Tiny Houses: Living Large in a Small Space
Practicum in Interior Design

Lesson Plan

Performance Objective
Upon completion of this lesson, each student will create a design plan for a tiny house.

Specific Objectives
- Students will identify what tiny houses are and why they are a trend in society today.
- Students will be able to develop a design plan through planning construction and décor for a tiny house.
- Students will create a floor plan using appropriate dimensions and square footage.
- Students will plan a budget to keep up with the cost of materials used for construction and décor for the tiny house.
- Students will list eco-friendly materials used in the tiny house.
- Students will identify and exhibit how to use elements and principles of design in a small space.
- Students will determine types of treatments and accessories suitable for use in the design plan.
- Students will select furniture suitable for the tiny house and create a space plan for arranging the furnishings.
- Students will decide how to promote and advertise their designed tiny house for individuals to purchase.
- Students will create a three-dimensional model of the design plan for the tiny house.

Terms
- Tiny House – a home of 400 square feet or less, either on wheels or a foundation.
- Mortgage – a legal agreement in which a person borrows money to buy property (such as a house) and pays back the money over a period of years.
- Multifunctional Furniture – furniture designed to serve many purposes and to be of use in almost any room in the house.
- Eco-Friendly – not harmful to the environment.
- Square footage – a unit of area measurement equal to a square measuring one foot on each side.

Time
This lesson should take 13 class days to complete.

Preparation

TEKS Correlations
This lesson, as published, correlates to the TEKS listed immediately below. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

Practicum in Interior Design

1. **130.45(c) Knowledge and skills.**
   
   (1) The student determines the use of elements and principles of design in residential and nonresidential environments and their furnishings. The student is expected to:
   (A) Identify the elements of design;
   (B) Exhibit how the elements of design can create various effects;
   (C) List the principles of design;
   (D) Explain how the principles and elements of design differ;
   (E) Apply guidelines for coordinating furnishings; and
   (F) Analyze societal and cultural influences on the design of residential and nonresidential environments and their furnishings.

   (3) The student determines treatments and accessories suitable for residential and nonresidential applications. The student is expected to:
   (A) Analyze products to determine the appropriate style of design;
   (B) Determine appropriate use of accessories, lighting, materials, and space in various environments;
   (C) Describe trends in materials, accessories, lighting, and use of space;
   (D) Illustrate appropriate window treatments for specific windows;
   (E) Evaluate cost considerations in accessorizing for various settings;
   (F) Describe characteristics, use, and care of wall treatments; and
   (G) Identify characteristics of types of flooring in relationship to design and construction.

   (4) The student assesses factors influencing the selection of furniture and equipment for residential and nonresidential applications. The student is expected to:
   (A) Describe furniture and equipment used in residential and nonresidential applications;
   (B) Compare furniture and equipment needs of families in different stages of the life cycle;
   (C) Evaluate economic considerations when selecting furniture and equipment;
   (D) Arrange furniture and equipment to accommodate floor plans to meet needs and wants;
   (E) Describe considerations for selecting furniture and equipment to accommodate persons with special needs; and
   (F) Use sources of information on changing trends and technology related to furnishings and equipment.

   (8) The student identifies types of business promotion practices and their benefit to the housing and furnishings retailer. The student is expected to:
   (A) Discuss business promotion objectives in the retail housing and furnishings industry;
(B) Analyze techniques using sales promotion, advertising, and displays;
(C) Describe the use of technology and other forms of advertising media in
housing and furnishings business promotions;
(D) Explain how business promotion reflects the environment in which a person
lives; and
(E) Predict how societal trends and changing demographics influence housing and
furnishings business promotions.

Interdisciplinary Correlations

English Language Arts and Reading

- 110.31 (c) Knowledge and skills.
  - (21) Research/Gathering Sources. Students determine, locate, and explore the full range
    of relevant sources addressing a research question and systematically record the
    information they gather. The student is expected to:
      (B) Organize information gathered from multiple sources to create a variety of
          graphics and forms.

  - (22) Research/Synthesizing Information. Students clarify research questions and evaluate
    and synthesize collected information. Students are expected to:
      (B) Evaluate the relevance of information to the topic and determine the
          reliability, validity, and accuracy of sources (including Internet sources) by
          examining their authority and objectivity.

