**North East School Division**

**Unpacking Outcomes Interior Design & Decorating 30**  
Module 8: Inclusive Design Approaches (Core)

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| **Unpacking the Outcome** | | |
| Examine --> ways (to incorporate inclusive design approaches) | | |
| **Outcome**(circle the verb and underline the qualifiers) | | |
| Examine how interior designers and decorators incorporate inclusive design approaches to meet client needs. | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| Vocabulary: accessible design, adaptable design, universal design, socially inclusive, cognitive, intellectual, aesthetically pleasing, retrofitting, flexible, multi-generational, accessory suites, secondary suite, legislation, inclusive  Stages of life and associated needs  Types of design   * Accessible - (\*1) e.g., wide door openings, roll under countertops) * Adaptable - (\*2) (e.g., upgradable, expandable, dividable) * Universal - (\*3) (e.g., open floor plan, lever handles)   Concepts of Accessibility (\*4):   * (e.g., visual impairment, hearing impairment, limited mobility, cognitive and intellectual conditions   Role of legislation (\*5):   * (e.g., National Building Code of Canada, Accessible Canada Act, The Uniform Building and Accessibility Standards Act   Role of standards (\*6):   * (e.g., CSA B651-12 Accessible Design for the Built Environment | * That there are differences between accessible, adaptable and universal design approaches * That clients with physical, cognitive and intellectual conditions should have inclusive designs that support them * That residential and commercial spaces could have potential accessibility challenges * That accessibility can change over time and there is a need for adaptable housing to ensure physical and psychological well- being of clients * That retrofitting a space can provide options to meet accessibility needs * That there are drawbacks and benefits to adaptable housing models and legislation and standards can play a role in providing inclusivity and access for all | a. Differentiate among accessible design (\*1) adaptable design (\*2) and universal design (\*3) approaches.  b. Investigate socially inclusive designs that support clients living with various physical, cognitive and intellectual conditions.  c. Discuss the concept of accessibility(\*4) designers and decorators should consider when creating safe, aesthetically pleasing spaces and meeting clients’ needs.  d. Explore potential challenges related to accessibility when designing and decorating residential and commercial spaces.  e. Investigate how individuals’ accessibility needs may change over time.  f. Discuss the need for adaptable housing to meet occupants’ changing accessibility needs through different stages of life.  g. Research the impact accessible design, adaptable design and universal design have on physical and psychological health and well-being. h. Provide examples of how principles of universal design ensure current and future accessibility for residents in different types of spaces.  i. Investigate options and benefits for retrofitting a defined residential or commercial space to meet various accessibility needs.  j. Compare the drawbacks and benefits of adaptable housing models such as flexible housing, multigenerational housing, accessory and secondary suites.  k. Discuss the role of legislation(\*5) and standards (\*6) regarding accessibility.  l. Apply one or more design approaches to plan a residential or commercial space that fosters inclusivity and access for all (e.g., gender identity and expression, ability, age, culture). |
| **ESSENTIAL QUESTIONS** | | |
| 1. What is the difference between accessible, adaptable and universal design?  2. Why do all people need inclusive designs that can aid physical and psychological health and well-being?  3. How do accessibility needs and responses change over a lifetime?  4. How do designers and decorators make a space more accessible? | | |