



**Interior Design**, an *individual or team event*, recognizes participants who apply interior design skills learned in Family and Consumer Sciences courses to design interiors to meet the living space needs of clients. In advance, participants will create a floor plan, an elevation and a furniture/interior plan addressing the specifics of the design scenario. Participants must prepare a *file folder*, an **oral presentation**, and **visuals**.

*Interior Design is sponsored in part by The National Kitchen and Bath Association.*



## CAREER CLUSTER/CAREER PATHWAY

### Architecture & Construction— Design/Pre-Construction Pathway

This diverse Career Cluster prepares learners for careers in designing, planning, managing, building, and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

### Connection to National Standards for Family and Consumer Sciences

#### 11.0 Housing, Interiors, and Furnishings

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

#### Content Standards/Competencies

**11.3** Evaluate the use of housing and interior furnishings and products in meeting specific design needs.

**11.6.2** Assess community, family, and financial resources needed to achieve clients' housing and interior goals.

**11.6.5** Justify design solutions relative to client needs and the design process.

**11.7** Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas.

## EVENT CATEGORIES

**Senior:** grades 10–12

**Occupational:** grades 10–12

See page 29 for more information on event categories.

## ELIGIBILITY

1. States may submit one entry in each category of this event. Teams may consist of up to three members.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. Participants in the senior category must be or have been enrolled in an interior design/housing course or unit of study. Participants in the occupational category must be or have been enrolled in an interior design course or program of study that concentrates on preparation for paid employment. Coursework which meets this requirement may be determined by the state department of education.
4. The project must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
5. The Interior Design project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.

## PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *file folder* and display boards before each presentation begins.
4. The oral presentation **may be up to 15** minutes in length. A one-minute warning will be given at 14 minutes. Interviews will be stopped at 15 minutes.
5. The oral presentation is a time for the participant(s), in the role of student designer(s), to present to the evaluators, in the role of clients, the interior design. The presentation is intended to be two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk.
6. Following the presentation, evaluators and participants will step out of character as designer(s) and clients for a 5-minute follow-up interview as evaluators and participant(s).
7. Evaluators will use the rubric to score and write comments for each participant. Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
8. The total time required for this event is approximately 35 minutes per participant.

## GENERAL INFORMATION

1. A table will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available.
2. Spectators may not observe any portion of this event.
3. The design scenario which all participants must base their design on will be available online by August 1.
4. **Presentation Elements.**  
 Allowed: *Easel(s), File Folders, Props/Pointers, Visuals (Design and sample boards only).*  
 Not Allowed: *Audio, Costumes/Uniforms, Flip Chart(s), Manuals, Portfolios, Skits, Visual Equipment.*

### File Folder

Participant will submit one letter-size *file folder* containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled in the top left corner with name of event, event category, participant's name(s), state, and FCCLA national region.

Number and Size	Submit one letter-size <i>file folder</i> .
Label on Folder	Attach a label containing name of event, event category, participant's name(s), state, and FCCLA national region.
<i>Project Identification Page</i>	One 8½" x 11" page on plain paper, with no graphics or decorations; must include participant's name(s), school, city, state, FCCLA national region, and title of project.
FCCLA <i>Planning Process</i> Summary Page	One 8½" x 11" page summarizing how each step of the <i>Planning Process</i> was used to develop the Interior Design project.
Project Budget	The project budget should break down the amount of money allotted for the space by furnishing and design elements (i.e. wall finish, furniture, lighting, accessories, etc.). Each item used in the design should be noted on the project budget. The budget should be on a single, one-sided sheet of 8½" x 11" paper.
Quantity of Folder Contents	Include in the folder 3 copies each of the <i>Project Identification</i> page, <i>Planning Process Summary Page</i> , and the Project Budget.

### Board Specifications

Each *individual* or *team* will prepare two to three single-sided presentation boards—one to display the design overview (Design Board) and one to two to display the interior design elements intended to meet the needs of the clients (Samples Board). Easels may be used to present boards, but will not be provided.

Type of Board	Boards may be foam board, mat board, or mat board mounted on foam core.
Color	Board background must be either solid black or white.
Size	Boards may not exceed 22" x 30".
Business Card	Each board must have attached a standard size business card for the individual or team—to include participant's name(s), chapter name, school, city, state, and FCCLA national region.
Illustrations	Use appropriate and effective illustrations to display design choices.
Overall Effectiveness	Boards should be visually appealing and effectively convey the intended design to those who view them.

## Interior Design Specifications (continued)

### Design

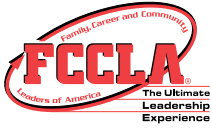
Each individual or team will design a living space as indicated by the Design Scenario, found on in the STAR Events section of the FCCLA national website. Display design on two boards which meet above specifications.

