7c | | 7b | 7a | | 8c | 8b | | 8a |
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| Key Stage 4: Highlight the grades targeted in this lesson. Record number of students currently working at each grade. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| G | | | F | | | | E | | | D | | | | C | | | | B | | | | A | | | | A\* | | | | Pass | | | Merit | | | Dist. | |  |  |
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| ***How many students are currently:*** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Below Expected Progress: | | | | | | | | | | | | | Making Expected Progress: | | | | | | | | | | | | | | Above Expected Progress: | | | | | | | | | | |
| Context of the lesson  **NOTICE – AWARENESS OF SITUATIONS WITH (MORAL) IMPLICATIONS**.  The context of this activity is to engage students in understanding that designers have to work towards the constraints of their target market and that specific customers have needs that are associated with them. This is to stimulate their curiosity towards other people in society other than self and to show tolerance of other groups’ needs when designing. This also introduces the concept of moral responsibility in the design world in ensuring the accessibility of products to the different groups within society. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Objectives (please display on whiteboard)   * Consider and decide on what a designer needs to consider about a target market (customer) * Understand why they need to consider the needs of a target market to be a successful designer * Apply the criteria for profiling a customer to a specific target market | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key words:  Target customer; profile; customer needs; response; consider; imagine; question; investigate; criteria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Questions | | | | | | | | Lesson outline | | | | | | | | | | | | | | | | | Progress checks | | | | | | | | | | | | |
| Do Now/Self-starter (engage): | | | | | | | | Students to work in small groups – A3 Who Am I? sheet with an image of a target customer. Students to record quick ideas about their customer using the prompts on the Who Am I? resource. | | | | | | | | | | | | | | | | | Are students using their imagination and able to imagine being in the life of a target customer different from themselves? | | | | | | | | | | | | |
| Starter (links to prior learning, new concept or skill) | | | | | | | | Lay out the completed Who Am I? sheets in the class room and show the target customers on the whiteboard. Ask the students to match up the images of the target customer with the sheet to which they think it belongs. Ask students to give reasons for pairing the customers with the completed ‘Who Am I?’ sheets. | | | | | | | | | | | | | | | | | Have they matched the correct customer with the correct ‘Who Am I?’ sheet? Are their reasons for the pairings justified and sensitive or are reasons based on stereotypes?  Raise the question of why a designer needs to do this type of thinking – query is it a valid way to decide on a customer’s needs? Does this method have value in gaining enough understanding? | | | | | | | | | | | | |
| Main (model, apply, implement, consolidate, understand) | | | | | | | | Teacher to present the group with a sample customer. This person might be someone with whom they are or are not familiar. Students to be presented with the challenge of deciding on 6 questions they can ask the customer in order to gain useful information that would help them as a designer to design appropriately to the customer’s needs.  Record student responses using slide 7 (this can be printed beforehand for students to record ideas). Share the suggested questions and decide as a class if they are useful, inquisitive questions that will provide informative responses from a customer. Use the slide with suggested ideas to see if students came up with similar ideas and to further question if these would be useful things to know about their customer.  If using the customer on the PowerPoint – go through factual information about the person given on the slide. Are the questions generated as a class relevant to this customer?  Students to then select a target market to focus on and whom they will find interesting to design for (this will be used at a later stage for a design task). Students to then complete the profile format. They can use the headings provided and should be encouraged to add their own to show deeper consideration about a target group. | | | | | | | | | | | | | | | | | Do students generate questions that relate this customer to products? Have they taken time to consider the type of person they are being presented with and making the questions relevant to them?  Can students identify a range of different potential customers or are they limited to the ideas hinted at in the ‘Who Am I?’ activity? Are they aware of customer groups that may be from another culture other than our own?  Can students make the link between recording detail about a person and how this might affect the design decisions made by a designer when designing new products?  Can students see a sample customer who is very different from themselves as an ordinary customer who has certain needs and desires from products? Do they give stereotypical responses about the customer or do they have an open-minded view?  Are students curious towards the profile information – do they question someone who lives a very different life from them as still a person who goes shopping, needs and buys products but with different priorities than themselves?  Are they able to put ‘themselves in this person’s shoes’ in a respectful manner showing tolerance of a different person’s needs? | | | | | | | | | | | | |
| Plenary (review, evaluate, assess) | | | | | | | | Students need a post it note to record who they have decided to profile. Using the list on the PowerPoint (Function, Cost, Cultural/religious beliefs, Materials, Size/Dimensions, Aesthetics – appearance, Quality , Safety, Environmental Issues) students to question and decide the key criteria their customer would consider as a consumer buying a product. Swap notes with a partner and comment on partner ideas. | | | | | | | | | | | | | | | | | Have students been able to rank the order of importance as well as select the three most important factors for their customer? Are they able to explain and justify their opinion? Have students agreed with each other and been tolerant of other people’s opinions if they are different from their own? Have students made a logical decision based on what the customer would prioritize or is it biased by own preference? | | | | | | | | | | | | |
| **Opportunities to develop Numeracy skills:** linking financial situation of target customers to their position as a consumer; looking at different ages in life and how life stage can affect the needs of a consumer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop Literacy skills:** Use of descriptive language when describing a target customer; verbal communication and listening skills when discussing target customers as a group; key factors when consumers select products based on their needs – applying key terms appropriately. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Opportunities to develop SMSC:** the ability to consider the needs of a person different from self and to identify their needs; recording and sharing ideas and opinions about groups within society in a mature and considerate manner; discussion of the possibility of stereotyping by designers when designing for target customers; introduction of considering environmental and safety issues when students start to link design criteria to consumer choices. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Differentiation Strategies** (for key groups of students inc. SEN, PP, G&T, EAL): writing frame modeled by the teacher for the customer profile to support the less able; the more able to be encouraged to add their own factors to consider about a specific target market; | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |