

<b>Title:</b> Accessorizing Your Home
<b>Curriculum Area:</b> Family & Consumer Sciences/Interior Design
<b>Teacher:</b>
<b>School:</b>
<b>Grade Level:</b> 9-12
<b>Career Cluster:</b> Architecture and Construction
<b>Lesson Objective(s):</b>  Students will be able to list guidelines for the use, placement, and care of accessories.
<b>Performance Task (Include Teacher &amp; Student Instructions):</b>  Before class, place a variety of home accessories (at least 15) in the center of a table in the front of the room. Cover it with a sheet.  During class, explain to the students that on the signal you will uncover the table and they have three minutes to concentrate on the home accessory items in front of them. The goal is to try and remember as many various items as they can. After three minutes are up, cover the table back up with the sheet. Allow students an additional five minutes to write a list of as many home accessory items as they can remember. The student with the longest correct list wins. Award a prize to that student.  Present a power point to the class which includes the following information:  Categories of accessories - from categories highlight wall hangings, examples of wall hangings, types of pictures, how to select a picture, where to hang, and guidelines for wall hangings.  Roles of accessories Selecting accessories  Prior to the power point presentation, provide each student an activity worksheet with an outline of the lesson putting blanks under each topic for them to complete as the lesson is presented.  After the lesson is presented, instruct students to get in groups of two and find a magazine picture showing accessories in a room. As a team, evaluate the uses of the accessories and record the results of their evaluation.

**Evaluation & Scoring:**

Both written and oral types of evaluation will be used. Students will hand in the activity worksheet completed while watching the power point presentation. It will be graded to see if all things to consider, types of, and examples given were included.

Once the magazine picture and its evaluation are handed in, the teacher will initiate a discussion by asking, "What do accessories reflect?" During the discussion the teacher will note participation and listen for key terms and phrases such as personalities of the family members, preferences, souvenirs, items of sentimental value, hobbies, and achievements.

Scoring:

Activity Sheet: 0-100

Oral response: A - active  
B - somewhat active  
C - occasional comment  
F - no participation

**Extension/Modification and/or Instructional Methodology:**

Extension: Ask students to reflect and individually complete each question.

What dominates your home as accessories?

Consider framed photos, art, mirrors, clocks, and antiques. How do they reflect your family's personal priorities?

Instructional Methodology:

Lecture, Written, Audio/Visual, Application, Individual

**SCAN Skills:**

SCAN Skills:

Resources - money  
Interpersonal - teamwork  
Information - acquires and evaluates information

**Exit Level TAKS Objectives:**

## Social Studies

Objective 5 - Critical Thinking Skills

## Reading

Objective 1 - Basic Understanding

Objective 3 - Analysis and Critical Evaluation

## Writing

Objective 5 - Written Composition

## Mathematics

Objective 10 - Mathematical Processes and Tools

**TEKS Competencies:**

## 122.81 Interior Design

1A; 4A; 7A, B, C, D

Interior design addresses psychological, physiological, and sociological needs of individuals by enhancing the environments in which they live and work. Individuals use knowledge and skills related to interior environments, furnishings to make wise consumer decisions, increase productivity, and compete in industry.

After this lesson, students will be able to apply elements and principles of design to interiors as well as describe the relationship of interior decisions to individual family needs and wants. The lesson will help students to identify types of accessories, describe criteria for selection of accessories, and incorporate guidelines for arranging accessories.

**Team Project, Guest Speaker, or Field Trip:**

The class will visit a local store (this could be done on line) that sells an assortment of home accessories. They are to make a list of the accessories they would buy if they had a budget of \$200. As they make their selections, their lifestyle and interests are to be considered. Would all these accessories work together in the same room? If not, in which rooms could they be used? Now assume that the budget has been cut in half and there is only \$100 to spend. Which accessories would be eliminated and which ones would be kept?

**Resources:**

Accessories  
Interior Design Power Point  
Amanda Barnard, FCS Educator

Creative Home Decorating  
International Masters Publishers  
Pittsburg, PA

Homes Today and Tomorrow  
Ruth F. Sherwood  
Glenco McGraw-Hill Co., Inc.  
New York, New York

Housing Decisions  
Evelyn Lewis, Ed. D. and Carolyn Turner, Ph. D.  
The Goodheart-Willcox Company, Inc.  
Tinley Park, Illinois

Lessons Over Easy for Housing Design & Furnishings  
Sunny Side Up  
San Antonio, Texas