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<th>Goal-directed Instructional Design Plan - &lt;Common Tools and Appliances&gt;</th>
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<tbody>
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<td>Author - &lt;Tracye Henderson&gt;</td>
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<td>1. <strong>A problem or a need</strong> – there must be a problem of practice or an educational need that should be addressed during the lesson.</td>
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<td>The students will be able to demonstrate appropriate use of basic appliances and tools used in the home for housecleaning.</td>
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<td>2. <strong>A real-world performance</strong> – how the learning objective fit into a real-world activity or need.</td>
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<td>There are many appliances and tools available for use in the home such as vacuum cleaner, mop and brooms. The students will pretend that they are going to start housekeeping in their own house or apartment. What appliances and tools do you think are necessary for housekeeping.</td>
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<td>3. <strong>An instructional objective</strong> – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; <em>performing skills, recalling facts, identifying examples of concepts, and applying principles</em>.</td>
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<td>a. Objective- Identifying examples of concept: The students will identify tools and appliances found within their home.</td>
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<td>b. Objective- Recalling facts: The students will share tools and appliances found inside 2 rooms of their home.</td>
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<td>c. Objective-Performance skill: The students will clean a set up room using the correct tools and appliances. (School student kitchen).</td>
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4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.
   1. Create a display of common tools and appliances.
   2. Discuss the definitions of appliance and tools, list the examples on the Smart board.
   3. The Smart board will read a interactive story, “Author’s Messy Room”
   4. Draw students to display:
      A. Hold up broom, ask students how they would use the broom?
      B. Then hold up a vacuum, ask students how to use the vacuum?
      C. Hold up a bucket of cleaning supplies, ask students where it would be located in their home.
   5. Tell students about safety use of plugging into electrical sockets and cleaning supply use.
   6. Have students/teacher to discuss where they might find and use other tools in their house in the display area.
   7. With a adult the students will use pictures pairs of tools and appliances to match certain rooms in their house to be cleaned.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting. The students will be evaluated by Observation.

Data assessments forms driven by Individual Educational Plan goals and objectives.

The students will be given a Hands on test using communcation device "Go Talk-9 to answer multiple choice questions and a Go Talk 2 for yes/No questions relating to items that are inside their household.

The students final assessment will come when they have to chose a tool or appliance and utilize it to clean up the student kitchen.

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6. **A method to help participants learn** – the method to deliver the content; a lesson.
The teacher will set up a learning display table.

The students will read an interactive book on “Author’s Messy Room”

The students will watch a short video clip

The students will develop a picture list of tools and appliances that are necessary for cleaning a kitchen and bath room (utilizing Board-maker software).

The student with a parent or adult will use a picture worksheet to do an inventory of tools and appliances found in each room of their house.

The students will share results with the class during Circle Time.

The students will go through the better housekeeping magazine, then cut and paste housekeeping tools and appliances on construction paper.

The students will be given a tool to clean the student kitchen.

- **Motivation:**
  - Meaningfullness – content and activities must have meaning for the learner
    The content is meaningful in real world settings. As a adult you must house clean to
    make your house smell good, be sanitary for health reason and keep rodants and other
    unwanted bugs from inside your house. There house will stay fresh and clean and
    livable as well.

    - Pleasant consequences – the effects that achieving the goal will have on the learner
      Students are given verbal priease, high fives, smiles and a warm pat on the back.
      Students an also gain sensory items during the activiy to help them say focus.

    - Novelty – an attention-getting, humorous or curious manner that relates to the
      useful information in your lesson
      The students will be able to swing on a adaptive swing after the lesson, take class
      walks outside (weather permitting) have choice time or be giving Tangible rewards.
*Socialization* - a strong motivator for student learning
There are many motivators for the students. Here are some that motivate my current students during this lesson.
- Watching video
- Reading a interactive book
- Talking about and sharing household tips.
- Going to the student kitchen and giving wxamples of tools and appliances.
- Allowing students to interact and lead discussions about lessons.
- Allowing them to ask questions and touch and feel items.
- Sensory activies with sound, color and vibration.

**Audience** – For what audience are you designing this lesson? Consider the following:
- **Age** - The chronological age is 18-26, but the Cognitive age is 10 months to 7 years of age. These students are Severe and profoundly Cognitive impaired.

- Skill level (including technology skills)The skill level of the students are minimal. the use a touch screen computer. A Big Mack communicator uses with a Hitch is uses as a mouse to help manipulate keys on the computer.

- Prerequisite knowledge (including technology background)

**Technology Needs** – the computers, software, programs (such as Angel or other CMS’s) printers, equipment, Internet access, time in the computer lab will be needed to successfully complete your technology-rich lesson.
- The student computers that are utilized are in the school setting. Adobe Reader must be installed, boardmaker software must be installed, and a printer must be hooked up for printing purposes. The students must be able to use adaptive communication devices to utilize the computer or a regular Mouse.