Floor Plan	Develop a floor plan that is drawn to a consistent $\frac{1}{4}''=1'$ scale with room dimensions labeled correctly, all architectural features indicated appropriately, and furniture arrangement displayed. Floor plans may be hand drawn or computer generated and should not exceed two $8\frac{1}{2}''\times 11''$ pages or one $11''\times 17''$ page. Display on the Design Board.
Furniture Arrangement	Design a furniture arrangement that is good for form and function. Show appropriately on floor plan.
<i>NKBA Planning Guidelines</i>	Follow <i>NKBA Planning Guidelines</i> as indicated in the Design Scenario.
Wall Elevation	Create a 2-D, full color, wall elevation for the space specified in the Interior Design Scenario with a $\frac{1}{2}''=1'$ scale. May be either hand drawn or computer generated. Display on the Design Board.
Samples	Coordinate design choices for flooring, wall treatment, needed furniture, window coverings, accessories, and other as needed. Display samples of all design choices on the Samples Boards.
Principles of Design	Demonstrate a thorough knowledge of interior design principles and correctly apply knowledge.
Originality of Design	Develop an original design for the Interior Design Scenario.
Thoughtfulness of Design	Design a space that meets the needs of clients and their design style.
Responsible Design	Design a space that is appropriate for the well-being of both the clients' situation and health and the state of the environment.
Overall Effectiveness	Ensure the overall design is visually appealing and elements are functional and effective.

### Presentation to Clients

The presentation to clients **may be up to** 15 minutes in length and is delivered to evaluators. The presentation is a time for participant(s), in the role of student designer, to present to the evaluators, in the role of clients. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. No other *visuals* or *audiovisual equipment* will be permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Interior Design	Demonstrate thorough knowledge of interior design.
Rationale of Design Explained	Demonstrate a thorough understanding of the clients' living space needs and style and industry standards including knowledge of the <i>NKBA Planning Guidelines</i> where appropriate.
Use of Display Boards	Use the design boards effectively during the presentation.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used.
Grammar/Word Usage/Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.



## STAR Events Point Summary Form INTERIOR DESIGN



INTERIOR DESIGN

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

**DIRECTIONS:**

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
<b>Registration</b> 0 or 5 points	<b>0</b> Did not attend/incomplete team attendance	<b>5</b> The individual or ALL participating members of the team attended	
<b>File Folder</b> 0–2 points	<b>0</b> No File Folder presented	<b>1</b> File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents)	<b>2</b> File Folder is presented with correct labeling, and sufficient evaluator materials • Project ID Page • Planning Process Summary • Project Budget
<b>Project Identification Page</b> 0–2 points	<b>0</b> Project ID page is missing	<b>1</b> Project ID page is present but includes incorrect information	<b>2</b> Project ID page is present and completed correctly
<b>Punctuality</b> 0–1 points	<b>0</b> Participant was late for presentation	<b>1</b> Participant was on time for presentation	

**ROOM CONSULTANT TOTAL**  
(10 points possible)

**EVALUATORS' SCORES**

Evaluator 1 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 2 \_\_\_\_\_ Initials \_\_\_\_\_

Evaluator 3 \_\_\_\_\_ Initials \_\_\_\_\_

Total Score \_\_\_\_\_ divided by number of evaluators

\_\_\_\_\_ = **AVERAGE EVALUATOR SCORE**

**AVERAGE EVALUATOR SCORE**  
(90 points possible)

**FINAL SCORE**  
(Average Evaluator Score plus Room Consultant Total)

**RATING ACHIEVED** (circle one)    **Gold:** 90–100    **Silver:** 70–89.99    **Bronze:** 1–69.99

**VERIFICATION OF FINAL SCORE AND RATING** (please initial)

Evaluator 1 \_\_\_\_\_ Evaluator 2 \_\_\_\_\_ Evaluator 3 \_\_\_\_\_ Adult Room Consultant \_\_\_\_\_ Event Lead Consultant \_\_\_\_\_

