

# LESSON PLAN – SPACE PLANNING MYSTERY

GENERAL INFORMATION
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**Lesson Title & Subject(s):** *Space Planning Mystery*

**Topic or Unit of Study:** *Space Planning in Interior Design*

**Grade/Level:** *College*

**Lesson Objective(s):**

*SWBAT: fill out the space planning notes worksheets individually by using the “clues” packets discussed as a class.*

*SWBAT: draw a bubble diagram of their corrected approximate floor plan layout as a group and will include the appropriate room sizes, all areas from the original plan, arrows showing circulation, correct zones and adjacencies, along with the entrances and exits per room, while using their **clue #1** packet notes and incorrect floor plans as a guide.*

*SWBAT: create a list of all the spaces that should be categorized into the three areas of public zones, private zones, and service zones as a group while using their **clue #2** packet notes and incorrect floor plans as a guide.*

*SWBAT: create a chart that shows which areas must be adjacent, which ones they would prefer to be adjacent, or which should not be adjacent as a group while using their **clue #3** packet notes and incorrect floor plans as a guide.*

*SWBAT: draw wrong and right circulation paths on the incorrect floor plan with two different colors of pencils as a group, while using their **clue #4** packet notes as a guide.*

**Instructional Materials:**

- *PPT of Dreadmere Hotel Mystery*
- *Incorrect floor plan*
- *Student Notes Handout*
- *Clue packets #1-4*

## Resources:

- AI was used to develop the incorrect floor plan, the sad story of Elias Wren, the 4 Clue Packets along with the bubble diagram example, and the reflection questions.

## INSTRUCTIONAL PLAN

### 5 min – Prayer/Thought

### 5 min – Review Upcoming Assignments

### 60 min – Mystery (Dreadmere Hotel)

#### Prepare

- Learners studied resources about space planning using NotebookLM before coming to class.

#### Introduction (Tell pupils what they will be doing and what is expected of them)

- Today we are going to solve a mystery as a class using clues to learn about space planning.
- You will be completing a task for each clue.
- This lesson will be **cheesy and fun** and its meant to be so!
- Let students know I will first divide them into groups and then we will go over the instructions.
- Divide students into 5 groups
- Hand out the student's notes worksheet and tell them they will be filling these out individually while we go over the PPT and they will be using these to help them finish their tasks.

#### The Mystery Hook

- Show and read pages 1-4 of the PPT.

#### The Lesson (Teach One Another)

- Go through PPT page 5 and let them know the goals for this lesson and what their job is.
- Let them know we will be going over 4 clues that will help them accomplish those goals and again, each clue will have a task they need to finish with their groups to help ease poor old Elias' soul.
- **Tell them that one of the clues cannot be completed until all the others have been solved.** (This is the bubble diagram-to keep it random and to help them derive the order

of the clues on their own, when come upon it, tell them we will come back to it after others have been finished)

- Show them the messed-up floor plan on page 5 of the PPT and tell them this is the incorrect one they will be fixing.
- Hand these out along with colored pencils.
- Go through the clues as a class one at a time in a random order. Stop in between and have students complete the tasks with their groups.
  - After each assignment, discuss their solutions as a class.
  - Use the incorrect floor plan on page 5 to do this.
- Note:
  - Have them complete the bubble diagram on a separate sheet of paper.
  - All the other tasks they can complete on the back of their notes.
- **When all tasks are finished, have them decide as a group what order circulation, adjacency, bubble diagraming, and zoning should be done in. Discuss.**
- After all the clues have been accomplished and they figure out correct order of the above, show them the final slide on the PPT. **Yay! Wren is free!**
- Have them hand in their corrected floor plans along with bubble diagrams and notes.

### **Ponder and Prove**

- **Discuss these questions with the class**
  - How are zoning, adjacency, bubble diagrams, and circulation connected? Why do you think designers use all four instead of just creating a floor plan?
  - Which of these concepts—zoning, adjacency, bubble diagrams, or circulation—do you think would be the most difficult to ignore when designing a space? Why?
  - How can a bubble diagram help a designer solve problems before drawing a floor plan?
  - Think about a room or building you've been in. Can you identify an example of good or poor zoning, adjacency, or circulation? How did it affect your experience?

### **Differentiated Instruction Accommodations:**

No students within this class needed any accommodations. If they were needed at a later time, having students work in groups would help with this. Also, partially filled out notes would also be useful.

### **Student Assessment/Rubrics:**

#### ***Formative Assessment:***

During the class, I will walk around and look at learner's different "clue" assignments while they are working on them to make sure that they are on the right track. I can offer helpful corrections, ask questions, and give ideas during that time.

#### ***Summative Assessment:***

*I will look at student's notes and completed tasks to ensure the pupil's met the objectives. I will know the learning objectives have been met if:*

- *Learners have correctly filled out the space planning notes worksheets.*
- *Students have properly drawn a bubble diagram using their adjustments to the incorrect floor plan layout and have included the appropriate room sizes, all areas from the original plan, arrows showing circulation, the correct zones and adjacencies, and the entrances and exits per room.*
- *Learners have created a list of all the spaces that should be categorized into the three areas of public zones, private zones, and service zones.*
- *Pupils have created a chart that shows which areas must be adjacent, which ones they would prefer to be adjacent, or which should not be adjacent.*
- *Students have drawn wrong and right circulation paths on the incorrect floor plan with two different colors of pencils.*