  - (23) Research/Organizing and Presenting Ideas. Students organize and present their ideas
    and information according to the purpose of the research and their audience. Students
    are expected to synthesize the research into a written or an oral presentation that:
      (C) Use graphics and illustrations to help explain concepts where appropriate; and
      (D) Use a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher
          and expert evaluations) to examine the quality of the research.

Reading I, II, III

- 110.47(b) Knowledge and skills.
  - (2) The student acquires an extensive vocabulary through reading and systematic word
    study. The student is expected to:
      (A) Expand vocabulary by reading, viewing, listening, and discussing; and
      (B) Determine word meanings through the study of their relationships to other
          words and concepts such as content, synonyms, antonyms, and analogies.

  - (4) The student comprehends texts using effective strategies. The student is expected to:
      (D) Summarize main texts by identifying main ideas and relevant details.
The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to:

(A) Read silently or orally such as paired reading or literature circles for sustained periods of time.

Public Speaking I, II, III

- **110.57 (b) Knowledge and skills.**
  - (4) Organization. The student organizes speeches. The student is expected to:
    - (B) Organize speeches effectively for specific topics, purposes, audiences, and occasions.
  
  - (5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:
    - (A) Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.
  
  - (6) Style. The student develops skills in using oral language in public speeches. The student is expected to:
    - (D) Use informal, standard, and technical language appropriately.
  
  - (7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:
    - (E) Interact with audiences appropriately.

Mathematical Models with Applications

- **111.43 (c) Knowledge and skills.**
  
  - (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - (A) Apply mathematics to problems arising in everyday life, society, and the workplace;
    - (B) Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; and
    - (C) Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
  
  - (6) Mathematical modeling in science and engineering. The student applies mathematical processes with algebra and geometry to study patterns and analyze data as it applies to architecture and engineering. The student is expected to:
    - (A) Use similarity, geometric transformations, symmetry, and perspective drawings to describe mathematical patterns and structure in architecture;
(B) Use scale factors with two-dimensional and three-dimensional objects to demonstrate proportional and non-proportional changes in surface area and volume as applied to fields;
(C) Use the Pythagorean theorem and special right-triangle relationships to calculate distances; and
(D) Use trigonometric ratios to calculate distances and angle measures as applied to fields.

Technology Applications

- **126.49 (c) Knowledge and skills.**
  - (1) Creativity and innovation. The student demonstrates creative thinking, constructs knowledge, and develops innovative products and processes using technology. The student is expected to:
    (H) Identify and solve problems, individually and with input from peers and professionals, using research methods and advanced creativity and innovation skills used in a selected profession or discipline;
    (I) Develop products that meet standards identified by the selected profession or discipline; and
    (J) Produce original work to solve an identified problem and publish a product in electronic media and print.

  - (2) Communication and collaboration. The student uses digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning experience of others. The student is expected to:
    (C) Determine and implement the best method of presenting or publishing findings;
    (D) Synthesize and publish information in a variety of print or digital formats; and
    (E) Use evolving network and Internet resources and appropriate technology skills to create, exchange, and publish information.

  - (3) Research and information fluency. The student applies digital tools to gather, evaluate, and use information. The student is expected to:
    (A) Use evolving network and Internet resources for research and resource sharing of technology applications;
    (B) Apply appropriate search strategies in the acquisition of information from the Internet, including keyword and Boolean search strategies;
    (D) Acquire information using appropriate research strategies with source citations through electronic formats, including interactive components, text, audio, video, graphics, and simulations; and
    (E) Identify, create, and use available file formats, including text, image, video, and audio files.

  - (4) Critical thinking, problem solving, and decision making. The student uses critical-thinking skills to plan and conduct research, manage projects, solve problems, and make
informed decisions using appropriate digital tools and resources. The student is expected to:

(A) Evaluate the design, functionality, and accuracy of the accessed information;
(B) Conduct systematic research;
(C) Demonstrate creative-thinking and problem-solving skills;
(D) Integrate appropriate productivity tools, including network, mobile access, and multimedia tools, in the creation of solutions to problems;
(E) Use enriched curricular content in the creation of products; and
(F) Synthesize and generate new information from data gathered from electronic resources.


**Job Title:** Interior Designers

**O*Net Number:** 27-1025.00

**Reported Job Titles:** Certified Kitchen Designer, Color and Materials Designer, Commercial Interior Designer, Decorating Consultant, Designer, Director of Interiors, Interior Design Consultant, Interior Design Coordinator, Interior Design Director, Interior Designer

**Tasks**

- Confer with client to determine factors affecting planning interior environments, such as budget, architectural preferences, and purpose and function. See more occupations related to this task.
- Advise client on interior design factors such as space planning, layout and utilization of furnishings or equipment, and color coordination. See more occupations related to this task.
- Coordinate with other professionals, such as contractors, architects, engineers, and plumbers, to ensure job success. See more occupations related to this task.
- Review and detail shop drawings for construction plans. See more occupations related to this task.
- Estimate material requirements and costs, and present design to client for approval.

**Skills**

- Active Listening
- Speaking
- Reading Comprehension
- Service Orientation
- Social Perceptiveness

**Student Tasks**

- Students will complete all note sheets per the multimedia presentations.
- Students will research types of materials to use in the tiny house.
- Students will create a design plan for a tiny house.
- Students will draw a floor plan for a tiny house.
• Students will develop a budget of materials for construction and design.
• Students will market the house for sale.
• Students will create a three-dimensional model of the tiny house design.

**Accommodations for Learning Differences**
It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu).

**Preparation**
• Secure the computer lab if you do not have immediate access to one in your classroom.
• Copy the handout sheets and rubric for the students.
• Have materials ready prior to the start of the lesson.

**Instructional Aids**
• Student handouts
• Grading rubric
• Internet

**Materials Needed**
• Graph paper
• Poster board for design presentation
• Markers, construction paper, glue, and scissors
• Samples such as wall coverings, floor coverings, and fabric
• Magazines
• Items for model (cardboard, glue guns, cutting blades, etc.)

**Equipment Needed**
• Computers (for students to complete project)
• Projector (for digital presentation)

**Introduction**

**Learner Preparation**
• Ask students how big their houses are. Ask: “Would you like to live in a larger or smaller home and why?”
• Ask students if they have ever heard of tiny houses.
• Ask students why they think people choose to live in tiny houses.

**Lesson Introduction**
• Find a video on the Internet about tiny houses to show as an introduction to the lesson “Tiny Houses: Living Large in a Small Space.”
• Use multimedia presentation and explain the concept of tiny houses and how they are a trend in today’s society.

### Outline

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<thead>
<tr>
<th>MI</th>
<th>OUTLINE</th>
<th>INSTRUCTOR NOTES</th>
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<tbody>
<tr>
<td>Assignment Outline:</td>
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<td>Copy the handouts and grading rubric. Secure a computer lab for research.</td>
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<tr>
<td>I. Introduction to Tiny Houses: Living Large in a Small Space</td>
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<td>a. Class Discussion</td>
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<td>b. Video on Tiny Houses from the Internet <a href="https://www.youtube.com/watch?v=yGoMaVCYfM">https://www.youtube.com/watch?v=yGoMaVCYfM</a></td>
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<td>II. Notes Tiny Houses: Living Large in a Small Space</td>
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<td>How much space do you need to be comfortable?</td>
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<td>a. Living in a Tiny House</td>
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<tr>
<td>1. What are they?</td>
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<td>Hand out Student Notes Outline. Have students fill out the chart during your presentation.</td>
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<td>2. Why people choose to live in them</td>
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<td>Discuss tiny houses, construction materials, interior décor, and how they can be eco-friendly.</td>
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<td>3. Facts about tiny house people</td>
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<td>4. Planning a tiny house</td>
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<td>Go over all the criteria in the assignment “Tiny Houses: Living Large in a Small Space” and check for understanding.</td>
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<td>5. Construction of a tiny house</td>
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<td>Explain the guidelines. Have students research tiny houses and</td>
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<td>6. Interiors of a tiny house</td>
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<td>7. Eco-friendly</td>
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<td>III. Tiny Houses: Living Large in Small Spaces Project</td>
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<td>a. Directions</td>
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<td>1. Design you own tiny house</td>
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<td>b. Grading</td>
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<td>2. Floor Plan</td>
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<td>3. Materials Budget</td>
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<td>4. Interior Décor</td>
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<td>5. Marketing Plan to Sell the House</td>
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<td>6. 3D Model</td>
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<td>d. Project must have:</td>
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<td>1. Tiny House Design Plan</td>
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<td>4. Interior Décor Sample Board</td>
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<td>5. Marketing Plan to Sell House</td>
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<td>6. Model of Tiny House</td>
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<td>IV. Component 1: Tiny House Design Plan</td>
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<td>V. Component 2: Graph Paper for Floor Plan</td>
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</tbody>
</table>
VI. Component 3: Materials Budget Sheet
VII. Component 4: Interior Décor Planning Sheet
VIII. Component 5: Marketing Planning Sheet
IX. Component 6: 3D Model Plan

