

Lesson Title	Buying a Home & Kitchen Planning
Lesson prepared by	Elaine Atkins
Grade Level	Form 5
Learning Objectives of Topic (set by the learners themselves)	<ol style="list-style-type: none"> 1. Kinds of houses available 2. Points to take into consideration when buying a house: <ol style="list-style-type: none"> a. Price b. Environment c. Maintenance and Fittings d. Storage Space e. Different seasons f. How many rooms in the house 3. The Advantages and disadvantages of buying and renting 4. Abbreviations found on advertisements 5. Important words: <ol style="list-style-type: none"> a. Endowment policy b. Life assurance c. Life Insurance d. Home Loan 6. Professionals involved when buying a home 7. Kitchen Planning
LML Learning Objectives (made clear to learners)	<ol style="list-style-type: none"> 1. Awareness of one's own patterns in the products, choices and discourse. 2. Ability to divide group work according to the patterns. 3. Ability to use a different pattern from the one we hold.
Brainstorming Activity 15 mins	To find pictures and cuttings that remind them of anything mentioned during the lessons. Explain findings to the group. Attention will be given to abbreviations.
Different Houses 45 mins	Use the material available to show the different types of houses, explaining the differences and giving an example of the type of family or person who could live in that house.
Task Analysis	In this task they are not bound with a certain product. Their choices and the effort needed to do the activity will be discussed and compared to other activities, which they will find easier or more difficult due to their patterns.
Research 30 mins	Use the resources provided to explain the following words to someone who is going to buy a house: Endowment policy, Life assurance, Life Insurance, and Home Loan. Before starting the activity they will be asked to foresee who will find this more comfortable by examining the scores.
Task Analysis	Due to her precise pattern, C will feel comfortable in doing this exercise. D will most probably leave this up to C. This will be discussed after the activity.

<p>PowerPoint discussion (given for HW before) 15 mins</p>	<p>Imagine you are an estate agent and your client is a young couple who wants to find a house. Create 2 separate PowerPoint presentations to explain the differences between buying and renting to a newly wed couple. Analysis of the 2 presentations – How are the scores evident in their presentations?</p>
<p>Task Analysis</p>	<p>The 2 presentations will probably be different. C will probably put in a lot of detail, while D will probably try to make it colourful and more to the point due to her technical pattern. I will ask them to work separately on this so as to be able to show the differences in the presentation due to different patterns.</p>
<p>Buying a House 45 mins</p>	<p>Imagine you are a young couple buying a house. What do you have to do? What factors would you take into consideration? After you decide which house you want to buy, what do you do? You can use the internet, your notes and the housing magazines provided. Divide the work according to your patterns.</p>
<p>Task Analysis</p>	<p>Since their sequence is the highest score, they will find this task difficult as purposely I have left instructions a bit short and the task is open. This to make them aware of their need to have clear instructions and possibly a model on which to follow. De to their high sequence score. I will be part of the group, prompting them to refer to their patterns.</p>
<p>Kitchen Planning 1 hr</p>	<p>Use the pictures showing different kitchens from magazines and create the kitchen you would like for yourself. Some ideas are sketching, collage or creating a model. Try to avoid using the pattern you feel most comfortable with. Every person will present it to the other and explain one's choice.</p>
<p>Task Analysis</p>	<p>In this task C will need to move out of her comfort zone due to her low technical score. They will probably opt for a sketch as they can follow the sequence they have learned during the lesson. I will ask them to stretch their technical and confluent patterns and choose to do something they would not usually choose. A discussion about the need to adopt strategies will follow.</p>
<p>Materials / Resources</p>	<p>Magazines: Estate Agents, Home Improvements, etc. Internet & Teacher's Handouts Wordwall Scores sheet Activity sheets</p>
<p>Reflection</p>	<p>How well did the plan help reach objectives? What could have been done better? Students comments, questions, interest and engagement Personal thoughts, feelings, observations and ideas about lesson</p>