

PERSONAL LIVING SPACE

MODULE

Time Frame Allotted: 1/6 year (9 hours)

Rationale

All young people occupy personal space and share space with others. The spaces where they live and work have a significant impact on their comfort, efficiency, sense of well-being, and relationships with others. Teenagers generally have some space of their own, where they store their possessions, pursue individual interests and address some of their daily needs. In addition, teens share many spaces with others - in school, in other public places, and in the home.

The Personal Living Space Module aims to increase students' awareness of the significance of personal and family living space. It provides opportunities to assess 'living space' needs and to develop skills in organizing, personalizing and caring for space.

Instructional strategies and learning activities are designed to foster an appreciation of the importance of living and work space as a background for all daily activities. Students are encouraged to think about needs, wants and principles as they consider the use and care of space. Opportunities to draw space to scale, to analyze traffic patterns and furniture arrangements, and to consider options for storage, help students develop their abilities in organizing space. Issues related to safety in the home and care of the home are also considered. An introduction to design elements and principles helps students realize the potential that exists for altering space to meet aesthetic and functional needs. Consideration of strategies for dealing with problems related to sharing space helps prepare students to successfully resolve conflicts that may occur when space is shared.

The activities and experiences this module provides help students gain confidence in making decisions about the space available to them and in their abilities to create a pleasing, functional space that suits their needs and interests.

Personal Living Space Module

Major Objectives	Intended Learning Objectives
1. To have an appreciation of how living space satisfies family and individual needs.	1.1 To identify and discuss family and individual needs as they relate to shelter and living space. 1.2 To be aware of options in housing.
2. To be able to apply some of the basic principles for organizing family and personal living space.	2.1 To understand traffic patterns, identify problems in them and to make suggestions for correcting them. 2.2 To evaluate the organization and arrangement of living space to suit activities. 2.3 To explore options for organizing and storing possessions.
3. To understand the value of caring for living space and keeping it safe.	3.1 To consider the benefits of caring for living space. 3.2 To investigate ways of caring for possessions and space. 3.3 To identify common dangers in the home and suggest ways to alleviate them.
4. To understand the impact of design in personalizing living space.	4.1 To be aware of the elements and principles of design at a basic level. 4.2 To identify examples of the elements and principles of design in the school and community. 4.3 To create a simple plan for personalizing space.
5. To be aware of the implications of sharing space and to identify effective strategies for co-existence.	5.1 To identify the benefits and drawbacks of shared space. 5.2 To identify strategies for sharing space effectively.

Major Objective: **1. To have an appreciation of how living space satisfies family and individual needs.**

Learning Objective: **1.1 To identify and discuss family and individual needs as they relate to shelter and living space.**

Related Content	Resources
1.1 Family and individual needs: ! Psychological - privacy - individuality and self-expression - principles and goals ! Physical - space for possessions - space for activities - comfort - safety - energy	1.1 <i>Creative Living</i> , Chapter 65. 1.1 Activity Sheet, "Focus on Housing and You", <i>Creative Living</i> , Teacher's Resource Book, p. 117, #89. 1.1 Activity Sheet "Space in the Home", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 1.1a Introduce the topic of housing and living space by having students
- ! complete the opinion sheet "Focus on Housing and You" from *Creative Living*, Teacher's Resource Book. Discuss student comments in class.

 - ! read the preface to Unit 6, p. 471 in *Creative Living*.

 - ! work in small groups to discuss and list the needs of individuals and families as they relate to housing. (Profiles of families could be provided by the teacher to facilitate this discussion.)
- Working from the student-generated lists, follow with a teacher-led class discussion of the psychological and physical needs of families and how these influence the space requirements of the family.
- 1.1b To make students more aware of the many uses of space in the home, have them complete that activity sheet, "Space in the Home", Teacher's Resource Package. Discuss and compare their responses.