materials to use in constructing and designing a tiny house.

Complete handouts to help plan and design tiny house.

Have students complete tiny house design assignment.

Multiple Intelligences Guide

<table>
<thead>
<tr>
<th>Existentialist</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Kinesthetic/Bodily</th>
<th>Logical/Mathematical</th>
<th>Musical/Rhythmic</th>
<th>Naturalist</th>
<th>Verbal/Linguistic</th>
<th>Visual/Spatial</th>
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</table>

Application

Guided Practice
Using the digital presentation, the teacher will go over the requirements of this project. The students will follow along and make notes on their hard copies.
- Ask students to think about how they would design and decorate a tiny house. They need complete research and planning sheets before they start.
- Show samples and give some ideas to students during the brainstorming session before they start the project. Students will complete notes, Tiny Houses Project and planning handouts.

Independent Practice
- Students will work at their own paces to complete this activity.
- All work is to be done in class so the teacher can check for understanding.
- Students are strongly encouraged to take ownership of this activity and to establish a workable pace in order to complete it on time.
Summary

Review
- What are some benefits of living in a Tiny House?
- What are some things that designers must do before designing a home?

Evaluation

Informal Assessment
- Instructor will observe students during Independent Practice.
- Instructor will assist students as needed.

Formal Assessment
- Use the Tiny Houses: Living Large in Small Places rubric to evaluate.
Notes

Tiny Houses? What Are They?

• _____________ movement where people are ___________ the space they live in
• Typical traditional home is _____________ square feet but a typical tiny house is ______ square feet
• Come in all shapes, __________, and forms
• Focus on _____________ spaces and _________________ living

Why People Choose to Live in Tiny Houses

• The Four Top Reasons People Choose Tiny Houses:
  – ________________ concerns
  – ________________ concerns
  – People seeking more ________________ and ________________
  – Want to ______________________________

Facts About Tiny House People

• 68% have no ________________
• 55% have more ________________ than the average American
• 78% ________________ their own home compared to 65% of traditional home owners
• More ________________ own tiny houses than males

Planning a Tiny House

• Good tiny house plans have two parts:
  – ________________
    • How ________________?
• How will it look?
• How familiar is the owner to ________________?
  – Material Planning
  • ________________
  • ________________
  • ________________
  • ________________
  • ________________

Construction of a Tiny House

• Most are built and then ________________ to location
• Some are built on ________________ to be ________________
• May need to require a ________________

Interiors of a Tiny House

• The ________________ of a tiny house can be challenging due to the __________
  _____
• ________________ furniture is often used due to limited space
• Interiors are often very ________________
• Homes are very livable and ________________ with full baths, kitchens, and even __________
  ________________
Eco-Friendly?

Most tiny houses are built to be ___________________________ because:

• They enhance __________________ by voluntarily restricting your living area to a practical, ________ _________ space
• These houses use less __________ and other materials from the environment when building due to less ______________________
• Many tiny houses use recyclable materials such as _________________ lumber and _________________ ______ bottles
Tiny Houses: Living Large in a Small Space

Project

You should now be more familiar with what tiny houses are, their functions, and why they are becoming more popular in construction and design. With this knowledge, you will design your own tiny house. While designing your tiny house, please keep in mind what was discussed in the multimedia presentation.

You will be graded on six components for your tiny house design.