# INTERIOR DESIGN

## Rubric

Name(s) of Participant(s) \_\_\_\_\_

State \_\_\_\_\_ Team # \_\_\_\_\_ Group # \_\_\_\_\_ Category \_\_\_\_\_

FILE FOLDER CONTENTS							Points
<b>FCCLA Planning Process Summary Page</b> 0-5 points	<b>0</b> Planning Process summary not provided	<b>1</b> Inadequate steps in the Planning Process are presented	<b>2</b> All Planning Process steps are presented but not summarized	<b>3</b> All Planning Process steps are summarized	<b>4</b> Evidence that the Planning Process was utilized to plan project	<b>5</b> The Planning Process is used to plan the project. Each step is fully explained	
<b>Project Budget</b> 0-5 points	<b>0</b> No project budget provided	<b>1</b> Many omissions in budget	<b>2</b> Only one or two omissions, consistent format	<b>3</b> No omissions, clear and consistent format	<b>4</b> Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs	<b>5</b> Very thorough, no omissions, clear and consistent format, shows thorough knowledge of interior design costs and appropriately allocates money based on clients' space needs	
BOARD SPECIFICATIONS							Points
<b>Type of Board</b> 0-1 point	<b>0</b> Another type of board used			<b>1</b> Form, mat, or mat on foam used			
<b>Color</b> 0-1 point	<b>0</b> Another color board used			<b>1</b> Solid white or black board used			
<b>Size</b> 0-1 point	<b>0</b> Board larger than 22" x 30"			<b>1</b> Board did not exceed 22" x 30"			
<b>Business Card</b> 0-1 point	<b>0</b> Does not fully meet specifications			<b>1</b> Fully meets size/contents specifications			
<b>Illustrations</b> 0-3 points	<b>0</b> No illustrations used	<b>1</b> Illustrations are limited in quality or quantity is below or above an appropriate amount	<b>2</b> Illustrations are appropriate but not overly effective	<b>3</b> Highly appropriate and effective illustrations			
<b>Overall Effectiveness</b> 0-3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Minimal visual appeal	<b>2</b> Some visual appeal	<b>3</b> Great visual appeal, very effective			
DESIGN							Points
<b>Scaled Room Floor Plan</b> 0-2 points	<b>0</b> Did not appear to use any scale		<b>1</b> 1/4" scale used, but not consistently	<b>2</b> 1/4" scale used consistently			
<b>Room Dimensions</b> 0-2 points	<b>0</b> No room dimensions labeled		<b>1</b> Some dimensions labeled	<b>2</b> All room dimensions labeled			
<b>Architectural Features</b> 0-3 points	<b>0</b> No windows, doors, etc. shown		<b>1-2</b> Some windows, doors shown	<b>3</b> All architectural features shown			
<b>Furniture Arrangement</b> 0-3 points	<b>0</b> No furniture arrangement shown	<b>1</b> Poorly arranged, both form and function	<b>2</b> Good form OR function, not both	<b>3</b> Well-arranged for form and function			
<b>NKBA Planning Guidelines</b> 0-2 points	<b>0</b> Did not adhere to NKBA Planning Guidelines		<b>1</b> Inadequately followed NKBA Planning Guidelines where appropriate in design	<b>2</b> Correctly followed NKBA Planning Guidelines where appropriate in design			
<b>Wall Elevation</b> 0-3 points	<b>0</b> No wall elevation done		<b>1-2</b> Somewhat well-done/effective	<b>3</b> Well-done, very effective			
<b>Samples</b> 0-3 points	<b>0</b> No samples provided	<b>1</b> Some samples, not all, provided	<b>2</b> Some well-chosen, but not well coordinated	<b>3</b> Well-chosen and coordinated			

# Interior Design Rubric (continued)

Points

<b>Principles of Design</b> 0–3 points	<b>0</b> Principles of design not applied	<b>1</b> Principles applied only minimally	<b>2</b> Most principles of design applied	<b>3</b> Principles of design applied consistently	
<b>Originality of Design</b> 0–3 points	<b>0</b> Little evidence of originality	<b>1</b> Some evidence of originality	<b>2</b> Contains both creative elements and "copies"	<b>3</b> Highly original design	
<b>Thoughtfulness of Design</b> 0–3 points	<b>0</b> Design shows no consideration of clients' space needs	<b>1</b> Some evidence of consideration of clients' needs or design style	<b>2</b> Design meets clients' space needs but does not reflect design style	<b>3</b> Design meets clients' space needs and design style	
<b>Responsible Design</b> 0–3 points	<b>0</b> Design shows no consideration for the safety, health or welfare of the client or environment	<b>1</b> Design shows evidence that the clients' safety and health were considered and environmentally responsible products were researched	<b>2</b> Design incorporates some environmentally responsible materials and services and addresses safety and health concerns of the client	<b>3</b> Design is highly responsible for both the clients' well-being and the environment	
<b>Overall Effectiveness</b> 0–3 points	<b>0</b> Lacking in visual appeal	<b>1</b> Some visual appeal	<b>2</b> Minimal visual appeal	<b>3</b> Great visual appeal, very effective	

