

HEAD

HEART

HANDS

HEALTH



Home Design and Decor

Unit 4



Acknowledgements

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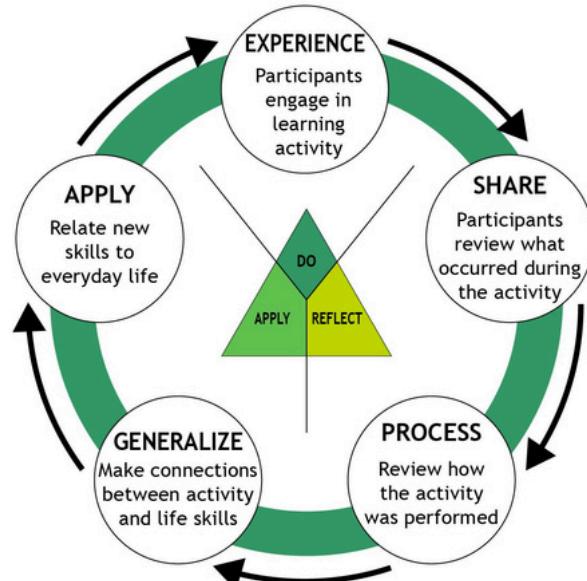
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Experiential Learning Process

The 4-H program utilizes a process where adult leaders ask open-ended questions that challenge youth to think. Through this inquiry, youth can propose hypotheses and determine their own solutions. The Experiential Learning Model developed by Pfieffer and Jones (1985) and modified by 4-H includes five specific steps that can be summarized into three main processes: Do, Reflect, and Apply.

The Experiential Learning Model encourages discovery with minimal guidance from others. A situation, project or activity is undertaken for individual thought and problem solving. Minimum outside assistance is provided, but support is offered to the individual by questioning at each stage. The youth participating in an activity reflect on what they did and then assess how what they learned can be applied to a life situation. Below are questions that might help during each stage of learning.



1) Experience (Doing)

Questions: What sources of information are available? What is possible? What do you expect to see? How is it working? What else might you try?

2) Share (Reflecting on what occurred)

Questions: What was your goal for this project/activity when you began? What happened? What were the results? What was most difficult? How do you know? What did you learn? What surprised you? How did you share this project/activity with others?

3) Process (Reflecting on what's important)

Questions: What problems seemed to reoccur? How did you solve them? What similar experiences have you had? How was the experience like or unlike experiences others had? Would you do anything differently? What did you learn about making decisions? What suggestions would you have for someone else who wanted to do a similar project/activity? What life skills were you developing through your project? Why are life skills important? What new questions do you have about yourself, others, and future goals?

4) Generalize (So what?)

Questions: What did you learn about yourself or about the activity? What key points have you learned? How did you decide what to do? What else could you have done? How does this relate to something else in life? Where have you faced similar challenges in your life? Where might this situation occur in the future? Why is it important to have plenty of information before making decisions? What did you learn about your own skill in communicating with others?

5) Apply (Now what?)

Questions: How does this project/activity relate to your everyday life? Why is this project/activity important to you? Where else can this skill be used? How will you use this in the future? What will you do differently after this experience? How can I make an impact? What will I create next? In what ways do people help each other learn new things? What are qualities you think are important in a leader? If someone helped or mentored you in this project, what would you tell them you learned and what difference it has made in your life? How would you express your appreciation?



Image: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>

Targeting Life Skills

A skill is a learned ability. Life skills are those abilities that assist individuals to lead successful, productive, and satisfying lives. In 4-H, we use the Targeting Life Skills Model to help youth become competent and prepared for adulthood. The Targeting Life Skills Model categories are based on the four H's from the 4-H clover (Head, Heart, Hands, and Health). Under each of these main categories, there are four categories and eight subcategories listing specific skills youth learn in 4-H. The main goal in 4-H positive youth development is to provide developmentally appropriate opportunities for youth to experience life skills and to be able to use them throughout a lifetime. By understanding the importance of the 4-H framework and its structure, 4-H members, parents, professionals, and leaders will know the expectations and will be able to effectively use 4-H delivery methods to help youth learn these life skills.

Home Design and Décor - Unit 4

Introduction

Welcome to 4-H Home Design and Décor Unit 4. You must complete Units 1 - 3 before enrolling in Unit 4. Now it is time to use the knowledge and skills gained from those units and design your own project. This unit is about looking up terms and techniques when selecting your 4-H project. You will need to seek out reliable and valid resources which teach proper technique and knowledge in the areas of interior design.

What is the difference between “interior design” and “interior decorating?” Although these terms are sometimes used interchangeably as synonyms, they actually represent two different stages of the building process.

Interior design is part of the initial structural design of a building. Much of a room’s interior is dictated by the surrounding building. Height of the ceiling and placement of doors and windows are part of the interior design that determines the building’s construction. Architects and engineers help to determine much of the room’s basic character. Interior designers usually have university degrees and defined qualifications to work together with architects when a building is first constructed or renovated.

Interior decorators take over where the interior designer leaves off. Interior decorators have no specific training, and many are self-taught. Some have diplomas from a variety of college programs or independent short courses. Decorators start with the basic shell of the room and choose the “finishes” and furnishings.

Project Expectations

1. Select an area in home décor and design that you have a special interest in and design a learning experience. Some ideas for topics are:
 - Total home redecorating
 - Historic housing
 - Floor coverings
 - Wall coverings
 - Selecting home furnishings
 - Decorating a recreational vehicle
 - Plan a second home or cabin.
 - Design a home.
 - Dorm room design/arrangement
 - Advanced storage project, or
 - Any other topic related directly or indirectly to home environment.



OR

1. Select a career to study in the field of interior design.

Interior design education options:

- Architect
- Architectural technologist
- Furniture designer
- Graphic designer
- Product designer
- Stylist
- Textile designer
- DIY entrepreneur
- Interior decorating
- Safety planning/ emergency evacuation planning
- Architectural historian
- Professor



Who you could work for:

- Facilities department
- Private homes/ residence
- Offices
- Restaurants
- Other retail establishments
- Historical society
- College or university
- Self-employed



Skills you would gain are in the areas of:

- Textiles
- Graphic design
- History of design
- Design elements (colors/ textures, etc.)
- Trends and forecasting

3. Develop a plan that includes:

- Goals for what you wish to learn.
- How you will accomplish your goals.
- Resources you will use to reach your goals.
- How you will share with others what you learned; and
- How you will evaluate whether you reached your goals.

4. Evaluate the study or activity you completed.

5. Judging Standards – two aspects of the project will be judged.

- Home Design and Décor e-record – a written statement including the following information:
 - Goals
 - Plans
 - Accomplishments
 - Resources used
 - How you shared with others
 - How you will evaluate whether you reached your goals, and
 - An evaluation of your project.

Ask these questions when writing the statement:

- How clearly are the goals stated?
- How well does the plan match the stated goals?
- How did you evaluate your project?
- What worked well and what did not?
- What would you change?
- What was most beneficial about this project?

Exhibit – the item or article will be measured against these criteria:

- General appearance – clean and attractive
- Workmanship
- Durability
- Appropriateness for intended use
- Construction techniques, accuracy and precision
- Finish is smooth, evenly applied, suitable for style and design of piece
- Piece is solid and secure.
- Upholstery (if used): firm weave, pleasing design, proportionate.
- Use of line, texture, color, and elements of design

Requirements

Exhibit Requirements

Exhibit will consist of the following:

1. Completed HomeDesign and Décor e-Record presented in a sturdy binder/notebook.

2. Include in the e-record a written statement with the following information:

- a. Goals
- b. What your plan was for this project
- c. Did you accomplish your goals?
- d. List the resources that you used
- e. How did you share your project?
- f. How did you evaluate your project?

3. Select one from the following for an exhibit:

- a. Design board (art board, corrugated plastic, etc.) 22" x 30". The design board will include samples of paint, fabric, flooring, etc., for the room you are designing.
- b. Job Shadow – display board (3'x 4') demonstrating what profession you are interested in, who you job shadowed (profession, job title of person shadowing), what you learned from the experience, and if you still want to be in the profession, why or why not? You may use pictures or any record you have kept providing evidence of your job shadow experience and what you learned.
- c. Portfolio Exhibit
 - i. A physical representation of the career or business product such as a model, prototype or display/portfolio that includes images of the accomplished work.
 - ii. Written explanation that demonstrates knowledge of the related career or business fields, potential careers, and the appropriate requirement for achievement in those fields.
- d. Project will be evaluated on the quality of the information completed in the e-record (25 percent) and quality of the exhibit (75 percent).

Definition of a portfolio: A portfolio is an accumulation of documents, photos, and reflections that summarize the interior design or career that you have studied in this unit.

Education notebook or display board

- Education merit
- Creativity
- Accuracy of information
- Neatness (legible, well-organized)
- Quality

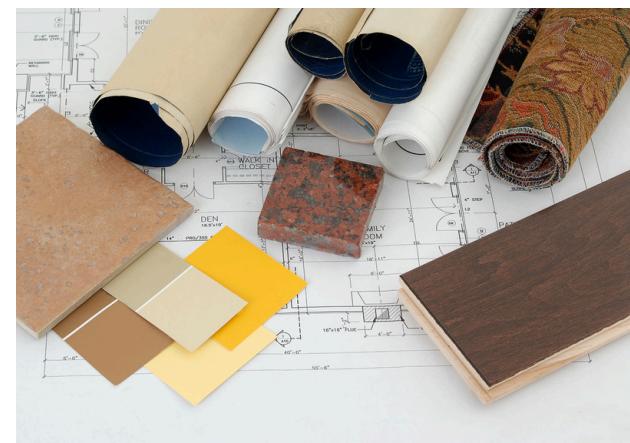
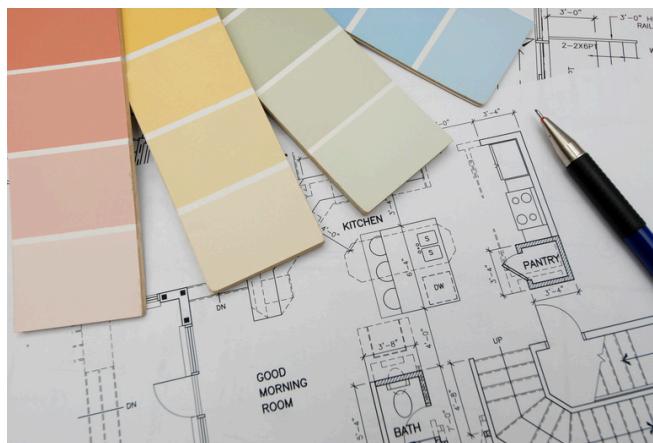
Ideas for your project may come from looking at the interior design magazines like:

- Interior Design
- Metropolis
- Dwell
- Better Homes & Gardens
- House Beautiful
- Home & Design
- Décor
- Do It Yourself



You could watch some home makeover shows (search www.hgtv.com or www.diynetwork.com) on television such as:

- Fixer Upper
- Love It or List It
- Design on a Dime
- Good Bones
- Property Brothers
- Sometimes, inspiration comes through looking at nature, going to an art museum, or finding that one piece of fabric that you can build the room around.



Floor Plan

Before you start decorating your space, it is very important to do an analysis of the space and have an accurate floor plan. Drawing a floor plan gives you something concrete to work with and lets you try different options before you spend time and money-making changes. It helps you determine how much material such as paint or flooring you'll need for the job. Measure, and draw to scale, then take your floor plan with you when you shop.

