

ID4-ME

Interior Design for Me

An after-school Interior Design program for communities of color

EXPLORE - LEARN - DESIGN

05.04.2021

A ONEder Grant Program made possible by One Workplace



PURPOSE

Diversity and inclusion in the Interior Design profession has been sorely lacking since the beginning. Given the circumstances of society today, where communities are rising up to fight for equity and change, we feel we must do the same. As creatives, we value different perspectives and backgrounds, as a catalyst for innovative design and to see the impact of design for all communities when our teams are made up of people from diverse communities. It helps us create and build spaces, whereby our designs can be made for all, by all and the experiences we create in these built spaces are as diverse as the people who created them.

Like many programs within K-12 schools, we know that the creative fields are often the first to lose funding, and as such, the exposure to opportunities in our field is rare, and even more so for communities of color from disadvantaged regions. This is happening with students in the lower grades, and particularly in high school, when students are beginning to formulate their ideas and desires around career choices.

**“Creating places,
building experiences,
and designing spaces.”**

OUR MISSION

ID4-ME, Interior Design for Me is an after-school program, with the goal of diversifying the Interior Design profession, specifically towards communities of color, by sharing knowledge and expertise about the practice of Interior Design as a career option for young students.

“ We have to stand together as humans dedicated to the betterment of our society. Let us continue to be a force for good in this world and take responsibility individually and collectively for envisioning and enacting change, progress, and **JUSTICE**. Design is forever an act of optimism, and we can little afford in our activism to not be optimistic about our collective future. ”

Cheryl S. Durst, Hon. FIIDA,
IIDA Executive Vice President and CEO

FAST FACT

The Interior Design Profession*

84% ... Women

79% ... White

10% ... Asian

6% ... Black or African American

7% ... Hispanic or Latino/a

* U.S. Bureau of Labor Statistics in 2020
(% of total employed persons by
occupation, sex, race and ethnicity)

STRATEGY

Provide exposure to a career in Interior Design by providing an after school program and curriculum focused on the interior industry and the practice.

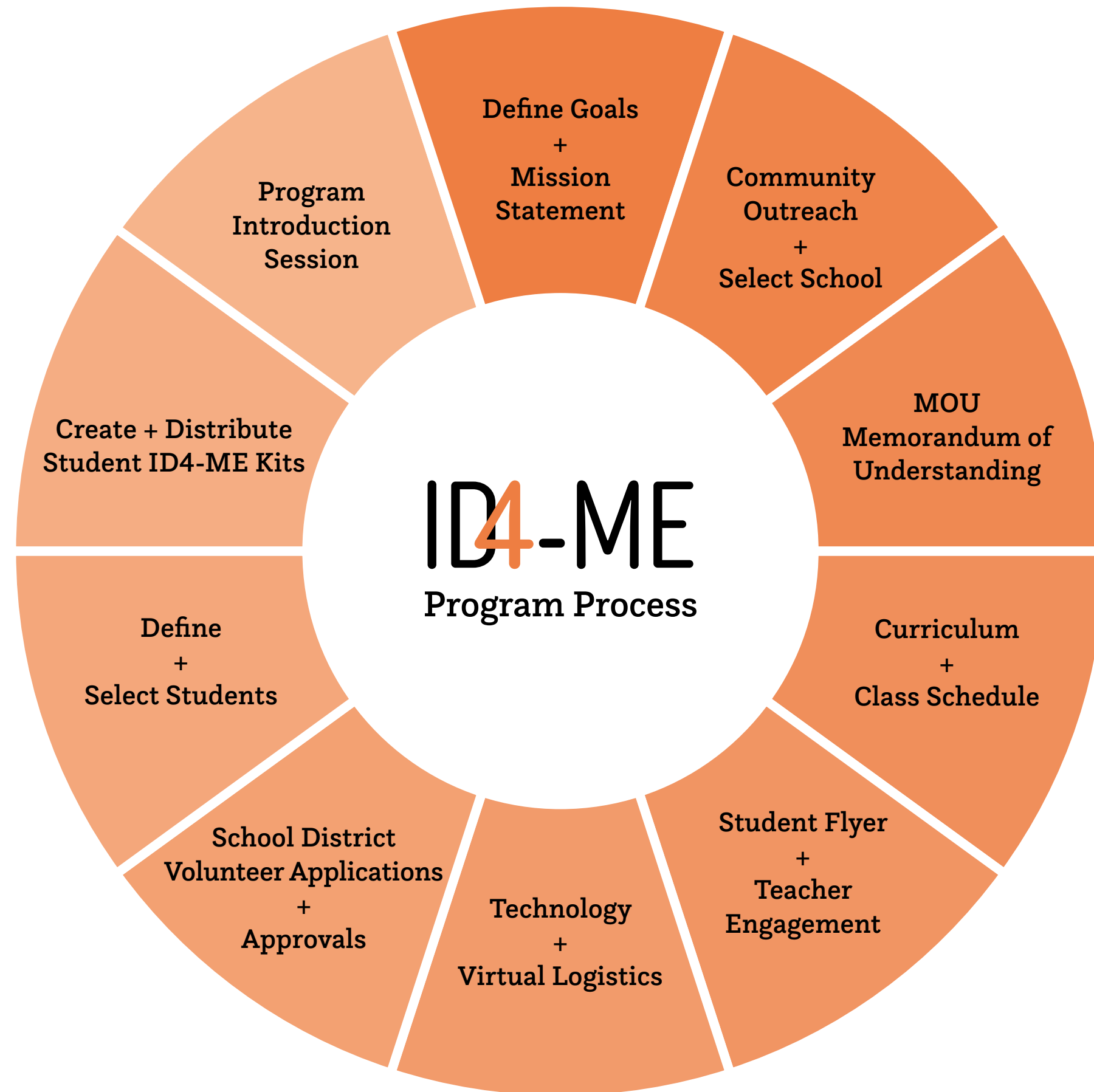
Provide a paid summer internship for one student at the end of the program.

Engage a Title 1 high school where a certain percentage of the students come from communities of color or low-income families.

Share curriculum, lessons, and guidelines with other design firms to roll out on their own with other schools.

Inspire and motivate students to pursue a career in Interior Design.

PROCESS



COURSE FLYERS

6

ID4-ME

Interior Design for Me

“Creating places,
building experiences,
and designing spaces.”

MISSION STATEMENT:

To diversify the Interior Design profession, by sharing knowledge and expertise about the practice of Interior Design as a career option to young students, specifically to students of color within minority communities.

THE PROGRAM:

ID4-ME is an after school program that engages high school students at a Title 1 school to learn about career opportunities in the field of Interior Design. The eight-week program will allow students to explore the basics of design and the potential skill sets that they would develop if they pursued a career in this field. In addition to connecting with professionals in the industry through engaging and interactive presentations, the students will work on a hypothetical interior design project.

| | | |
|--------------------------|--------------------------|-----------------------------|
| Applications Due: | Program Schedule: | Internship Schedule: |
| DEC 2020 | JAN-MAR 2021 | SUMMER 2021 |

Info Flyer

ID4-ME

Interior Design for Me
An after-school program to learn more about interior design.

“Creating places,
building experiences,
and designing spaces.”



EXPLORE - LEARN - DESIGN

THE PROGRAM:

ID4-ME is an after school program that engages high school students to learn about the field of Interior Design. The eight-week program will be a journey to explore the designs of various spaces and the impact design has on the way we live, learn, work, and play. Students will learn about design-thinking and the creation process through a series of classes that explore color, light, form, and function. In addition to connecting with professionals in the industry through engaging and interactive presentations and design mentorship, the students will work on a hypothetical Interior Design project.

