

Kitchen Needs Design

Summary

This lesson provides students with experience in kitchen design as well as an opportunity to design with specific client needs in mind.

Main Core Tie

Interior Design 1

[Strand 6 Standard 3](#)

Time Frame

3 class periods of 60 minutes each

Group Size

Individual

Life Skills

Thinking & Reasoning, Communication, Employability

Materials

For this lesson you will need the following items:

- Kitchen Planning Notes

- Kitchen Layout handouts--one per student

- Kitchen Needs Design & Presentation assignment sheets--one per student

- an example board or a copy of the attached example board

- a variety of interior samples for use in the kitchen (countertop, flooring, paint, etc..)

- presentation boards

- glue

- scissors

- interior magazines

Background for Teachers

Please be familiar with the six basic kitchen arrangements (a handout is attached if you need it) and with the information covered in the Kitchen Planning note outline that is also attached to this lesson plan.

Student Prior Knowledge

Students should be familiar with common blueprint symbols and the idea of drawing their plans to scale. Students should have also had previous experience in creating a presentation board as well as drawing a floor plan for a room.

Intended Learning Outcomes

This lesson covers a number of the state standards and objectives. First, students will be drawing a floor plan for a room using correct scale. Second, students will be dealing with a variety of information on kitchens and kitchen design. Third, students will be creating a presentation board and giving an oral presentation on that board and its contents.

Instructional Procedures

Hand out the Kitchen Needs Assignment sheet--make sure that each sheet has a family with its specific kitchen needs highlighted. Read through the instructions as a class and show your example floor plan design. Discuss what the different needs would be for each possible family choice. For example, the retired couple that loves to travel and hates to cook would need a very small kitchen with few amenities. Remind students that correct scale is 1/4 inch or one square on their graph paper is equal to one foot in the kitchen. Students can use the blueprint symbols handout as a guide for sizes and shapes of appliances and fixtures. This should take about one and a half to two entire 60 minute class periods.

Hand out the presentation assignment sheet and read over the directions as a class. Show the students your completed board as an example. Explain that for whatever kitchen they design for the "clients" they have been assigned, they will need to create a small presentation board that includes the requirements outlined on the Kitchen Needs Presentation assignment sheet. This section of the assignment should take about one entire class period.

When students have completed the floor plan as well as the presentation board, split students into equal groups for presentations. Hand out the Kitchen Presentation grading rubric--each student should have one rubric per group member. Read through the rubric as a class, explaining as you go what is expected of each student as they present and as they evaluate. Each group member must present as well as fill out a rubric evaluation for each additional member. Allow 30 minutes for presentations. When presentation are complete, have students hand in their floor plan, their board and their evaluator rubrics.

Assessment Plan

Evaluate the floor plan according to whether or not it is drawn to scale, all necessary appliances are included, the work triangle is within the correct parameters, neatness, and whether or not it meets the needs of the client's that they designed it for.

Evaluate the presentation on the rubrics of the student evaluators--take an average score.

Bibliography

USOE Curriculum Guide

Authors

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