The components are:

1. Design plan for your tiny house
2. Floor plan
3. Budget with construction and décor materials for your tiny house, including eco-friendly items
4. Interior décor design board for your tiny house, including furniture and space plan
5. Marketing promotion to sell your tiny house
6. Plan and implement a 3D model of your tiny house

Criteria of Components:

1. Tiny House Design Plan
   - Your plan should include how big the house will be, sketch of how the house will look, and a material list
   - Use the planning sheet to help organize your plans

2. Floor plan
   - Using graph paper and an architects scale (or CAD program), create a scale drawing of a well-designed tiny house
   - Include measurements, window and door placement, and storage
   - Include total square footage and room dimensions
   - Use correct labeling where necessary
   - Must include a living area, bedroom, kitchen, bathroom, and clothing storage

3. Materials Budget (Construction and Décor)
   - Estimated Cost to build and decorate
   - Detailed budget plan of construction supplies, tools, and equipment needed
   - Detailed budget plan of décor that includes furniture, appliances, backgrounds, accessories, and lighting
   - Use the budget charts to help you organize the amounts
4. **Interior Décor Sample Board**

- Using a poster board, display samples of the décor selected for the inside of your tiny house
- As you design the décor for your rooms, include the principles and elements of design
- Your sample board must include:
  - Color Scheme
  - Furniture
  - Wall coverings
  - Floor coverings
  - Window treatments
  - Accessories
  - Lighting

- Use the planning sheet to help you plan and organize what will be included on the board before you begin choosing samples and pictures
- Include design samples such as wallpaper, paint color, fabrics, and other materials to create a pleasing display on your design board
- Pictures of furniture, accessories, and lighting should also be included. Find pictures in design magazines or on the internet.
- Floor plan drawn to scale and labeled. Draw furniture placement on the floor plan.
- Your design board needs to be neat, organized, and pleasing to the eye.

5. **Marketing Promotion to Sell Your Tiny House**

- Now that your house is planned, you will need to come up with a marketing campaign to sell it to the public.
- Create a sales promotion to get the attention of individuals who are seeking to purchase a tiny house.
- Use the planning sheet provided to help you plan your advertisement.
- Create an advertisement using the media to promote your tiny house. This can be a newspaper/magazine advertisement, billboard, television commercial, direct mail ad, or website.
- The advertisement needs to contain:
  - Unique name for your tiny house creation
  - Copy of your floor plan
  - Sketch of outside of house
  - Eye-catching slogan and use of color
  - Price

6. **Model of Tiny House**
• Create a 3D miniature model of the outside and the inside décor of your tiny house using your sketches and floor plan as a guideline.

• Use the planning sheet to create a written plan of how you will create your model.
  - How big will your model be?
  - What materials will you use to build the model?
  - Rough sketch of model (inside and outside).

• Be sure your structure is neat and attractive.
Component #1

Tiny House Design Plan

Directions: You will complete this handout to help you plan out the design of your tiny house. Your tiny house needs to be within 100-400 square feet.

1. Size of Tiny House: Calculate the dimensions for each room and total square footage of your house.

   ______ Dimensions of Living Area   ______ Dimensions of Bathroom

   ______ Dimensions of Kitchen       ______ Dimensions of Bedroom

   ______ Dimensions of Storage      ______ Total Square Footage

2. Material List: Make a list of all the materials that will be needed to build your tiny house. Include all supplies you will need for the construction of the house. You may need to research this on your own. Complete your list below.

   •
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3. Sketch of House: In the space below, create a rough sketch of what you want your tiny house to look like.
Component #2

Floor Plan Graph Paper
Component #3

Materials Budget Sheet

Construction and Décor

1. Construction Supplies: Using the charts below, create a DETAILED budget plan to show how much you plan to spend on items. You may need to use outside sources to research items and prices. Keep in mind that recyclable items are often used and that can cut down on price.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>PRICE</th>
<th>QUANTITY</th>
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</table>
2. Décor Supplies: Using the charts below, create a DETAILED budget plan to show how much you plan to spend on items. You may need to use outside sources to research items and prices. Keep in mind that recyclable items are often used and that can cut down on price. Be sure to include furniture, appliances, walls, floors, accessories, and lighting.