Upon completion of the program there will be an opportunity for one student to have a paid student internship at AP+I Design.
We will have a 30 minute program introduction on Friday January 15 at 2:00 pm via Zoom.
Please reach out to your teacher if you are interested.

| | | |
|----------------------------------|--------------------------|-----------------------------|
| Program Introduction: | Program Schedule: | Internship Schedule: |
| FRIDAY JAN 15, 2020 @ 2:00 PM | JAN-MAR 2021 | SUMMER 2021 |

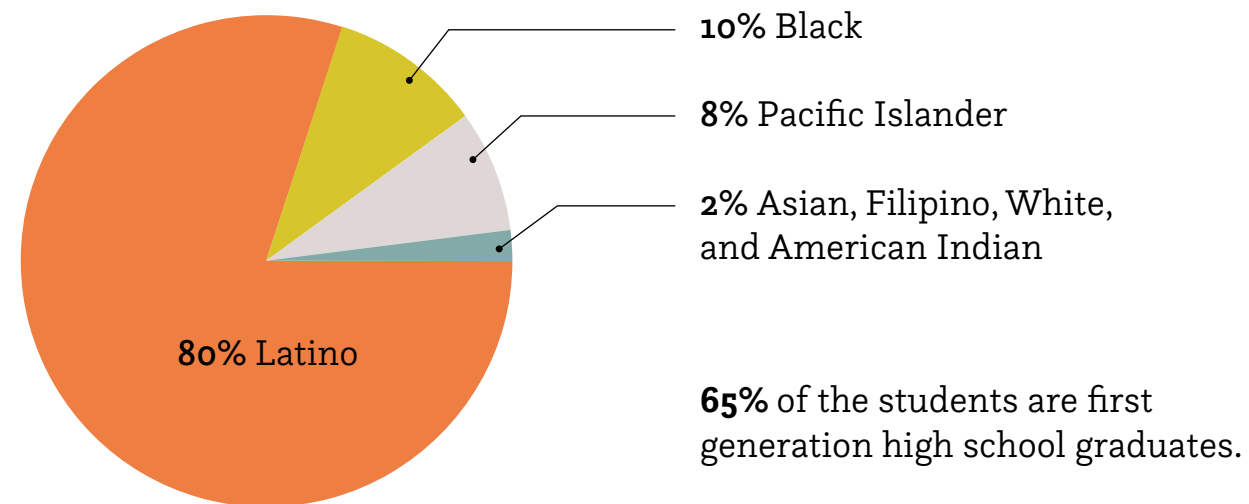
Learn about the program organizers and designers here at www.apidesign.com

Student Flyer

SCHOOL

Our first ID4-ME program began with the students at East Palo Alto Academy (EPAA), a Title 1 school serving students living in East Palo Alto and Eastern Menlo Park.

EPAA is made up of mostly students of color:



The students come to us with a clear interest and passion for design, whether it be Landscape Design, Fashion Design, or Interior Design. Due to the pandemic, the program is facilitated as a virtual learning experience through Zoom. Students have explored the basics of design and engaged in interactive conversations about color, light, form, and function.



3 he/him
3 she/her

2 seniors
3 juniors
1 sophomore

Interests in
Interior Design,
Landscape Design,
Fashion Design

All are
students
of color

Curriculum Outline

INTRO SESSION: An informational session for any and all students to learn more about the program. The session included introductions of the instructors, a curriculum outline, and inspiring images to get the students excited about the opportunities.

SESSION 1: Introduction to Interior Design

As the first official session of the program, we began with getting to know the students and their interests. Followed by, what it means to practice Interior Design and how it can impact the spaces we live in – through form, flow, and function. The session also introduces them to the design process and how ideas are brought to life.

SESSION 2: Design Basics

The basic principles and elements of design are the building blocks to successful designers. This session introduced the students to these concepts, so they can be equipped with a basic understanding, no matter what field of design they choose. The lesson includes interior spaces as examples of how such concepts can be applied.

SESSION 3: The Vision + The Journey

Before we begin our design process, we need to understand the why. Students gained an understanding of the early design process – from defining the program to ideating the user experience, and researching. In this session, the students also got a glimpse of their final project and began to think about their vision and user journey's for their final project, the design of a restaurant.

SESSION 4: Finishes, Furnishings, and Form

From the big picture, we dive into the details of all the tangible moments that make up a space, from the materials on the walls to the fabrics on the furniture. This session focuses on how finishes, furniture, and form can come together to tell the story of the space and enhance the desired experience.

SESSION 5: Guest Speaker + Intro to Final Project

After a mid-winter break, students are welcomed back with an inspiring speaker to further share the breadth of opportunities when pursuing a career in design. The second half of this session is also the official start of their final projects, where students break out into smaller groups, working with a designer on developing the program and experience for their restaurant design project. The session also focuses on how to space plan their restaurant, with the tools that they have been given: trace, pens, scaled floor plan, and scaled furniture components.

SESSION 6: The Creation Part 1

After finalizing their vision, concept, and program for their restaurants, students will return with sketches of their space plans and work through the plans in small groups with a designer. At the end of the session, students leave with a finalized floor plan.

SESSION 7: The Creation Part 2

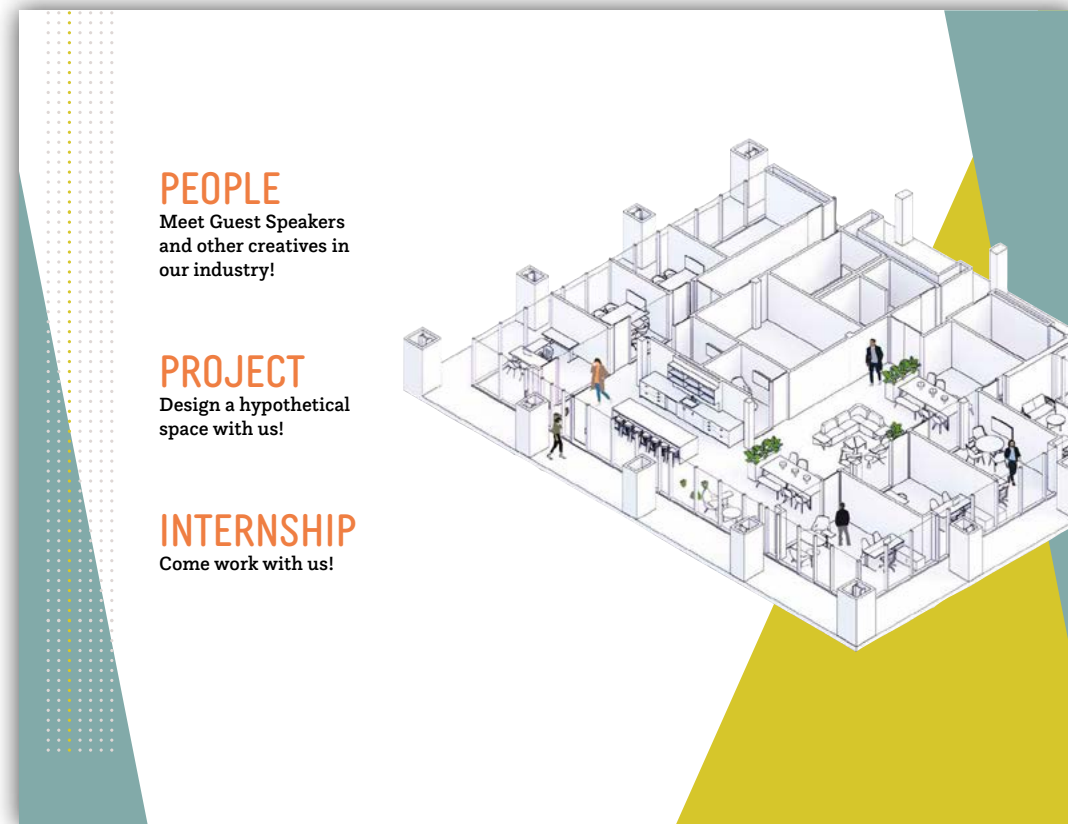
In the final part of the creation process, students work closely with a designer to bring their space to life, 3-dimensionally. They begin to select materials and finishes for their spaces, and learn to put their ideas into play.

SESSION 8: Final Project Presentations

For the last session, students will share their final projects with each other, in addition to their experiences and potential next steps on what they can do to learn more about the field of Interior Design.

INTRO SESSION

An informational session for any and all students to learn more about the program. The session included introductions of the instructors, a curriculum outline, and inspiring images to get the students excited about the opportunities.



Swag Bag

Each student received an ID4 ME kit of Interior Designer tools of the trade and material inspiration to delight and use during the program.



SESSION 1

Introduction to Interior Design

As the first official session of the program, we began with getting to know the students and their interests. Followed by, what it means to practice Interior Design and how it can impact the spaces we live in – through form, flow, and function. The session also introduces them to the design process and how ideas are brought to life.

DESIGN IS...

creating something that is not only usable, but **improves** and **enhances** the **human experience** and life.



Ray and Charles Eames

“Design is a plan for arranging elements in such a way as best to accomplish a particular purpose.”

-Charles Eames



Eames Elephant (1945)



Eames Lounge Chair and Ottoman (1956-Present)



Eames Fiberglass Side Chair (1951)



Powers of Ten (1977)
[Click here to watch](#)

“Interior Design is about creating spaces and experiences that support a range of activities.”

FUNCTION + FEEL + FLOW



FUNCTION

The activities that are happening in the space.



FEEL

The emotions that you want to evoke when experiencing the space.



