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| Lesson Plan for Micro Teaching | | | |
| Inclusive Design in Hair and Make-up | | | |
| **Lesson Duration** | 3 hours | **Students** | 12 First Year Hair and Make-up students |
| **Space** | Give the students the challenge of laying out the room to make it as accessible as possible  Room 605/ Room 609 | | |
| **Resources** | Power point for the session | | |
| **Inclusive check list** | Introductions and reassurance  Power point slides with reiterating verbal instructions – low contrast  Music playing at the start  Give permissions to sit down, leave the room or take time out | | |
| **Preparation** | Plug in and test IT | | |
| **Learning outcomes** | | | |
| LO 1: Develop a range of research methods that inform your work and show an awareness of ethical responsibility (enquiry)   * Students understand the principles of inclusive design * Students integrate these principles in their design thinking and consider their application in the context of hair and make-up design * Students consider applying their design to a model from an inclusive agency | | | |
| **Timing** | Teaching Notes | Activity | |
| **5 minutes welcome** | Relate this to industry practice on the first day of rehearsals | Stand in a circle  Say hello, state your name and your favourite fish  Applaud everyone and begin the lesson | |
| **5 minutes** | Define the term inclusive design | Use a word cloud to build a sense of the student’s association with this idea  Share the design council’s definition | |
| **5 minutes/ 15 minutes** | Create an inclusive environment that is a welcoming as possible in this classroom | Come up with different scenarios around the application of make-up  Work in teams around different scenarios   * Your model is blind * Your model is a wheelchair user * You are working in a different language * Your model is a young person * Your model is an old person | |
| **20 minutes** | Review the group’s work |  | |
| **BREAK 15 mins** |  |  | |
| **30 mins** | What about inclusion in terms of representation? | Share some examples in the industry   * Drag syndrome | |
| **10 mins** | How might this influence your design? | Discussion of application, characterisation – where might the challenges be in terms of managing trauma representation | |
| **10 mins** | What kind of audience do you want to appeal to? | How does working in a digital environment open up your work – pro’s and cons …. | |
| **BREAK 15 mins** |  |  | |
| **30 mins** | Application to design and research | Choose a model from this agency and consider designing your character for them – how would you tailor your design to them and then open that out to an audience?  Review the results and ask for reflection | |
| **Assessment :** | Nominated question and answer – can the student build character from a specific catalyst?  Discussion - Can a student build on initial responses and develop their character further in a different way?  Presentation – can the student present to a group? | | |