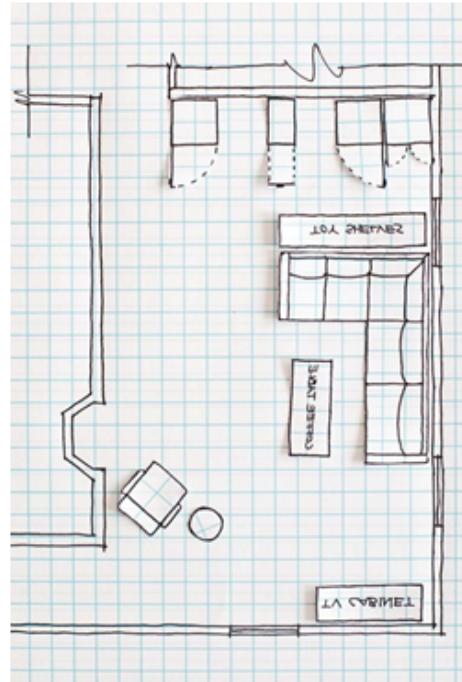
Activity

- Tools
- Graph paper
- Pencil and eraser
- Straight edge or ruler
- Measuring tapes (25 ft. steel and 5 ft. cloth)
- Chalk
- Camera

Measuring Your Space

Start with a rough sketch of your floor plan on which you can record your measurements.

Indicate doors and windows and any other irregularities that will affect your design.



- Using a steel measuring tape, measure along the baseboard of each wall from one corner to another and record the number to the nearest $\frac{1}{4}$ inch on your rough sketch.
- Measure the distance from floor to ceiling. Don't just assume it is the standard eight feet.
- Measure the room's doorways and openings, both width and height, and indicate the direction the door swings.
- Measure windows, both height and width. Measure the distance from the floor to the bottom of the window frame/casing.
- Measure any architecture features, for example, built-in book cases, fireplaces, etc.
- Measure where all the electrical outlets, switches and other controls are located.
- Mark these measurements on your rough sketch.

Drawing Your Plan

Now you are ready to transfer the information from your rough sketch to your graph paper.

- Note on your paper the room's dimensions.
- Using a straight edge and pencil draw the room's perimeter.
- Add the room's major areas.
- Indicate where all the permanent switches, outlets and controls are located.
- In addition, draw each wall's elevations which will assist with deciding where to place art and what to do with windows.
- Photocopy your finished plan and keep the original in a file in case you need more.

Critiquing Your Space

- Evaluating your floor plan's strength and weaknesses will help you decide what to emphasize and what to downplay or correct.
- Are the windows located in a good place? Is the view attractive, or does it need camouflaging? Does the room receive excessive sunlight? Are you visible to the street or the neighbors? If so, you may want blinds.
- Do you like the room's shape? Or do you need to use paint colors to create an illusion of better proportions? For example, a long narrow room can look better balanced if both end walls are painted a strong contrasting color to the side walls.
- Is the room a good size? If the room seems small or excessively large, wall colors can once again create an illusion of a larger or smaller area.
- Does the room have enough wall space to accommodate all the furniture you need? If not, decide what you need to exclude or replace.
- What are the room's strong features? If there are none then consider creating a focal point such as a wall mural, a fake fireplace, or an important piece of furniture.

Furniture – What?

- After you have analyzed your floor plan, you are ready to determine the furniture layout.
- What is the primary function of this room? Watching TV, sleeping, dining? All these activities are clues to the kinds of furniture you will need and where it should go. Don't forget the secondary functions of your room. Does your bedroom also serve as your office? Listing functions and considering necessary furniture can help you to see if your expectations are reasonable and doable.
- How many people normally use this space? Do you need additional seating?

Furniture – Where?

Try different furniture arrangements using templates (to-scale tracing guides). Or you can make your own to-scale furniture on heavier paper like cardstock that you can push around your floor plan.

- Find your focal point
- Locate the traffic pattern
- Allow adequate space around individual pieces of furniture and furniture groupings.
- Keep in mind that furniture templates on graph paper look smaller than furniture does in real life.

Evaluating Your Plan

If you answer “no” to any of the following questions, revisit your plan.

- Does this plan meet all my function requirements?
- Is the plan flexible? Will this plan work at any time of day and in all seasons?
- Does the plan take advantage of the room’s good features and correct or disguise the bad ones?
- Does this plan have the look of openness or intimacy that I want?
- Will my guests feel welcome?
- Will I enjoy moving about and living in this room?

Before you put pencil to paper you might enjoy planning your room using one of the free web based tools available. Your exhibit will need to have more detail than these programs have but it might be fun to play around with them.