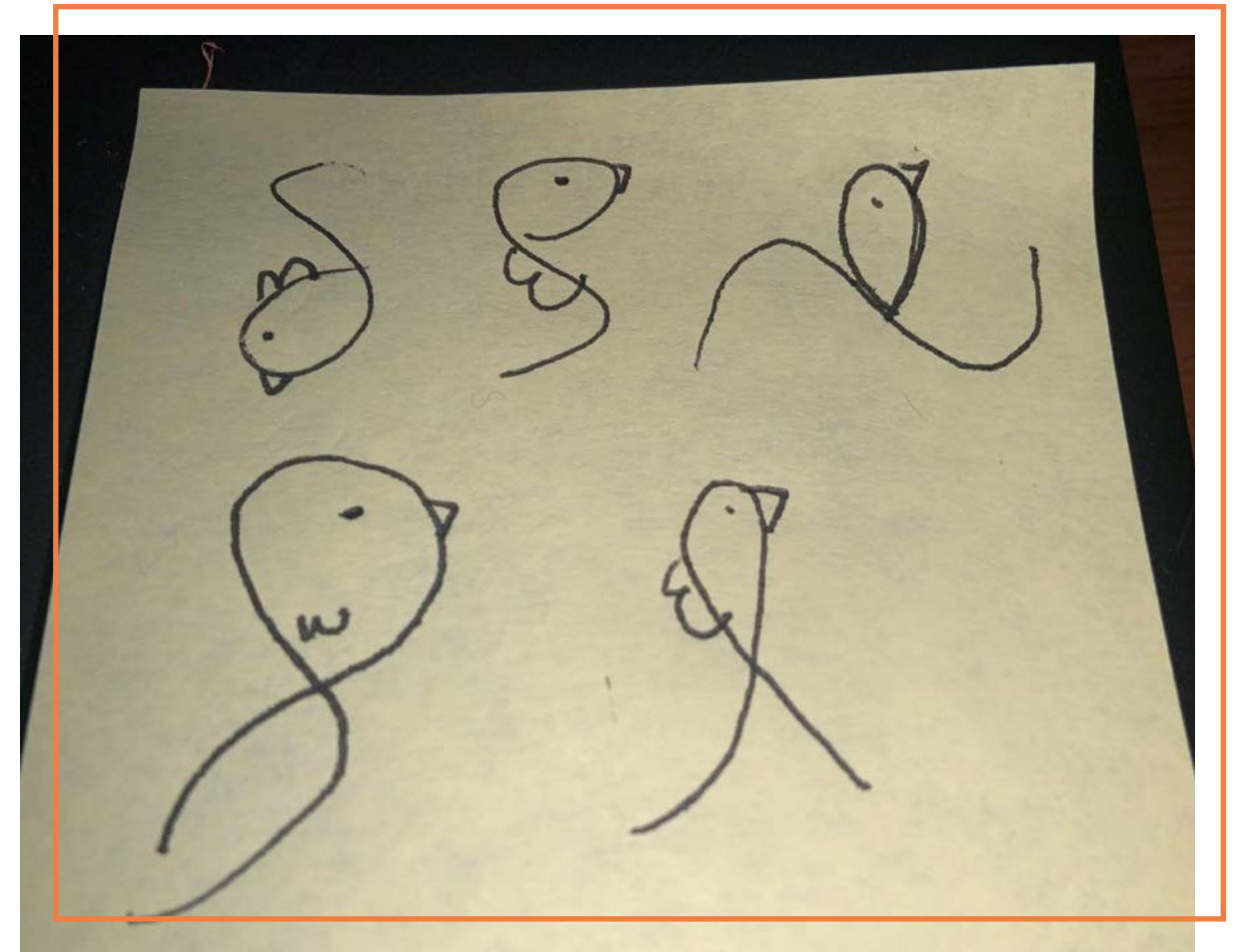
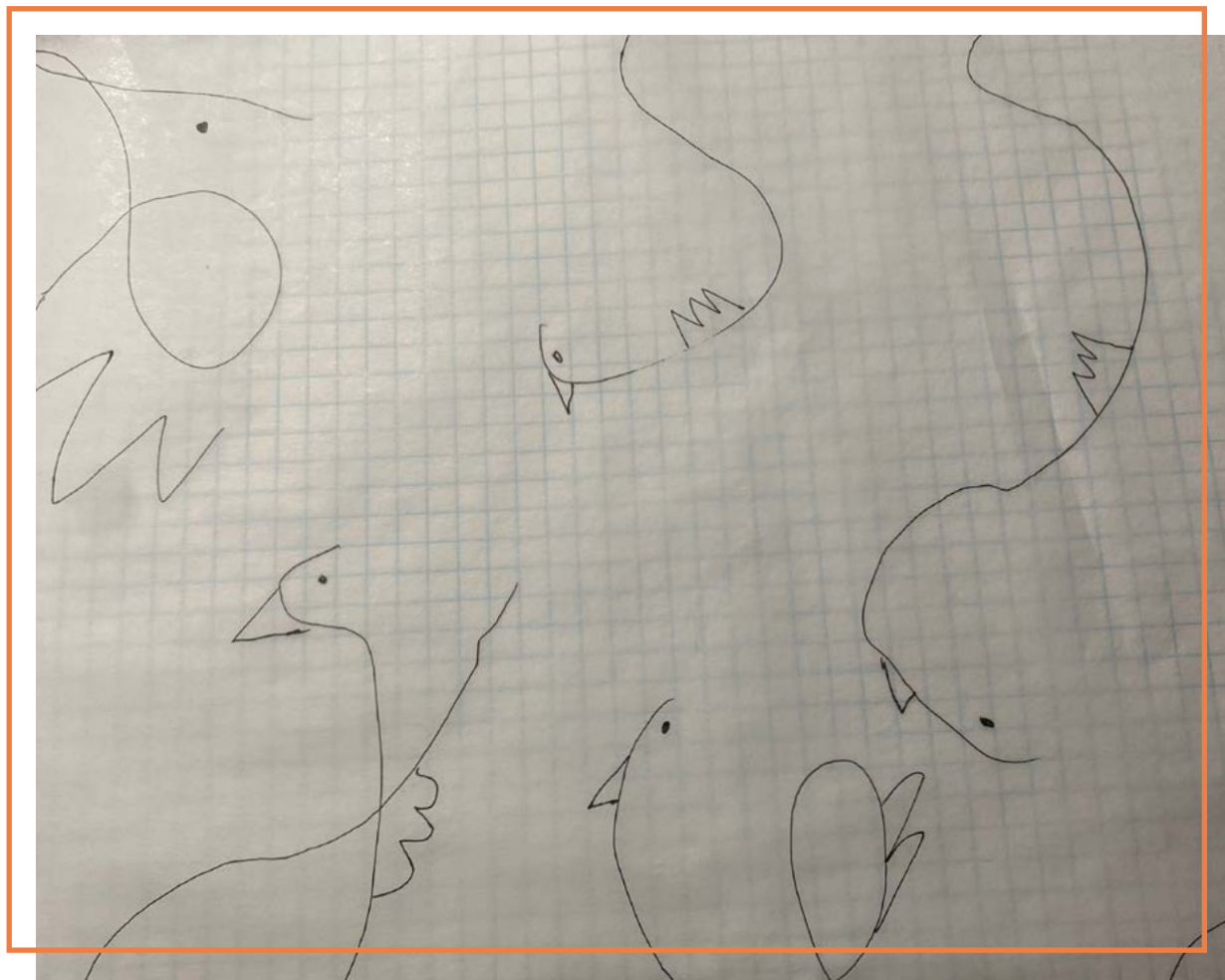
FLOW

The way people move and interact with the space.

SESSION 1

Introduction to Interior Design

The **squiggly birds exercise** is a sketching exercise that helps the students put pen to paper. The exercise is intended to help students get comfortable with the idea of sketching, in addition to the concept of putting pen to paper, or rather an idea on paper. The ultimate lesson of the exercise is meant to communicate that anything can be created from nothing, and that there are different ways to achieve the same thing.

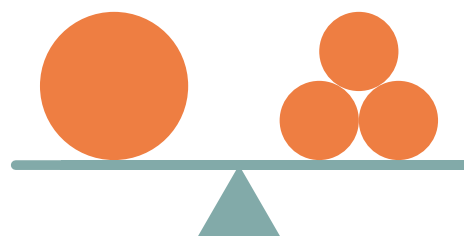


SESSION 2

Design Basics

The basic principles and elements of design are the building blocks to successful designers. This session introduced the students to these concepts, so they can be equipped with a basic understanding, no matter what field of design they choose. The lesson includes interior spaces as examples of how such concepts can be applied.

