



# Nasco FCS Lesson

## Housing and Interiors Exploration

Lesson Developed by Delaine Stendahl, Family & Consumer Sciences and Health Sciences Instructor

**Grade Level:** Middle School

**FCCLA Connection:** STAR Events — Interior Design

For additional FREE lesson plans go to... [eNasco.com/fcs](http://eNasco.com/fcs)

### 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.
  - 11.7.6** Create floor plans using architectural drafting skills and computer aided design software.
- 11.9** Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries.

### Objectives:

*Students will...*

- Use a color wheel to select colors for color schemes.
- Create color scheme illustrations of home interiors following basic color schemes — monochromatic, analogous, complementary, split complementary, naturalistic, and accented neutral.
- Select a room from a provided floor plan, select furniture, furniture layouts, and color schemes.
- Display selections on a display board/cardboard as an interior design consultant may develop.

### Materials List:

- Paper Cups
- Food Coloring
- Water
- 3 Pitchers
- Crayola® Crayons, Box of 24 (Cat. No. 9700788H)
- “Colors of the Rainbow” Color Wheel Poster (Cat. No. 9731141H)
- Pictures of Color Schemes of Home Interiors Following Basic Color Schemes (monochromatic, analogous, complementary, split complementary, naturalistic, and accented neutral)
- “Color and the Color Wheel” worksheet (go to [eNasco.com/page/lesson37](http://eNasco.com/page/lesson37) to download and print)

### Additional Materials (Optional) — Available at eNasco.com:

- Creative Color Wheel (Cat. No. 9730697H)
- Classroom Color Wheel Teaching Set (Cat. No. 9709508H)
- Create-A-Color Wheel™ (Cat. No. 9706426H)
- *Behind the Color Wheel: Using Color in Art & Design* DVD (Cat. No. WA31763H)

**NOTE:** For coloring pages of rooms, search on the Internet as there are many options. Provide an assortment for students to select rooms for their color scheme assignments.

### Resources with Pictures Include:

[www.edupics.com/coloring-pages-the-different-rooms-of-a-house-c725.html](http://www.edupics.com/coloring-pages-the-different-rooms-of-a-house-c725.html)  
[freecoloringpages.co.uk/?q=rooms%20of%20a%20house](http://freecoloringpages.co.uk/?q=rooms%20of%20a%20house)



## DAY 1

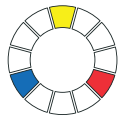
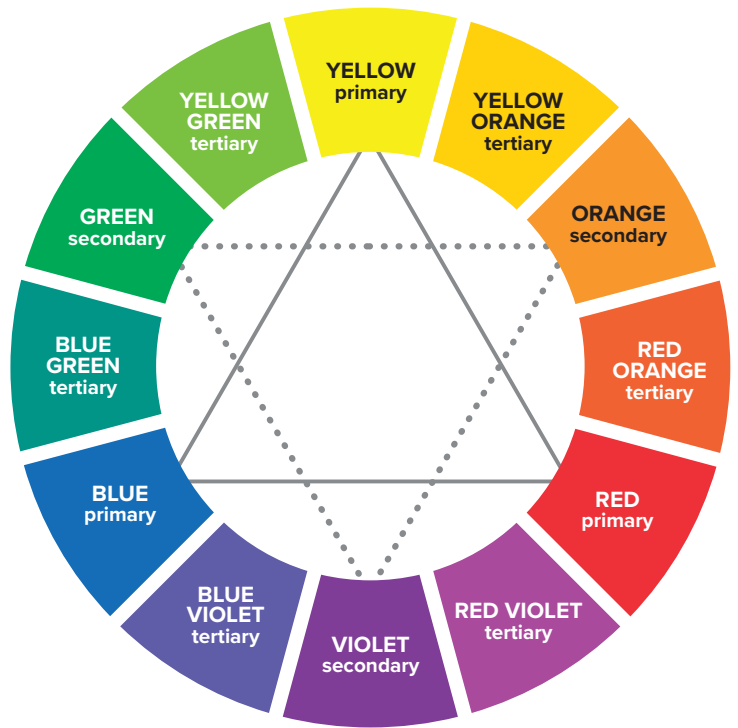
### Introduction (5-10 minutes):

Talk to students about color as a tool. Some key terms to discuss include primary, secondary, and tertiary. Students will be exploring color through the use of experimentation. Have students work in groups to mix colors of water to see what colors are developed.

### Activity (10-15 minutes):

Assign students to groups of three or four. Students will create colors using water colored with food coloring. Teacher will provide a pitcher of red, yellow, and blue water to allow students to begin the activity. Students will need nine paper cups per group. Provide each group with a paper cup of red, yellow, and blue water. Allow the students to mix water to create colors, but they need to keep track of how they create each color using the "Color and the Color Wheel" worksheet (go to [eNasco.com/page/lesson37](http://eNasco.com/page/lesson37) to download and print). When complete, the students will position the cups to form a color wheel following the "Colors of the Rainbow" color wheel poster (Cat. No. 9731141H available from [eNasco.com](http://eNasco.com)).