INTERIOR DESIGN

## ORAL PRESENTATION Points

<b>Organization/Delivery</b> 0–10 points	<b>0</b> Presentation is not done or speaks briefly and does not cover components of the project	<b>1–2</b> Presentation covers some topic elements	<b>3–4</b> Presentation covers all topic elements but with minimal information	<b>5–6</b> Presentation gives complete information but does not explain the project well	<b>7–8</b> Presentation covers information completely but does not flow well	<b>9–10</b> Presentation covers all relevant information with a seamless and logical delivery	
<b>Knowledge of Subject Matter</b> 0–5 points	<b>0</b> Little or no evidence of knowledge	<b>1</b> Minimal evidence of knowledge	<b>2</b> Some evidence of knowledge	<b>3</b> Knowledge of subject matter is evident but not shared in the presentation	<b>4</b> Knowledge of subject matter is evident and shared at times in the presentation	<b>5</b> Knowledge of subject matter is evident and incorporated throughout the presentation	
<b>Rationale of Design Decisions Explained</b> 0–3 points	<b>0</b> No rationale of design decisions explained	<b>1</b> Design decisions are somewhat explained but show little understanding of clients' needs and style	<b>2</b> Design decisions are explained thoroughly and show complete understanding of clients' needs and style	<b>3</b> Design decisions are explained fully and reflect thorough understanding of clients' needs and style as well as industry standards, NKBA Planning Guidelines where appropriate, and practicality			
<b>Use of Display Boards during Presentation</b> 0–5 points	<b>0</b> Display boards are not used during presentation	<b>1</b> Display boards used to limit amount of speaking time	<b>2</b> Display boards used minimally during presentation	<b>3</b> Display boards incorporated throughout presentation	<b>4</b> Display boards used effectively throughout presentation	<b>5</b> Presentation moves seamlessly between oral presentation and display boards	
<b>Voice—pitch tempo, volume</b> 0–3 points	<b>0</b> No voice qualities are used effectively	<b>1</b> Voice quality is adequate	<b>2</b> Voice quality is good, but could improve	<b>3</b> Voice quality is outstanding and pleasing to listen to			
<b>Body Language/Clothing Choice</b> 0–3 points	<b>0</b> Body language shows nervousness and unease/ inappropriate clothing	<b>1</b> Body language shows minimal amount of nervousness/ clothing is appropriate	<b>2</b> Body language is good and and clothing is professional	<b>3</b> Body language and clothing choice both enhance the presentation			
<b>Grammar/ Word Usage/ Pronunciation</b> 0–3 points	<b>0</b> Extensive (more than 5) grammatical and pronunciation errors	<b>1</b> Some (3–5) grammatical and pronunciation errors	<b>2</b> Few (1–2) grammatical and pronunciation errors	<b>3</b> Presentation has no grammatical or pronunciation errors			
<b>Responses to Evaluators' Questions</b> 0–5 points	<b>0</b> Did not answer evaluators' questions	<b>1</b> Unable to answer some questions	<b>2</b> Responded to all questions, but without ease or accuracy	<b>3</b> Responded adequately to all questions	<b>4</b> Gave appropriate responses to evaluators' questions	<b>5</b> Responses to questions were appropriate and given without hesitation	

### Evaluator's Comments:

Evaluator Initial \_\_\_\_\_

Room Consultant Initial \_\_\_\_\_

**TOTAL**  
(90 points possible)

## Interior Design Teaching Tips for Advisers

The Interior Design event is a great way to provide students with an authentic learning experience in the area of custom interior design. Not only does this event allow students to hone their skills in the use of line, form, color, and texture, but it also allows them to cultivate their skills in talking with clients. Students are able to see to what extent success in interior design depends on being able to identify and interpret the needs and preferences of individual clients.

This event works well as a class project, with students deciding if they prefer to work as independent designers or on design teams. Have students approach this decision as though they were in the world of work considering all the pros and cons of each approach.

Begin by focusing attention on housing needs. Have each student use fictitious names to write on a note card a short profile of a three-member family they know. Then have them write a profile on a separate card about a hypothetical family that is unique in some way from “typical” families in the area. Divide students into design teams of three. Drop all cards into a basket and have each design team pull a card. Pair design teams so that one team can role play clients while the other role plays designers. Have paired teams work together to write interview questions that would be useful in gathering information about the clients’ living space needs. When interviews are done, hold a discussion to debrief the experience and summarize what was learned.

Have students then follow event guidelines to complete their Interior Design projects. Have them use the event rubric to rate their own work. Reserve time for them to refine the project as needed to increase ratings. Finally, bring in a team of expert evaluators to judge projects, select 1st, 2nd, and 3rd place winners, and identify the student(s) who will represent the class in the next level of FCCLA competition.