Major Objective: **1. To have an appreciation of how living space satisfies family and individual needs.**

Learning Objective: **1.2 To be aware of options in housing.**

Related Content	Resources
<p>1.2 Types of housing available:</p> <ul style="list-style-type: none">! apartment building! duplex! row house! mobile home! bungalow! 2-story house! ridge tent! cabin (summer-home)! recreation vehicle <p>(others may be added to the list)</p>	<p>1.2 <i>Creative Living</i>, Chapter 65.</p> <p>1.2 Master Drawings, "No Place Like Home", Teacher's Resource Package.</p> <p>1.2 Introductory Module, Objective 5.3, Decision Making Method, Teacher's Resource Package, 5.3b.</p>

Suggested Instructional Strategies and Learning Activities

- 1.2a Refer to the activity sheet "No Place Like Home", Teacher's Resource Package, and have students identify the types of housing in this scene. Which types are available in their community? Which types have they occupied?
- 1.2b Divide students into small groups and ask them to read the feature section: "Where Do I Go" in *Creative Living*, p. 476. Have students discuss each situation and come to a consensus about what Joel and Andrea should do. (Apply the decision-making model from the Introductory Module.)

Major Objective: **2. To be able to apply some of the basic principles for organizing family and personal living space.**

Learning Objective: **2.1 To understand traffic patterns, identify problems in them and to make suggestions for correcting them.**

Related Content	Resources
2.1 Terms ! Traffic pattern - how people move around the objects in space ! Layout - the arrangement of furniture ! Scale drawing - a drawing in which the relative sizes of furniture and objects are in proportion to those in the actual room Symbols used in scale drawings of floor plans ! closet ! window ! door ! fixtures (others may be added to the list)	2.1 <i>Creative Living</i> , Chapter 66. 2.1 Master Drawings, "Traffic Patterns", Teacher's Resource Package. 2.1 Activity Sheet "Using A Floor Plan", Teacher's Resource Package. 2.1 Activity Sheet "Arranging A Room", <i>Creative Living</i> , Teacher's Resource Book, p. 119, #91. 2.1 <i>Choices</i> magazine (optional resource).

Suggested Instructional Strategies and Learning Activities

- 2.1a Using overhead transparencies (or posters) of rooms, made from the masters in the Teacher's Resource Package (or using pictures from magazines), locate the traffic patterns, identify any problems in them and discuss ways they can be corrected or improved.
- 2.1b Have students practise using the basic principles for room layouts by arranging furniture on a floor plan drawn to scale (see activity sheet "Using A Floor Plan", Teacher's Resource Package).
- 2.1c Have students design a bedroom of their choice using the forms provided with the activity sheet "Arranging A Room" in *Creative Living*, Teacher's Resource Book. When students have completed their designs, analyze them for efficient and practical traffic patterns. (The diagrams are based on the scale 35mm = 1 metre

3.5mm = 10 centimetres)

Major Objective: **2. To be able to apply some of the basic principles for organizing family and personal living space.**

Learning Objective: **2.2 To evaluate the organization and arrangement of living space to suit activities.**

Related Content	Resources
<p>2.2 Activities that occur in living space:</p> <ul style="list-style-type: none">! studying! sleeping! grooming! eating! entertainment! hobbies! storage <p>In many cases the same area is used for more than one activity.</p>	<p>2.2 <i>Creative Living</i>, Chapter 66.</p> <p>2.2 Pictures collected from magazines.</p> <p>2.2 Three dimensional model such as a doll house and furniture, if available.</p>

Suggested Instructional Strategies and Learning Activities

- 2.2a Brainstorm a list of the activities that take place in each of the following areas:

- ! kitchen
- ! family room
- ! bedroom
- ! living room

List some of the furniture and equipment needed for the activities that would take place in each of these areas.

Distribute pictures of living areas to students (1 or 2 pictures to each small group of students) and have them analyze the pictures for practical uses of space (e.g., traffic patterns, suitability for activities, storage, and safety).

Each group can report its findings and conclusions to the class.

- 2.2b **Enrichment Activity:**

Have students research trends and fashions in kitchen design from the past and in the present. Such models as the old-fashioned Newfoundland kitchen which was used for cooking, entertaining, laundry, bathing, homework, sewing, etc. might be compared to an aseptic stainless steel and chrome kitchen from post-war time. Findings may be presented to the class.

- 2.2c **Enrichment Activity:**

Have students gather information on stoves and how they have changed through the ages. How have these changes influenced the home routine and environment?

Major Objective: **2. To be able to apply some of the basic principles for organizing family and personal living space.**

Learning Objective: **2.3 To explore options for organizing and storing possessions.**

Related Content	Resources
<p>2.3 Solving storage problems:</p> <ul style="list-style-type: none">! define the problem! think about how often you use the possessions! identify the options for storage (Remember to consider the resources available)! weigh the alternatives and choose one! carry out your choice! evaluate the results <p>Options for storage:</p> <ul style="list-style-type: none">! under the bed! book cases! wall shelves! closet organizers! baskets! hooks, etc. <p>(NOTE: Point out that creative solutions do not necessarily demand large amounts of money.)</p> <p>Advantages of organizing living and storage space:</p> <ul style="list-style-type: none">! permit better use of limited space! save time because you know where things are kept! solve possible problems with shared space! better meet your particular needs	<p>2.3 <i>Creative Living</i>, Chapter 66.</p>

Suggested Instructional Strategies and Learning Activities

- 2.3a Have students brainstorm a list of creative ideas for storing or displaying objects in their rooms.
- 2.3b Have students suggest items which could be recycled into items useful for practical storage.
- 2.3c Have students give examples of, or collect pictures of, storage options. Suggest how these might be used in the home or classroom.
- 2.3d Have students design and create storage items that would be useful to them. (The same project could be used in objective 4.3a.)
- 2.3e Have students select one storage problem that they experience (closet organization, dresser, bookshelves, etc.) Have them analyze the problem, decide on a solution, and carry it out at home. Have them evaluate the results. Ask them to include a parent's comment about the change.

Major Objective: **3. To understand the value of caring for living space and keeping it safe.**

Learning Objective: **3.1 To consider the benefits of caring for living space.**

Related Content	Resources
<p>3.1 Maintenance</p> <ul style="list-style-type: none">! keeping living space and belongings clean and in good working order. <p>Proper care and maintenance:</p> <ul style="list-style-type: none">! helps prevent accidents! prolongs the life of articles and thereby avoids waste! makes life easier by saving time, energy and money! results in pleasant, organized surroundings giving a feeling of pride and satisfaction	<p>3.1 <i>Creative Living</i>, Chapters 69 and 70.</p> <p>3.1 Overhead Master, "Comfort, Order, Cleanliness: Influences", Teacher's Resource Package.</p> <p>3.1 Activity Sheet, "A Clean Room, What is Your Opinion", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Activities

- 3.1a Use "What Influences Your Standards?" as an overhead or poster to start a discussion of the factors that influence the care of living space.
- 3.1b Have students explore their own attitudes about keeping their personal living spaces clean by completing the activity sheet "A Clean Room: What Is Your Opinion?" Teacher's Resource Package. Ask them to compare the attitudes they have indicated on the questionnaire to their actual behaviour.

In class discussion, poll the responses to each question. Discuss why attitudes and standards differ from one person to another.

Have students share their responses to the questions below the questionnaire. What benefits result from keeping space clean and orderly?

Major Objective: **3. To understand the value of caring for living space and keeping it safe.**

Learning Objective: **3.2 To investigate ways of caring for possessions and space.**

Related Content	Resources
3.2 Care and maintenance involves dealing with: ! bedding ! floors ! windows ! walls ! furniture ! storage areas ! other possessions	3.2 <i>Creative Living</i> , Chapter 69. 3.2 <i>Creative Living</i> , Unit 6, Teen Tips, pp. 516-518 3.2 Activity Sheet, "Cleaning Up", <i>Creative Living</i> , Teacher's Resource Book, p. 123, #95. 3.2 Activity Sheet, "Sharing Chores", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 3.2a In small groups, have students brainstorm lists of what is involved in caring for each of the following:
- ! bedding
 - ! floors
 - ! windows
 - ! walls
 - ! furniture
 - ! storage areas (closets, dressers, shelves, ...)
 - ! other possessions (appliances, ornaments and accessories, ...)
- Share the results with the class to produce an overall list.
- 3.2b Have students implement the "Cleaning Your Room in 15 Minutes A Day" schedule (Teen Tips, Unit 6 in *Creative Living*). Have them evaluate the results after one week. Does the schedule need to be adjusted to suit them? What changes would they make?
- 3.2c To become aware of how to approach specific cleaning tasks, have students complete the activity sheet, "Cleaning Up" in *Creative Living*, Teacher's Resource Book. Whenever possible, promote the use of products that do minimal or no damage to the environment in their use and disposal.
- 3.2d Have students investigate the environmental effects of cleaning products and consider options that are least harmful. This could be achieved as an individual or group project resulting in a class presentation, display, game, science project, or advertisement.
- 3.2e To promote the idea of cooperation and sharing, and the value of organization, ask students to work in pairs to come to a consensus on "sharing tasks" at home. Ask some of the pairs to share their experiences with the class. Were there conflicts? Are the chores evenly divided, considering the time needed, their frequency, and the energy involved? Use the activity sheet, "Sharing Chores", Teacher's Resource Package, to facilitate this activity.

