

GREEN STORE DESIGN
(Outline)
INTERIOR DESIGN LEVEL 2/3

ESSENTIAL QUESTIONS

How do you determine if something is a sustainable product?

What elements would you consider when designing a sustainable retail space?

What would you consider sustainable design?

SUMMARY

Students will determine a product(s) and design a sustainable retail space for this product.

LEARNING OBJECTIVES

Students will:

- Create and defend a definition of “green/sustainable” design as applied to the built environment
- Design a sustainable retail space
- Research and utilize in their design current sustainable building practices

UNIT OUTLINE:

How much stuff do we need?

- Continue the conversation in terms of what do we need for a good life? Connections could be made to the current recession.
- Show pictures from "A material world: A Global Family Portrait"
- Show selections from "Affluenza" video.

Present the problem/define the product

- **As a marketing tool, space and product need to be easily identified as "green"**
- Students to identify a green/sustainable product/line for their retail space. Research existing products.
- Identify target market and create a name for the store.
- What should we look at to design a sustainable space?
 - Air quality (primarily off gassing)
 - Finish materials
 - Lighting
- Resources:
 - <http://www.portlandonline.com/bps/index.cfm?c=42684> (City of Portland Bureau of Sustainability/Library/Buildings)

Conceptual design

- Develop concept sheet. How will you visually present the idea of green for your particular space?

Finish materials

- Students to create a collection of finish materials/ideas. Oral presentation/ common file created on the computer. Students to be able to utilize recycled and "environmentally friendly" materials.
 - Store fixtures

- Walls
- Flooring
- Ceiling
- Sketch ideas for use of materials
- Resources/field trips:
 - CFM (has offered showroom tour/workshop)
 - EcoHaus
 - ReBuilding Center
 - Fuez

Paint

- Students to be able to read and understand basic paint specifications and identify low/zero voc paints.
- What can you do with Metro paints? Students to create test strips, explore basic decorative paint techniques and be able to design using a limited palette of paints.

Lighting

- Students will create a lighting plan for their store utilizing energy efficient lighting. They will be able to address energy usage and pros and cons of basic lamp types (Incandescent, Fluorescent,LED)
- Resources:
 - Rejuvenation Houseparts
 - Earth Advantage Lighting lab
 - Lighting Design Lab/ articles <http://www.lightingdesignlab.com/articles/toc.htm>

Assessment (sustainability):

*Can the student defend/explain their design choices in the context of sustainable design?
Has the student been able to incorporate sustainable design in a visual context?*

Final product

Oral presentation

Peer to peer feedback