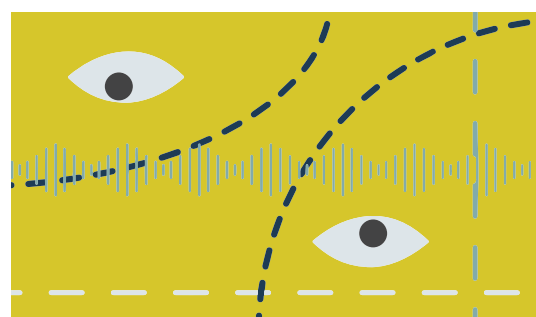
1. BALANCE



Balance is how the elements within a composition are arranged either symmetrically, asymmetrically, or radially to create the **impression of equality in weight or importance**.

Source: "The 7 Principles of Design"

5. MOVEMENT + RHYTHM



Movement is **how the eye moves throughout the composition; leading the attention from one aspect to another**. This can be achieved by using repeating or alternating elements or patterns. How often something repeats and the intensity of its contrast creates rhythm.

Source: "The 7 Principles of Design" by Ethan Keister

THE COLOR WHEEL



Twelve-part color circle, developed from the **primary colors** (red, yellow, blue) and the **secondary colors** (orange, green, purple).

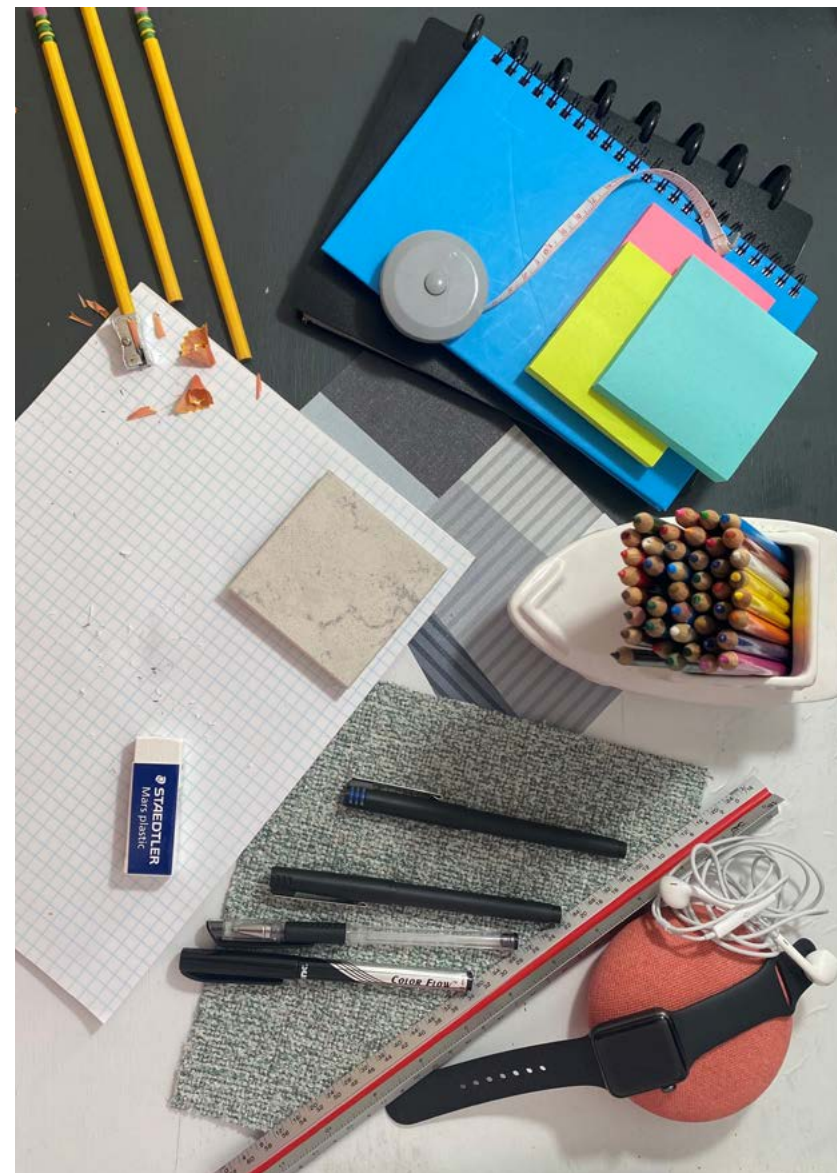
SESSION 2

Design Basics



Example 1:

In this example, the student used natural light to communicate a sense of warmth, in addition to materials that help him to feel calm and warm. He organized the materials such that they were layered, to further emphasize that same experience.



Example 2:

In this example, the student wanted to convey the idea of a work in progress, not only with the eraser shavings, but by orienting the pencils and other objects in a way that makes your eye flow around the image.

Design Activity at Home

Create 3 compositions using different materials (take photos) and applying principles/elements, note what principles you're using.


SESSION 3

The Vision + The Journey


Before we begin our design process, we need to understand the why. Students gained an understanding of the early design process – from defining the program to ideating the user experience, and researching. In this session, the students also got a glimpse of their final project and began to think about their vision and user journey’s for their final project, the design of a restaurant.

THE USER TYPE

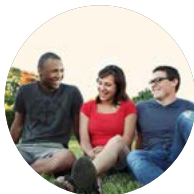
for a vegan/vegetarian restaurant




families




large groups




teenagers




small groups




couples




vegans/vegetarians



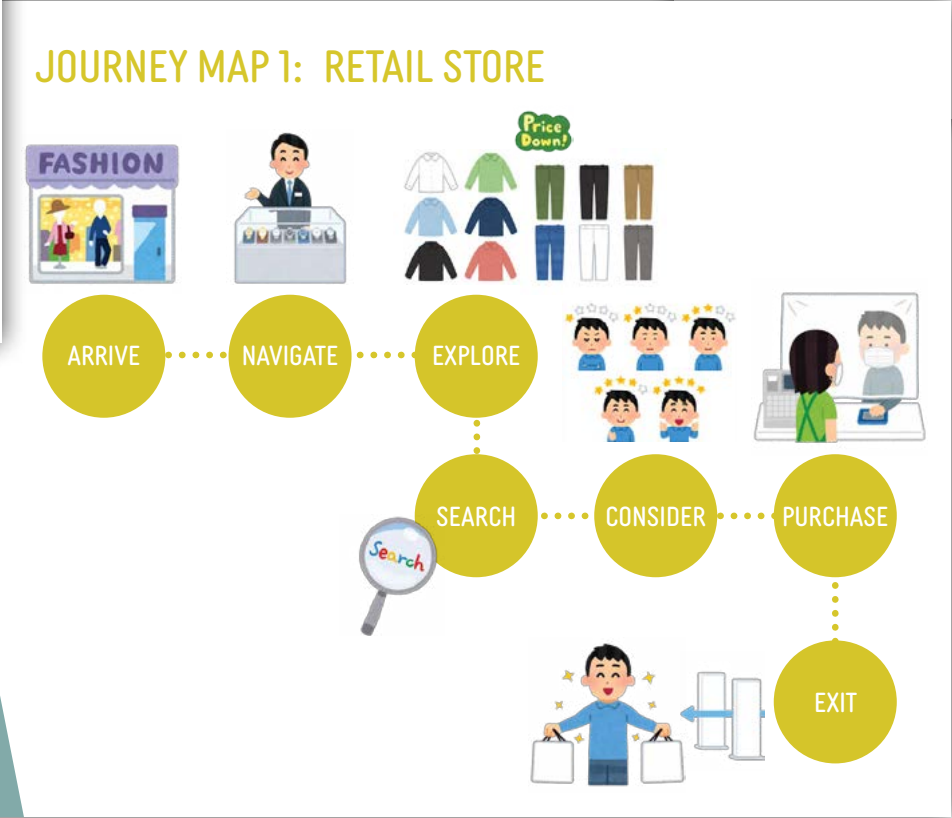
senior citizens





foodies



tourists



THE DESIGN PROGRAM

| DESIGN INTENT / PURPOSE | USER TYPES | | |
|---|---|--|--|
| <div>Tell us what restaurant type or shop you've selected and why. What are some of your goals for this space and what makes it unique? What are you selling and what is special about it?</div> <div></div> | <div>Tell us what user types or customers you've selected and why. What are their personalities, what will attract them to your space?</div> <div></div> | | |
| EXPERIENTIAL GOALS | | | |
| <div>THINKING</div> <div>What do you want people to think when they first enter the space?</div> | <div>DOING</div> <div>How will people be using this space? What will they be doing?</div> | <div>FEELING</div> <div>How do you want people to feel when they are in the space?</div> | <div>OTHER</div> <div>List any unique features you will have in this restaurant, such as a game area, park, vegetable garden, etc.</div> |

EXPERIENCE QUESTIONS

At the end of each class session there would be an experience question. Students would share an image or sketch that would reflect their connection of feeling to place.

What place makes you feel **curious**?



What place makes you feel **energized**?



What place makes you feel **happy**?