Free Online Internet Room Design Programs:

Floorplanner <https://floorplanner.com/dashboard>

Dream.Design. Deliver <https://www.3dream.net/>

Arrange-a-Room From BetterHomes & Garden <https://www.bhg.com/decorating/arrange-a-room>



Your Design Board

Mood Board, Presentation Board, Color Board all can be a Design Board. A Design Board is a tool used to display the color schemes, materials and furniture arrangement of your room. The board is where you put everything together.

Color Scheme

Choose a color scheme for your room. The color scheme should be reflected in the samples that you put on your board.

- Flooring, wall treatments and ceilings: Use swatches of carpet, flooring samples, paint samples, or sample wall treatments (free at most building supply stores). Mount these on the board to show what type of floor and wall treatments you will use.
- Stripes: Any stripes on wallpaper or fabric should be mounted on your board vertically.
- Fabrics: Include two swatches of fabric that will be used in the room (example: pillows, comforter, chairs, etc.). Fabric should be pinned (cut with pinking shears) or wrapped. To wrap fabric, cut a square from poster board or cardboard. Wrap fabric around this square, securing raw edges to the back of the square.
- Labels: Label board (example: bedroom) and any swatches of fabric, paint or floor samples for their use (example: pillows, curtains, comforter, dust ruffle, etc.).

Here are some other resources to check out on Design Boards:

- <https://thehomesihavemade.com/2017/05/how-to-create-a-design-board/>
- <https://www.youtube.com/watch?v=1l7fwvZzqD4>
- <http://nestingwithgrace.com/create-design-board-start-designing-room/>
- <http://aceinteriordesign.weebly.com/design-boards.html>



PORTFOLIO

Portfolio

A portfolio is an accumulation of documents, photos, and reflections that summarizes your interior design project. This portfolio will serve as a valuable source for ideas for future project work and resources. You may add to your portfolio each year.

A portfolio will have a minimum of three sections and be organized using the following sections and guidelines. The portfolio, which visually communicates your accomplishments, will be a great tool to show an employer or teacher.

- Each year the portfolio will show an increase in complexity and skill.
- All material should be presented in a 3-ring binder.
- Pages will be dated in the bottom margin with the year – i.e., 2018.
- Pages can be placed inside a clear sheet protector.
- The portfolio is not a scrapbook. Scrapbook techniques will be useful in page layout and design, but the emphasis should be on the content.
- A portfolio should not include “copying” things off the Internet or out of a book/magazine/factsheet. Doing so without giving credit is called plagiarism.
- Work reported must be drawn/constructed by the member. Digital media or electronic design programs may be used by 4-H members 11-18 years old.

Exhibit

Interior Design Portfolio

- 10-12 pages to include pictures of things made, inspirations of things to make, design ideas, sketches, and/or sample notebook pages.

Creative Component

- Science: Illustrate a science experiment related to interior design. This might include a comparison of energy use/options for the home, water efficient processes or products, sun or landscaping to heat or cool homes, furniture/cabinet design, or any other similar item not stated.
 - Exhibit – will consist of a multimedia presentation or notebook which narrates and illustrates (pictures) the member’s science experiment using a recognized model of scientific discovery.
- Citizenship: Develop and implement a service-learning project which means an identified need in the community or for an individual. Must be related to Interior Design.
 - Exhibit – will consist of a multimedia presentation or notebook which narrates and illustrates (pictures) the member’s experience in each phase of the service-learning model.

Colorado 4-H Mission

4-H empowers youth to reach their full potential by working and learning in partnership with caring adults.

Colorado 4-H Vision

A world in which youth and adults learn, grow and work together

4-H Pledge

I pledge.....

My head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
 My health to better living
for my club, my community,
 my country and my world.

Promesa 4-H

Prometo usar mi mente para pensar con más claridad,
 mi corazón para ser más leal,
 mis manos para ser más servicial,
 mi salud para cuidarme más,
por mi club, mi comunidad, mi país y mi mundo.

4-H Motto

“To Make the Best Better.”