In class, discuss how students created each of the colors. Collect all cups of water and clean up the work area.



**Primary**  
RED  
YELLOW  
BLUE



**Secondary**  
GREEN  
ORANGE  
VIOLET



**Tertiary**  
YELLOW ORANGE  
RED ORANGE  
RED VIOLET

BLUE VIOLET  
BLUE GREEN  
YELLOW GREEN

### Mini-Lecture (5 minutes per scheme, plus 15 minutes for coloring):

Talk to students about each of the color schemes, one at a time. After each explanation of a color scheme, students will color that scheme and the teacher should circulate among the students to ensure they have a clear foundation of understanding.

**Monochromatic** — light and dark hues of one color with neutrals such as black, silver, gold, and brown (such as in wood or metal furnishings)

**Analogous** — Three or four colors side-by-side on the color wheel

**Complementary** — Two colors straight across from each other on the color wheel

**Split Complementary** — a color with the two colors beside its complement

**Naturalistic** — the autumn colors of changing leaves, etc.

**Accented Neutral** — the majority of the colors are neutral and accents of just one color

As they color their rooms, students will work together at tables sharing the plates of crayons.

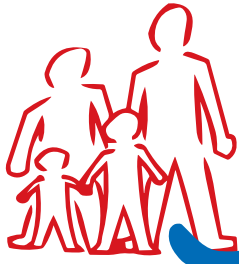
### Closure/Follow-Up (5-10 minutes):

Teacher gives an oral review of the color wheel; primary, secondary, and tertiary colors; and color schemes.

## DAY 2

Continuation of the color scheme lectures and coloring of pages. Have students post their color schemes around the classroom for other students to view.





# Nasco FCS Lesson

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Lesson Developed by Delaine Stendahl, Family & Consumer Sciences and Health Sciences Instructor

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### Objectives:

Students will...

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

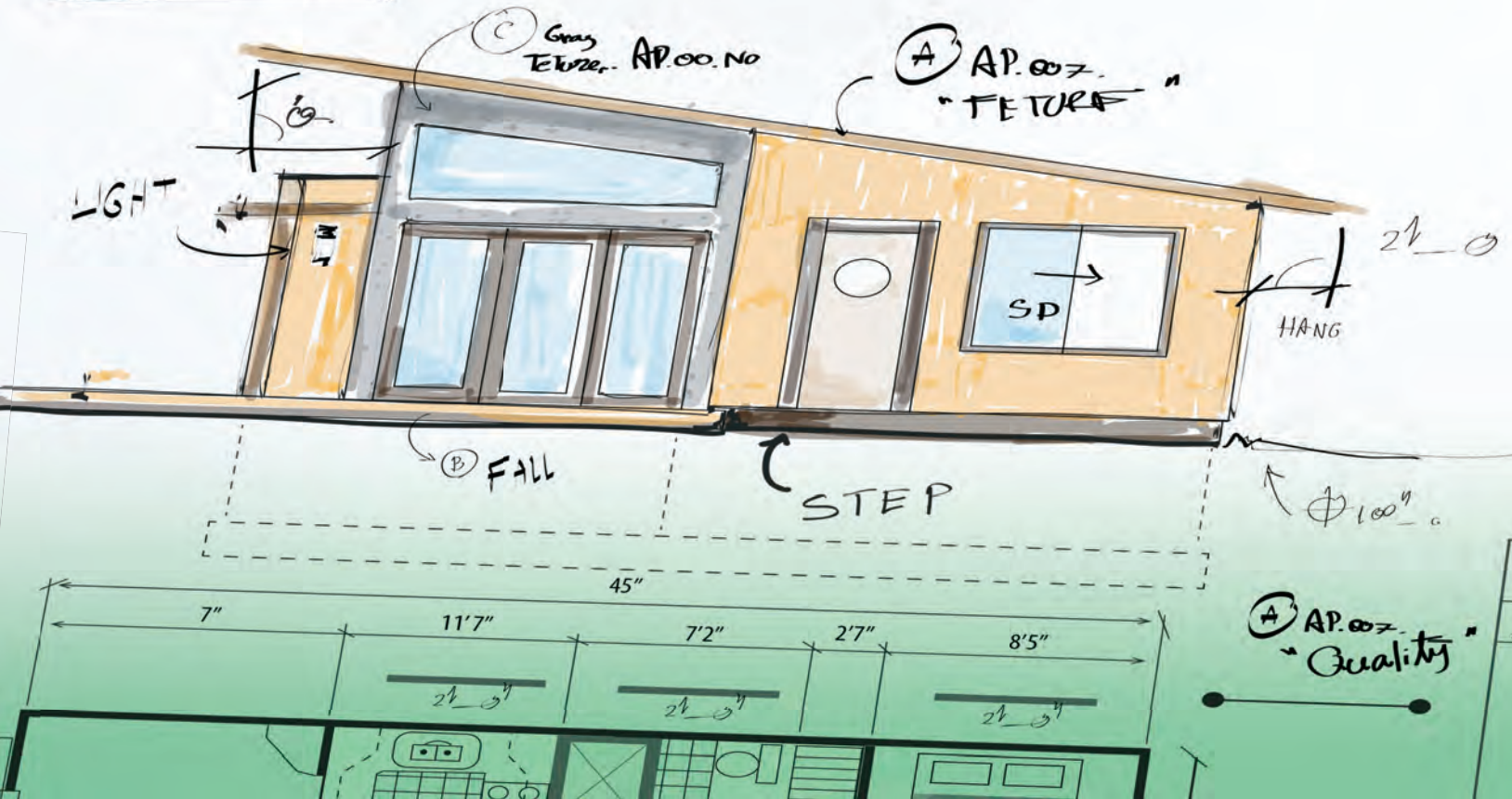
### Materials List:

- "5-Minute Interior Design Activities" Activity Book (Cat. No. WA27904H)
- "Housing Options" Worksheet (go to [eNasco.com/page/lesson37](http://eNasco.com/page/lesson37) to download and print)

### Resources Needed:

- Computers
- Internet Connection

## TINY HOUSE



## 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 (go to [eNasco.com/page/lesson37](http://eNasco.com/page/lesson37) to download and print).

### 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 (Cat. No. WA27904H).



**YURT**



**MODULAR HOME**



**LOG HOME**



**TINY HOUSE**



**EARTH HOME**



**FLOATING HOUSE**



**METAL HOUSE**

# Color and the Color Wheel

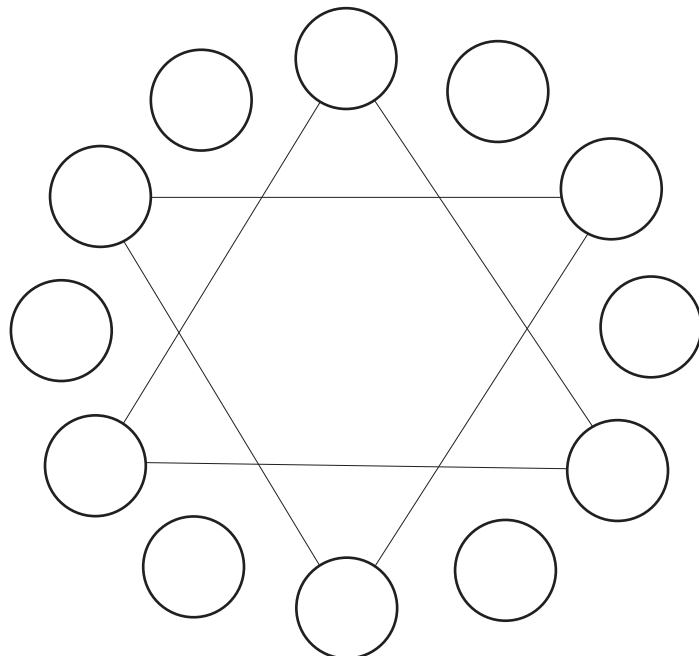
Name \_\_\_\_\_

Score \_\_\_\_\_/25

**Directions:** The teacher will provide you with colored water in paper cups, plus additional cups to do some experimentation, to come up with colors for the color wheel. Complete the following table and equations to make the correct colors. **9 points.**

The Primary Colors Are...				
_____				
Primary Colors + Primary Colors = Secondary Colors				
Primary Color 1	+	Primary Color 2	=	Secondary Color 3
1 Tbsp. Red	+	1 Tbsp. _____	=	2 Tbsp. Orange
1 Tbsp. Yellow	+	1 Tbsp. _____	=	2 Tbsp. Green
1 Tbsp. Red	+	1 Tbsp. _____	=	2 Tbsp. Violet
Primary Colors + Secondary Colors = Tertiary Colors				
Primary Color 1	+	Secondary Color 2	=	Tertiary Color 3
1 Tbsp. Red	+	1 Tbsp. Orange	=	2 Tbsp. _____
1 Tbsp. Yellow	+	1 Tbsp. Green	=	2 Tbsp. _____
1 Tbsp. Red	+	1 Tbsp. Violet	=	2 Tbsp. _____
Choice Mixtures: Mix your own combinations and indicate the results below. 4 points				
	+		=	
	+		=	
	+		=	

Using your crayons, create a color wheel of primary, secondary, and tertiary colors. Make the triangle with the point facing upward the primary colors, the inverted triangle the secondary colors, and the free-standing circles tertiary colors. **12 points.**



## Housing Options

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.**