**North East School Division**

**Unpacking Outcomes Interior Design & Decorating 30**  
Module 26: Careers in Interior Design and Interior Decorating (Core)

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| **Unpacking the Outcome** | | |
| Explore --> design occupations  Explore --> decorating occupations | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Explore interior design and decorating related occupations. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary: interests, skills, traits, career, profession, occupation, shortage, oversubscribed, qualification, quality, role, responsibility, hazard, certification, entrepreneurial  Criteria for determining suitability  Interior Design Professions (\*1):  - (e.g., interior and spatial designer, production designer, exhibition designer, visual merchandiser)  Interior Decorating Professions (\*2):   * (e.g., set decorator, retail store interior design coordinator/manager, kitchen designer, design coordinator, entrepreneur, residential stager) | * That a career in interior design and decorating is dependent on personal interests, skills and traits * That there are differing roles, responsibilities and educational qualifications for interior design and decorating careers * That personal suitability to this career can be related to a variety of factors * That there are provincial and national regulatory organizations related to interior design and interior decorating * That the Saskatchewan employment act and the occupational health and safety regulations include rights and duties of workers * That there are many entrepreneurial opportunities available in interior design and decorating | a. Create a list of personal interests, skills and traits that could lead to a career in the interior design and decorating professions.  b. Investigate careers in the interior design profession (\*1) and in the interior decorating profession (\*2).  c. Research which interior design and decorating occupations are facing shortages and which are oversubscribed locally, regionally or provincially.  d. Examine the roles, responsibilities, educational qualifications and personal and professional qualities common to people involved in interior design and decorating careers.  e. Reflect upon personal suitability or non-suitability for a specific interior design or decorating related occupation considering criteria such as:  • initial and continuing educational requirements;  • duties and skills required for this occupation;  • the work environment, including typical hours and shifts worked and typical locations;  • current wages received in Saskatchewan and how these compare to the rest of Canada;  • physical, mental and emotional stresses related to this occupation;  • workplace hazards and safety considerations;  • other occupations with which they interact;  • certification requirements in Canada and Saskatchewan; and,  • future trends impacting the occupations.  f. Investigate the role of provincial and national regulatory and trade organizations related to interior design and interior decorating.  g. Research duties and rights of workers and employees as they relate to The Saskatchewan Employment Act and The Occupational Health and Safety Regulations.  h. Communicate research findings related to interior design and decorating occupations through a display, brochure, video, presentation software, website or an oral presentation.  i. Develop a plan to attain a job of one’s choice in the interior design or decorating occupations.  j. Identify entrepreneurial opportunities available in interior design or decorating. |
| **ESSENTIAL QUESTIONS** | | |
| 1. What career options are related to the field of interior design and interior decorating?  2. Am I well suited to a career in interior design or decorating? How would I know?  3. How do I prepare for a career in interior design and decorating? | | |