Major Objective: **3. To understand the value of caring for living space and keeping it safe.**

Learning Objective: **3.3 To identify common dangers in the home and suggest ways to alleviate them.**

Related Content	Resources
<p>3.3 Common safety problems:</p> <ul style="list-style-type: none">! falls and bumps! fires and electrical problems! poisoning! cuts <p>Prevention:</p> <ul style="list-style-type: none">! steps to home safety.	<p>3.3 <i>Creative Living</i>, Chapter 70.</p> <p>3.3 Activity Sheet, "Home Safe Home", <i>Creative Living</i>, Teacher's Resource Book, p. 126, #98.</p>

Suggested Instructional Strategies and Learning Activities

- 3.3a Ask students to analyze and evaluate their own homes in terms of safety. The activity sheet "Home Safe Home", *Creative Living*, Teacher's Resource Book, may be useful as a home assignment.
- 3.3b Have students survey family, friends, and relatives to determine the kinds and frequency of household accidents, both minor and major. Have them tabulate results according to the types of accidents and the locations where they occurred. Ask students to make conclusions about common safety problems and ways of preventing them.

As a follow-up, have students design pamphlets or posters to inform others about accident prevention in and around the home.
- 3.3c Have students discuss the benefits of good lighting and identify places in the home where good lighting can increase safety.
- 3.3d Using *Creative Living*, p. 503 as a reference, have students organize fire drills for their homes. Invite a guest speaker to explain proper procedures to follow and the reasons for them.

Major Objective: **4. To understand the impact of design in personalizing living space.**

Learning Objective: **4.1 To be aware of the elements and principles of design at a basic level.**

Related Content	Resources
4.1 Elements of design: <ul style="list-style-type: none">! colour! texture! space! shape! line Principles of design: <ul style="list-style-type: none">! unity! contrast! emphasis! balance! proportion! rhythm	4.1 <i>Creative Living</i> , Chapters 67 and 52. 4.1 <i>Sear's Catalogue</i> (optional). 4.1 Magazines (optional). 4.1 NOTE OUTLINE, "Design In Your Life", Teacher's Resource Package. 4.1 Activity Sheet, "Colour Schemes", Teacher's Resource Package. 4.1 Activity Sheet, "Case Studies - Design a Solution", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 4.1a Introduce and briefly discuss the elements and principles of design and their importance in designing living space. You may wish to use the note outline "Design In Your Life", Teacher's Resource Package.
- 4.1b Have students create colour schemes using the activity sheet, "Colour Schemes", Teacher's Resource Package. Discuss the effects of the colours and schemes used.
- 4.1c Make a collection of pictures which illustrate the various elements and principles of design. Use the pictures as a focus for discussion.
- 4.1d Ask students to find solutions to design and space problems in the home using the activity sheet, "Case Studies - Design a Solution", Teacher's Resource Package.
- 4.1e **Enrichment Activity:**
Ask students to choose a picture of a room (or one may be supplied by the teacher) and have them analyze it for the elements and principles of design.

Major Objective: **4. To understand the impact of design in personalizing living space.**

Learning Objective: **4.2 To identify examples of the elements and principles of design in the school and community.**

Related Content	Resources
4.2 Elements and principles of design (as stated above)	4.2 <i>Creative Living</i> , Chapter 67.

Suggested Instructional Strategies and Learning Activities

- 4.2a Students analyze the classroom to identify elements and principles of design.
- 4.2b Students take part in a scavenger hunt through the school or community to find examples of the elements and principles of design used in architecture and decorating.

To organize this, the teacher prepares either a list of features to locate (e.g., monochromatic colour scheme, curved lines, repetition, etc.) or a list of specific locations (vantage points) matched with a specific element or principle of design to be identified at each location (e.g., location 1: looking south, find an example of emphasis through colour; location 2: looking east, find an example of repetition through line; location 3:)

Major Objective: **4. To understand the impact of design in personalizing living space.**

Learning Objective: **4.3 To create a simple plan for personalizing space.**

Related Content	Resources
4.3 Elements and principles of design (as stated above)	4.3 <i>Creative Living</i> , Chapter 67. 4.3 <i>Creative Living</i> , Teacher's Annotated Edition. Teacher's Manual, p. 158 ENDFIELD

Suggested Instructional Strategies and Learning Activities

- 4.3a Each student prepares a floor plan of his/her bedroom showing furniture layout and colour scheme. Explain how the space is, or could be, personalized to reflect the student's interests and activities.
- 4.3b **Enrichment Activity:**
The student submits a detailed plan for a project that will personalize his/her space, and that s/he is capable of making. The student could be required to complete the project and submit it as a second phase. Suggested ideas can be found in:
! *Creative Living*, Teen Tips, Unit 6
! *Creative Living*, Teacher's Manual, p. 158

Major Objective: **5. To be aware of the implications of sharing space and to identify effective strategies for co-existence.**

Learning Objective: **5.1 To identify the benefits and drawbacks of shared space.**

Related Content	Resources
<p>5.1 Shared space is space used by more than one person.</p> <p>Examples of shared space:</p> <ul style="list-style-type: none">! bedrooms! kitchen! bathrooms! storage space! family closets! lockers! classrooms! desks! gymnasium! cafeteria <p>(examples will vary)</p> <p>Benefits:</p> <ul style="list-style-type: none">! learning to make use of limited space! increased social contact! development of skills in cooperation, compromising, communication, etc. <p>Drawbacks:</p> <ul style="list-style-type: none">! lack of privacy! possible conflicts! less freedom! different standards! less space for oneself <p>(this list can be expanded)</p>	<p>5.1 <i>Creative Living</i>, Text-Chapter 68.</p>

Suggested Instructional Strategies and Learning Activities

- 5.1a Have students list the types of activities which occur in shared spaces at home and at school. Discuss the benefits and drawbacks of shared space.
- 5.1b Using pictures of shared space collected by the teacher and/or students, discuss the types of activities that might occur in the spaces shown. What conflicts could result? What benefits might there be?
- 5.1c Discuss the advantages and disadvantages of sharing a bedroom with someone else.
- 5.1d Have a "trouble box" where students can submit examples of problems related to sharing space. Use these for discussion in class. Students could collect examples of "pet peeves" from other students and family members for discussion.

Major Objective: **5. To be aware of the implications of sharing space and to identify effective strategies for co-existence.**

Learning Objective: **5.2 To identify strategies for sharing space effectively.**

Related Content	Resources
5.2 Sharing space involves compromise, consideration and acceptance of responsibility.	5.2 <i>Creative Living</i> , Chapter 68.
5.2 Ways to make sharing a space easier: ! scheduling ! consideration ! neatness ! respecting personal space ! effective communication	5.2 Activity Sheet, "The Space Advisor", Teacher's Resource Package. 5.2 Sharing Space (posters), J. Weston Walch.

Suggested Instructional Strategies and Learning Activities

- 5.2a In small groups, discuss the sharing of space. Have students generate a list of their expectations regarding shared space. Which behaviours and attitudes foster harmony and reduce frustrations?
- 5.2b Ask students to describe conflict situations related to sharing space. Role play solutions for each, demonstrating compromise, consideration, effective communication, caring, etc.
 - e.g.
 - ! people want to watch different TV programs
 - ! one person wants to practice a musical instrument while another wants to watch TV
- 5.2c Have students read each of the situations described in "The Space Advisor", Teacher's Resource Package. Have them work in small groups to generate some practical advice for each problem.
- 5.2d Display "Sharing Space" posters that illustrate conflicts related to sharing space in the home. Have students identify ways of avoiding or solving the problems described.