SESSION 4

Finishes, Furnishings, and Form

From the big picture, we dive into the details of all the tangible moments that make up a space, from the materials on the walls to the fabrics on the furniture. This session focuses on how finishes, furniture, and form can come together to tell the story of the space and enhance the desired experience.

SESSION 4 – THE BIG, LITTLE THINGS: FINISHES + FURNISHINGS + FORMS

- **Sharing:**
Experience Question Survey
Restaurant Project
- **Lesson:**
Interior Finishes
Furnishing + Accessories
Lighting
Form
- Design Activity at Home
- Mid-Session Survey



GUESS...

What type of space is for and the intended experience/message



WHAT TO LOOK FOR + CONSIDERATIONS



Look + Feel



Durability



Safety



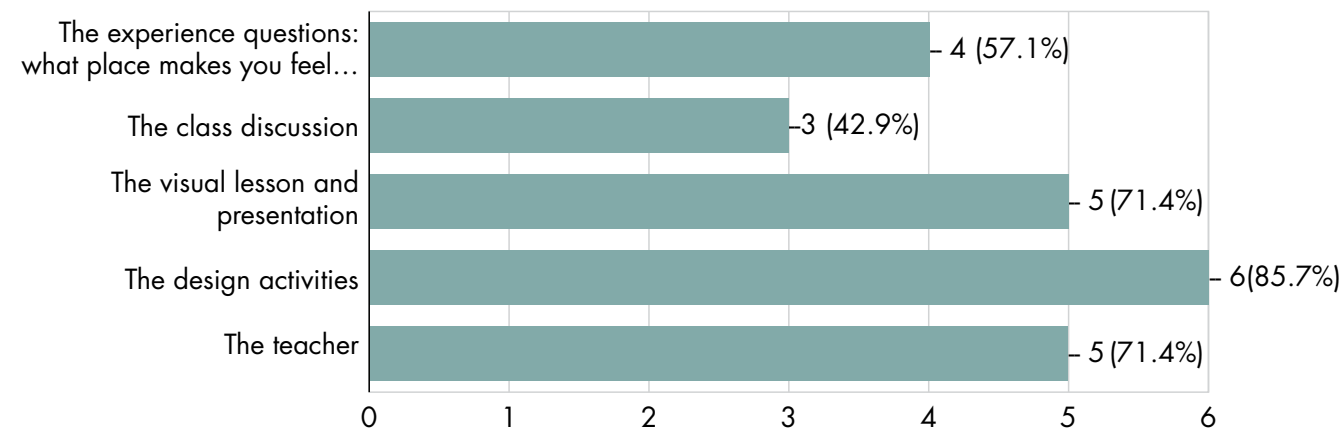
Cost



Sustainability

MID-SESSION STUDENT SURVEY

1. What is your favorite part of the ID4 Me program so far?



2. Do you like the length of the class at 60 minutes? Any additional comments?

100% Yes

- I really like that we can all just talk and discuss.
- The teachers are very respectful and answer questions diligently.
- I love the class!
- I really like how easy it is to make comments and ask questions.

3. What is one thing you would change about the class if you could?

- I feel like it would be better in person, but we can't do that right now.
- I'd love to maybe do it in person other than that I have no real changes
- In person but sadly we can't :(
- I would make it in person but we cant.
- I like it the way it is.

4. Was the information in Lesson 5 presentation interesting or inspiring? Any additional comments?

100% Yes

- I really like learning about colors and their mood.
- The guess speaker was going in depth a bit about how color affects the environment we create and it really did get across what she was trying to sell.
- Thank you very much for the amazing opportunity. I enjoyed every single class. The designers made me super comfortable to ask any question!
- I don't really have any.

5. What is one thing you would like to learn before the class is completed?

- I think I'd like to see an interior designer at work designing a building once just so I can see the genuine thought process. There's a difference between teaching and just getting done and I think I'd like to see how it would get done even if I didn't fully understand every step or part of the diction.
- How to put everything on the computer too see how it would look in real life.
- I would love to learn if there are colors or shapes or textures that you should never incorporate and why?
- I really want to learn about moods and how to attract people to the place you design.

SESSION 5

Guest Speaker + Intro to Final Project

After a mid-winter break, students are welcomed back with an inspiring speaker to further share the breadth of opportunities when pursuing a career in design. The second half of this session is also the official start of their final projects, where students break out into smaller groups, working with a designer on developing the program and experience for their restaurant design project. The session also focuses on how to space plan their restaurant, with the tools that they have been given: trace, pens, scaled floor plan, and scaled furniture components.

GUEST SPEAKER

Laura Guido-Clark

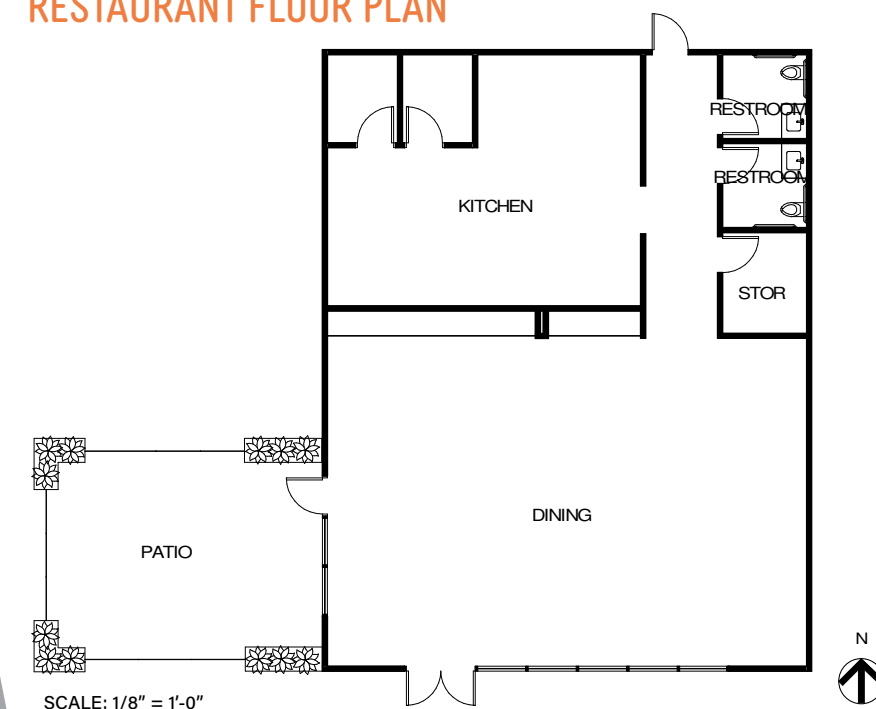
Founder of Love Good Color and Project Color Corps



Laura has long understood that color speaks volumes and can be felt on an emotional level. Her ability to translate color's conscious and unconscious influences has helped companies such as Herman Miller, Google, Samsung and Toyota. In 2011, Laura founded Project Color Corps™, a nonprofit organization dedicated to revitalizing urban neighborhoods with paint and pattern. In 2017 Laura founded Love Good Color®, her revolutionary new color tool and methodology that fuses science with the senses.

See Laura's work at [Laura Guido-Clark Design](#)