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<tr>
<th>ITEM</th>
<th>PRICE</th>
<th>QUANTITY</th>
<th>TOTAL</th>
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Component #4

Interior Décor Design Board Planning

Directions: You will use this handout to plan your design board. Use each section to plan what will go on your board and how you will organize the board. This planning will guide you when you start looking for pictures and samples to include on your board.

1. Evaluate the elements and principles of design. Choose how you will implement them in the design of the décor in your house. This will be for every room in the house. Use the tables below to help organize your thoughts.

**Bedroom**

<table>
<thead>
<tr>
<th>DESIGN ELEMENT OR PRINCIPLE USED</th>
<th>PLAN TO USE DESIGN ELEMENT OR PRINCIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLE: Texture</td>
<td>• Different textures of fabric used on pillows for bed</td>
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### Living Area

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<tr>
<th>DESIGN ELEMENT OR PRINCIPLE USED</th>
<th>PLAN TO USE DESIGN ELEMENT OR PRINCIPLE</th>
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### Kitchen

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<tr>
<th>DESIGN ELEMENT OR PRINCIPLE USED</th>
<th>PLAN TO USE DESIGN ELEMENT OR PRINCIPLE</th>
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</table>
### Storage Area

<table>
<thead>
<tr>
<th>DESIGN ELEMENT OR PRINCIPLE USED</th>
<th>PLAN TO USE DESIGN ELEMENT OR PRINCIPLE</th>
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2. What is your color scheme for each room in the house?

- Bedroom ____________________________
- Living Area ________________________
- Bathroom __________________________
- Kitchen ___________________________
3. Wall Coverings/Paint

Bedroom

Living Area

Bathroom

Kitchen

4. Furniture: Describe the types of furniture pieces you want to include in the décor of each room. This will help you when you are searching for pictures for your board.

Bedroom


Living Area


5. Floor Coverings: Use the space below to plan the floor coverings for your house.

Bedroom __________________________________________

Living Area _______________________________________

Bathroom _________________________________________

Kitchen __________________________________________
6. Window Treatments: Use this space to plan window treatments for your house.

Bedroom

Living Area

Bathroom

Kitchen

7. Accessories: Use this space to plan accessories you plan to use in your house.

Bedroom

Living Area

Bathroom

Kitchen
8. Lighting: Use this space to plan lighting fixtures you plan to use in your house.

Bedroom______________________________

Living Area____________________________

Bathroom______________________________

Kitchen______________________________
Component # 5

Marketing Promotion Planning Sheet

Directions: Use this planning sheet to guide you in planning your marketing promotion.

1. How do you plan to promote your tiny house to the public?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What type of media will you use for your promotion?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. Unique name of tiny house:
   __________________________________________________________________________

4. Slogan for advertisement:
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

5. Selling Price of house:
   __________________________________________________________________________

6. Use the information from above to create your advertisement in the space below; you may use additional paper if needed.
Component #6

Model of Tiny House Plan

Directions: Use the space below to plan the construction of your 3D model of your tiny house.

1. Sketch of outside of model; use the space below:
2. Sketch of inside of model; use space below:
3. Material list for constructing model – inside and out:

**Outside of Model**

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**Inside of Model**

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# Tiny Houses: Living Large in a Small Space Project Rubric

Name: ______________________________________

Teacher: _____________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-5</td>
</tr>
<tr>
<td>Tiny House Plan</td>
<td>Plan includes one of the required components.</td>
</tr>
<tr>
<td>Floor Plan</td>
<td>Floor plan is difficult to read, lacks labels, is unorganized, total square footage contains many errors, and design is lacking in creativity.</td>
</tr>
<tr>
<td>Budget</td>
<td>Budget is not detailed and does not include construction and décor supplies with estimated cost.</td>
</tr>
<tr>
<td>Interior Décor Sample Board</td>
<td>Required materials were not used, less than half of the required components are present, disorganized and messy, pictures or samples are not glued completely.</td>
</tr>
<tr>
<td>Marketing Plan</td>
<td>Created an ad with little to no required components and is not eye-catching and color is misused.</td>
</tr>
<tr>
<td>Model of Tiny House</td>
<td>Construction appears careless or haphazard. Many details need refinement for a strong, attractive structure.</td>
</tr>
</tbody>
</table>

Teacher Comments: