|  |
| --- |
| 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 possibleRoom 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?  |