RESTAURANT FLOOR PLAN



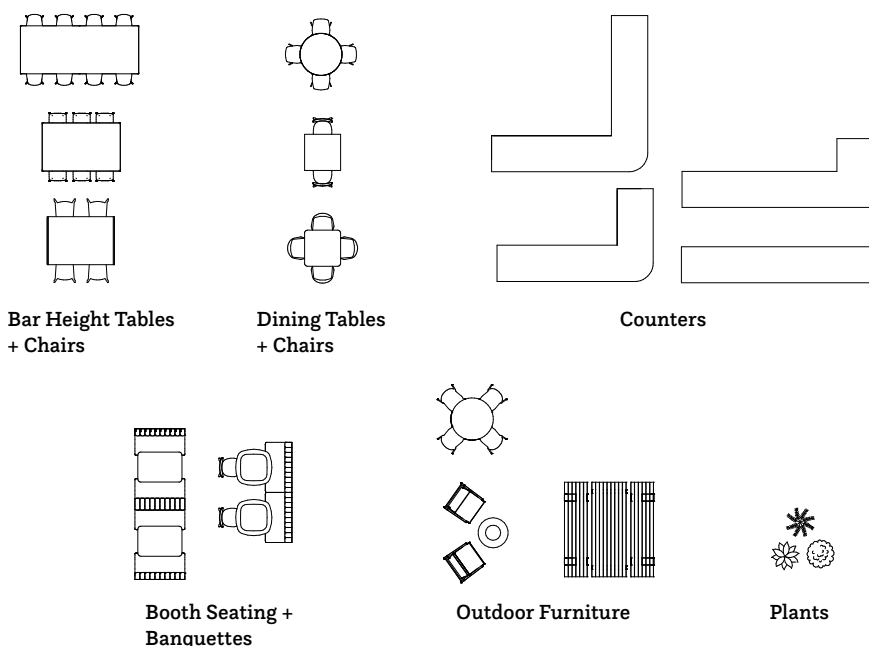
The Restaurant Project Template

SESSION 6

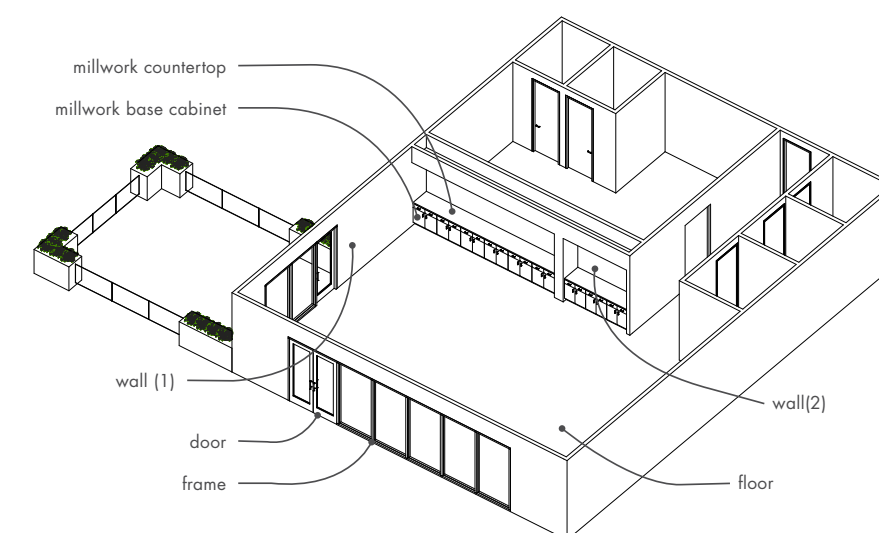
The Creation Part 1

After finalizing their vision, concept, and program for their restaurants, students will return with sketches of their space plans and work through the plans in small groups with a designer. At the end of the session, students leave with a finalized floor plan.

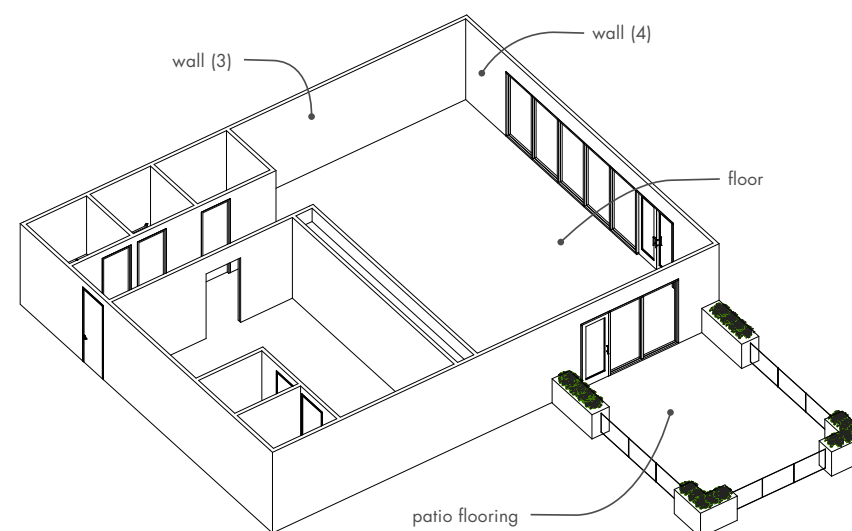
FURNITURE OPTIONS



RESTAURANT VIEW 1



RESTAURANT VIEW 2



SESSION 7

The Creation Part 2

In the final part of the creation process, students work closely with a designer to bring their space to life, 3-dimensionally. They begin to select materials and finishes for their spaces, and learn to put their ideas into play.

MATERIAL FINISHES

Flooring (1 of 2)



Concrete (polished)



Tile (stone/marble)



Tile (brick pattern)*



Tile (herringbone)*



Tile (hexagon)*



Tile (patterned)



Tile (patterned)*




Tile (patterned)*

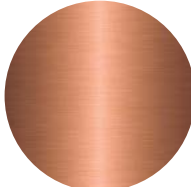
* Custom colors available

MATERIAL FINISHES

Furniture - Chairs and Booth Seating



Metal (aluminum)




Metal (copper)


Choose your own fabric!

Look at the fabric in your kit or go to:


<https://www.knoll.com/shop/knolltextiles/upholstery>













Wood (light)



Wood (medium)



Wood (dark)



Powdercoat

LIGHT FIXTURES







SESSION 8

Final Project Presentations

For the last session, students will share their final projects with each other, in addition to their experiences and potential next steps on what they can do to learn more about the field of Interior Design.

Feedback + Testimonial

How has this influenced your perspective on design?

Do you want to pursue a career in interior design? Or a similar career path?

What did you like best about the program?

Final Session Survey

Please answer this survey in the link below:

<https://forms.gle/S97CHsEptHfQcMLi6>

Other Design Resources

[Interior Design Magazine](#)

[Metropolis Magazine](#)

[Hospitality Design Magazine](#)

[Design Milk](#)

[International Interior Design Association \(IIDA\)](#)

[American Society of Interior Design \(ASID\)](#)

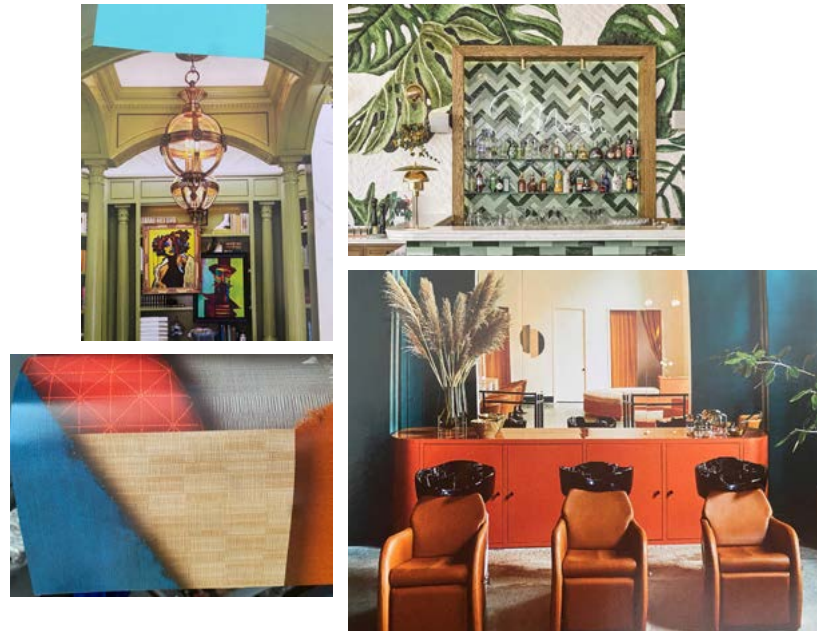
The background features a large teal circle on the right side. On the left, there is a vertical strip with a pattern of small dots, some of which are yellow and others are grey. A teal shape is also visible on the far left edge.

Student Projects

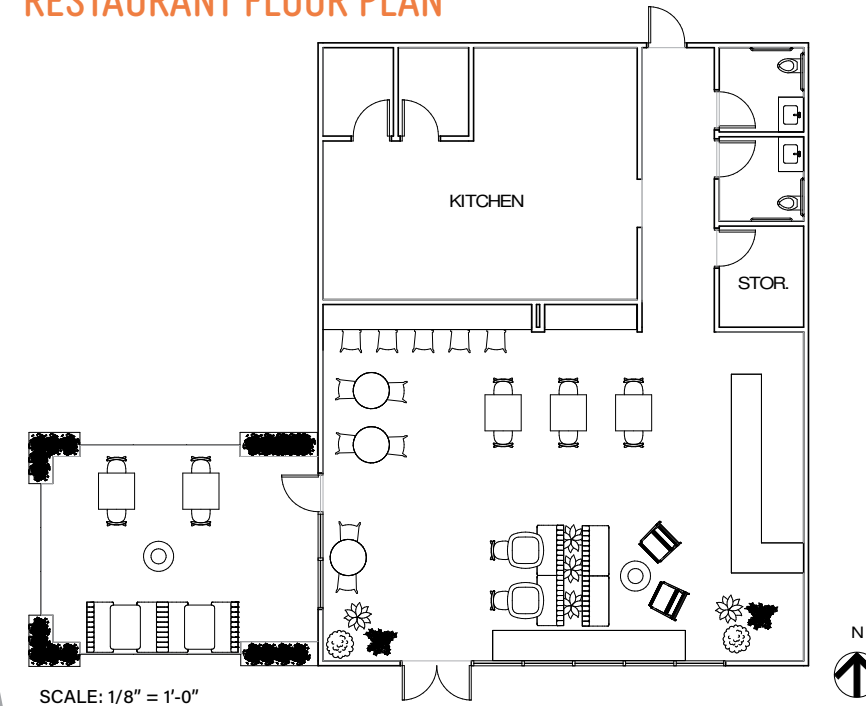
STUDENT PROJECT 1

Senior Student (He/Him)

INSPIRATION



RESTAURANT FLOOR PLAN



MATERIAL FINISHES



RESTAURANT VIEW 2



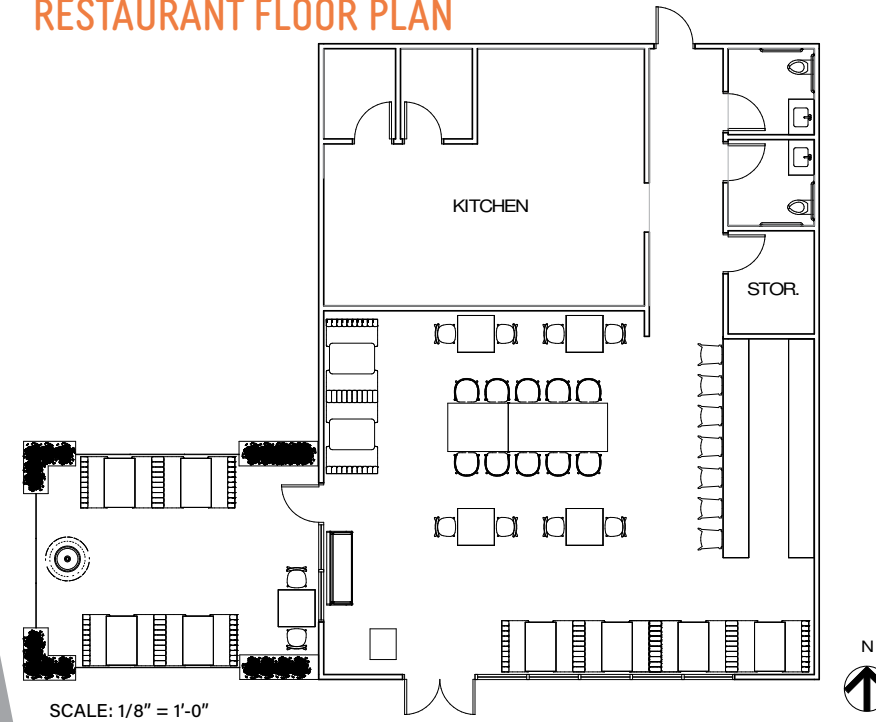
STUDENT PROJECT 2

Junior Student (She/Her)

INSPIRATION



RESTAURANT FLOOR PLAN



MATERIAL FINISHES



RESTAURANT VIEW 2



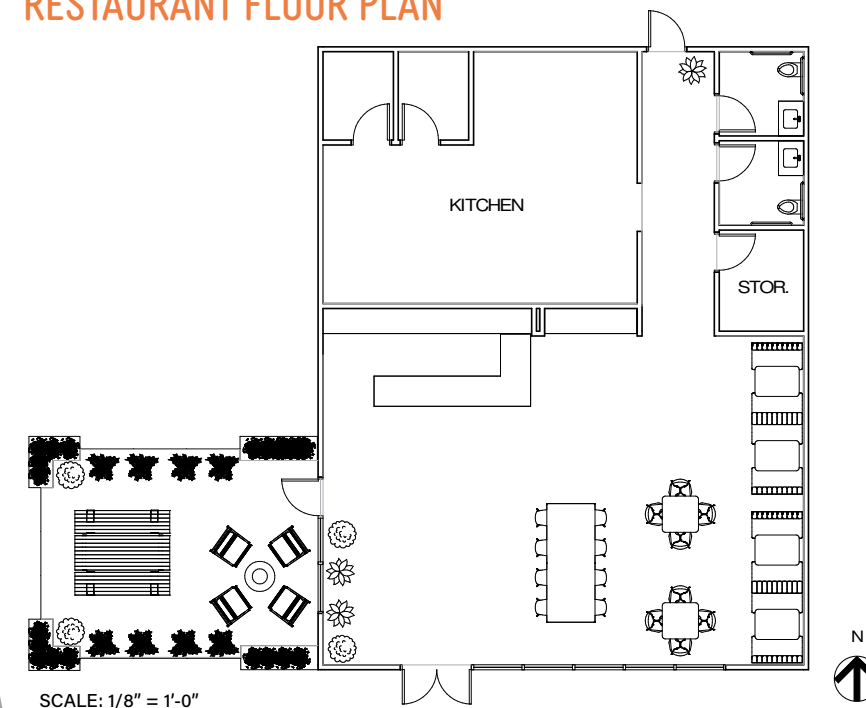
STUDENT PROJECT 3

Junior Student (He/Him)

INSPIRATION



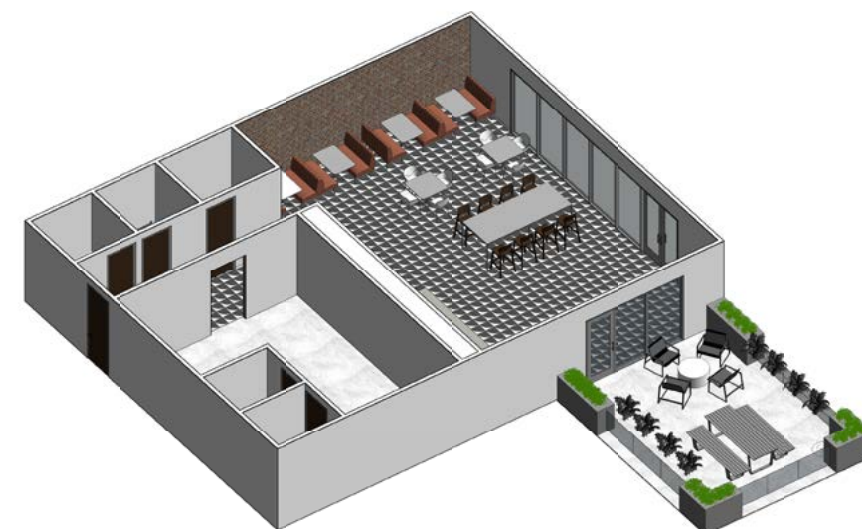
RESTAURANT FLOOR PLAN



MATERIAL FINISHES



RESTAURANT VIEW 2



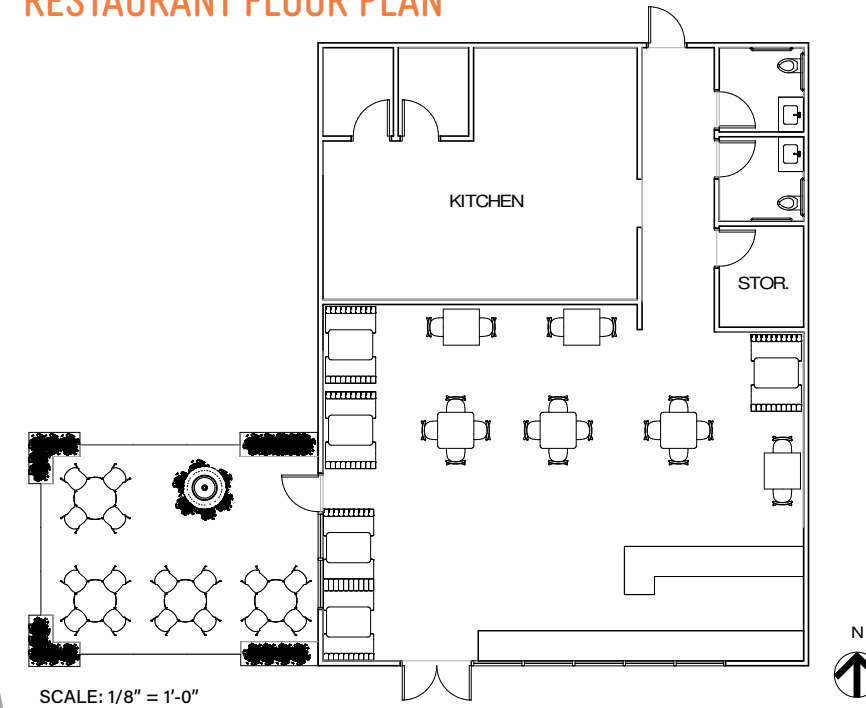
STUDENT PROJECT 4

Junior Student (He/Him)

INSPIRATION



RESTAURANT FLOOR PLAN



MATERIAL FINISHES



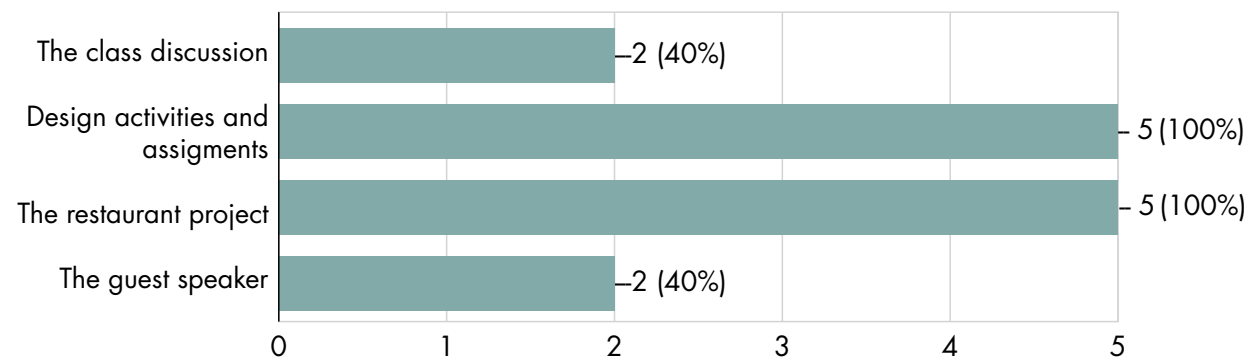
RESTAURANT VIEW 2



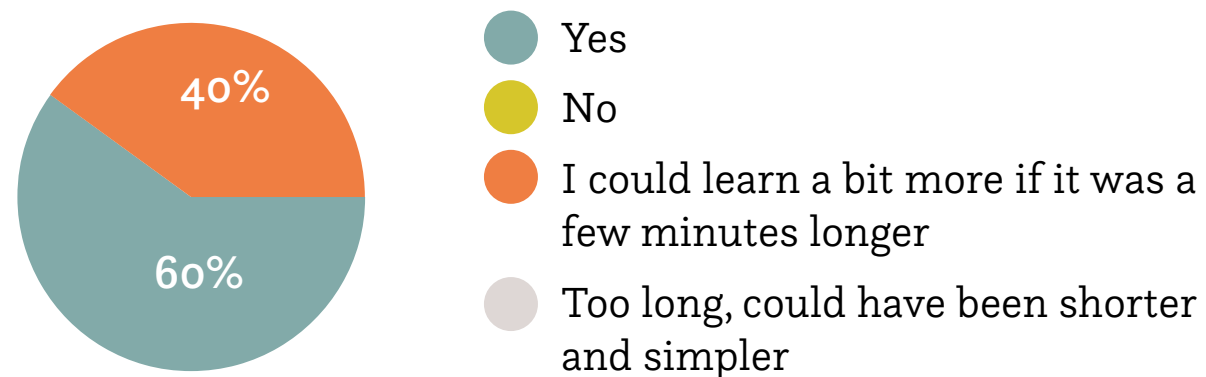
FINAL SESSION STUDENT SURVEY

27

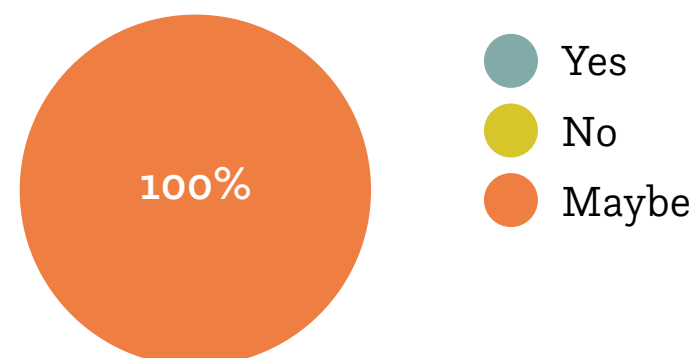
1. What was your favorite part of the ID4 Me program?



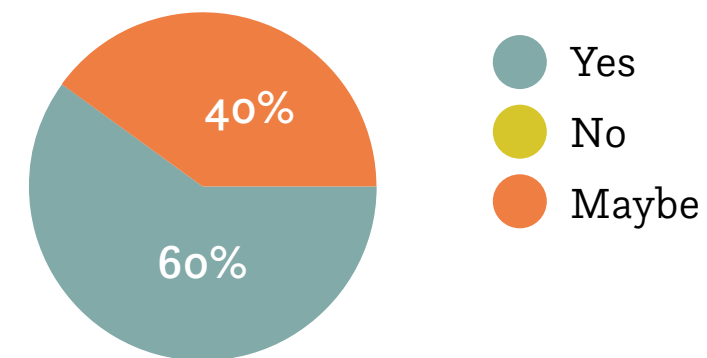
2. Do you like the length of the class at 60 minutes?



3. Do you plan on pursuing a career in Interior Design?



4. Do you plan on pursuing a career in another design field?



5. What is one thing you would change to make the program better?

- Honestly I think we could've gone another maybe thirty minutes or so.
- Maybe just in person but hopefully next year we can :)
- If it was not online but we got to do what we got to do.
- I feel like it would be better in person.

6. Other Comments/Feedback

- The guest speaker was very kind and gave a pretty nice incite on color theory. The teachers were very kind supportive and incredible helpful. They took the time to walk us through it and let us make our decision while really giving us the option when making suggestions.
- I loved the class the light of my Fridays.
- I really liked getting to design my own restaurant.

TESTIMONIAL

EPAA Principal Amika Guillaume

We at EPAA are eternally grateful to Cindy and Khaing. As a school we work hard to empower our students and families, with an eye on diversifying the culture of power.

We are certain that the best things on earth happen when diverse people come together with a common goal, open hearts and open minds. What is created is magical.

The opportunity to contribute diverse perspectives, ideas and experiences to design will only enrich the field. We are so grateful for the thoughtful work in the planning, collaboration and execution of the lesson that Cindy and Khaing have designed for our students. They are rich in thoughtful and engaging ways. The two of them have created something very special. I am only sorry I cannot bring them an army of students. It is my great honor to support in any way that I can. From the weekly lessons, and beautiful slides, to the incredible bag of design goodies, everything has been truly top notch. We are so grateful to Cindy and Khaing.

With deep gratitude,

Amika Guillaume, Principal

“The best things on earth happen when diverse people come together with a common goal, open hearts and open minds.”

STUDENT APPLICATION + INTERNSHIP

29

Following the final lesson and the final project presentations, students will have the opportunity to apply for a summer internship at AP+I Design. Given the pandemic, we will be following CDC guidelines. However, the goal would be to offer one student a 3-month paid summer internship for 15-20 hours per week. Working with our designers and connecting with industry members, the selected student will gain further exposure and experience in the field of Interior Design.

Internship Application

AP+I Design will be offering a paid internship to one student. The internship will involve working in our office to support our teams. The hours will be flexible, but includes 16 hours of paid time for up to 10 weeks. To apply for the internship, please fill out the following form.

INTERNSHIP APPLICATION FORM

- Name:
- Grade:
- Please write a 250-400 word essay on why you are applying for this internship. In your essay, you can address the following questions:
 - What you learned in the program?
 - What interests you most about interior design?
 - What you want to gain from the internship?

Due to the pandemic and in an effort to follow CDC guidelines, we are not sure when this internship can be offered, to help us plan properly, please fill out the following information. Your answers will not affect your eligibility and we will remain flexible.

- Will you have transportation to our office, located in Mountain View?
- What are your preferences for hours/days?
 - 2 days/week @ 8 hours/day
 - 3 days/week @ 5-6 hours/day
 - Other:
 - Preference on days: Mon, Tues, Wed, Thurs, Fri
- If our offices are not open by the summer time, do you have a preference on when you would like to complete the internship?
 - During Winter Break, Spring Break, etc.
 - Next Summer
- Other thoughts/concerns on internship timing

DIVERSIFYING THE PROFESSION

By starting this initiative locally, in the small way that we can impact the students, it would give exposure to our profession, and related professions, to generate interest and excitement among those who otherwise would never even know our profession exists. Now that we have started this program, we hope that other firms in the design community can **JOIN US!**



BUILD

Adopt the program,
use the lesson plans
and curriculum as part
of your program or use
ours as a guide.

SHARE

Spread the word to
youth and schools,
begin your own outreach.

CONNECT

Reach out to us if
you can contribute to
future programs.

For any questions please reach out to:

Cindy Mallay

cmallay@apidesign.com

Follow us!

