



Financial Literacy: The Designer Lesson Plan

Connections to Financial Literacy

Describe the financial literacy knowledge and skills which will be addressed and assessed in this lesson. Financial literacy knowledge and skills could include, but are not limited to:

- consumer protection and consumer awareness;
- personal financial planning such as budgeting
- planning for the future

Math, language, Unit Grade 7: Be the Designer

Subject/Course Code/Title/Curriculum Policy

Curriculum Expectations

Learning Goals

Mathematics – Measurement

- report on research into real-life applications of area measurement
- solve problems that require conversion between metric units of area

English – Media

- 2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage audiences
- English – Writing (write a proposal, edit, write clearly)

At the end of this lesson, students will know, understand and/or be able to plan a room's renovation (on walls, ceiling, and floor) with specific dimensions, given a budget. They will be able to apply surface area

Instructional Components and Context

Readiness

- Understand role of designer – provides options but stays within budget as well
- Able to find area of irregular shapes.
- Know how to read nets.
- Be able to determine the sales tax and add it to the total
- Understands that materials for building uses feet, not meters
- Able to work in a small group and within a time deadline
- Be able to read advertising in flyers, understanding that if an item is highlighted, it may be a better deal. Also, be able to read to see the sizes, or area covered, by the material

Terminology

Area

Net

Surface area








Irregular shape


Sales tax

Materials

- variety of decorating magazines, brochures and catalogues from companies who provide services (Costco, Ikea, Sears etc), flyers from box stores (Home Depot, RONA, etc.) - keep in mind that some provide installation as an added price
- Bristol board, glue, scissors – for final presentation
- calculator

Teacher generated floor plans (use nets) of rooms that have an irregular floor and several windows (simpler floor plans for those who need it, and complex shapes for others). The rooms will vary, and can be different rooms in a house.

<p>Minds On</p> <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	<p>Connections</p> <p>Explicitly label:</p> <p> Assessment for learning</p> <p> Assessment as learning</p> <p> Assessment of learning</p> <p> Explicitly identify planned differentiation of content, process, or product based on readiness, interest, or learning</p>
<p>Whole Class ⇒ Think, Pair, Share (10 min)</p> <p>Have you ever wanted to have a make-over of your bedroom? What would you do?</p> <p>Some people get paid to give professional advice on how to do this. These interior decorators research a variety of options and present them to their customer. Are you able to name designers? What kinds of services do they provide? What are some skills designers must have?</p> <p>The teacher is the client and will decide whether she will use each design team, based on their presentation and ability to create a new room within budget.</p>	<p> Assessment for learning</p>
<p>Action!</p> <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided > independent) 	
<p>Whole Class or Groups of 5 ⇒ Small group work (may take 2 periods)</p> <p>In a small group, use the given budget to redesign a room. The group must determine which materials they will use to create a new room. If there is money left over, they may buy furniture and accessories.</p> <p>Process:</p> <p>Students use the net of their room to determine the area of the ceiling, walls, and floor.</p> <p>Students will browse through magazines for ideas and brochures, catalogues, and flyers to determine what is available, what is possible to use, and what is out of price range.</p> <p>Students will determine the cost of each of part of the room design and factor in any additional costs (ex installation) and the sales tax.</p> <p>Students may offer a variety of options for their client, including furniture.</p>	<p> Use ability grouping, hints, or easier room plan. To challenge students,</p> <p> Assessment of learning</p>

Consolidation ♦ Providing opportunities for consolidation and reflection ♦ Helping students demonstrate what they have learned	
<p>Whole Class ⇒ Bansho (5 min per group)</p> <p>Each group presents their room plan and final cost (taxes included), explaining how they solved problems they encountered and answering any questions that the students/teacher have.</p> <p>For homework -> have students explain the process they would use to redesign their own bedroom with a pretend budget. They can present their findings to their parents to see if their proposal would be met.</p> <p>Extension -> in art class, use your plan to draw the before and after, using perspective drawing. Include furniture in the after.</p>	<p> Ask simpler questions or throw in a “wrench” to see the process the group would use to solve it</p> <p>AOL Assessment of learning</p>