

HOUSING & INTERIORS EXPLORATION – PART 2

Volume 66/ High School

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FCCLA Connection:

STAR Events — Interior Design

National FCS Standards for Housing and Interior Design

- 11.1** Analyze career paths within the housing, interior design, and furnishings industries.
- 11.1.2** Analyze career paths and opportunities for employment and entrepreneurial endeavors.
- 11.2** Evaluate housing and design concepts and theories, including green design, in relation to available resources and options.
 - 11.2.1** Evaluate the use of elements and principles of design in housing and commercial and residential interiors.
 - 11.2.2** Analyze the psychological impact that the principles and elements of design have on the individual.
 - 11.2.3** Analyze the effects that the principles and elements of design have on aesthetics and function.
 - 11.2.4** Apply principles of human behavior such as ergonomics and anthropometrics to design of housing, interiors, and furnishings.
- 11.7** Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.
 - 11.7.1** Select appropriate studio tools.

Objectives:

Students will...

- Explore a variety of nontraditional housing options
- Create a poster featuring a nontraditional housing option

Materials List:

- “5-Minute Interior Design Activities” Activity Book — WA27904
- “Housing Options” Worksheet (included)

Resources Needed:

- Computers
- Internet Connection

DAY 1

Introduction: (3-5 minutes)

Conduct a quick survey of students to determine the types of housing in which they live. How many live in a single family dwelling? An apartment complex? A duplex? A condo? A mobile home? Houseboat? Are there any living quarters not mentioned that someone lives in?

Brainstorm: What other housing options exist? List on the board.

Activity (30-35 minutes):

Using electronic means, have students search out the following dwellings in small groups and report out with a one page electronic flyer featuring the assigned dwelling option.

Options include: Tiny Houses, Scad Houses, Metal Building Homes, Retro Campers, Earth Homes, Yurt Homes, Log Homes, Floating Homes, and Modular Homes.

Conclusion (15 minutes):

Each group will report out to the teacher on their level of poster completion. Students will share their flyers in class. Flyers will be fastened to a bulletin board in the classroom for students to continue to view.

DAY 2

Introduction (5-10 minutes):

Reorient the students back to the groups they were in yesterday and to quickly review their work. They will be posting their flyer up around the classroom. The class will travel about the room looking at each poster as the groups share their posters. Students should be given a couple of minutes to determine what each member will say during the presentation.

Large Group (30 minutes):

Students will follow around the room listening to each presentation and completing the Housing Options worksheet with data on each living option .

Closure/Follow-Up:(5-10 minutes):

Each student will share a “take away” idea they learned from the lesson today regarding different housing options. If time remains, use the “5-Minute Interior Design Activities” activity book — WA27904.



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MODULAR HOME



LOG HOME



TINY HOUSE



EARTH HOME



FLOATING HOUSE



METAL HOUSE

FCS worksheet

HOUSING OPTIONS

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Name: _____ Score: _____ / 40

Directions: During the Poster Tour in class, fill in the table below with the information from each group's presentation.

Housing Option	Exterior Appearance	Positive Features	Negative Features	Would you live in this home?
Tiny House				
Scad House				
Metal House				
Retro Camper				
Earth Home				
Yurt Home				
Log Home				
Floating Home				
Modular Home				
Other				

Which home options would you consider? **2 points.**

Which options would you NOT consider? Why? **6 points.**