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**UNIT:** Floor Plans**LESSON:** Kitchen Plans

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**COMPETENCIES:**

1. Identify the three main work centers in a kitchen.
  2. Evaluate various types of kitchen arrangements.
  3. Identify basic appliances and standard sizes of each.
  4. Research current trends in kitchen designs.
  5. Plan a well-designed kitchen using the elements and principles of design.
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**OVERVIEW/SUMMARY:**

The kitchen has been called the heart of the home and studies have shown that families spend a large portion of time in the kitchen. Kitchen design is fun and exciting because art, function, and mechanics all work together to create a decorative and usable kitchen.

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**MOTIVATOR:**

Mount an enlarged kitchen plan on a large piece of cork board. Have several pushpins and string available for this activity. Decide what activity you wish to complete: prepare dinner, set the table, clean up after dinner, etc. You will begin by placing yourself (a push pin) in the center of the kitchen. Attach the string to the push pin. You will then proceed to perform your chosen activity by using the string to trace movements made in the kitchen. For example: If you were to prepare dinner, you would first get the recipe. Pull the string to the cupboard where the recipe book is. Place a push pin there and wrap the string around it. Then proceed to get the necessary utensils, placing a push pin and string at that counter. Repeat this process until the task is completed. Remove the push pins and untangle the string. Measure the string to see how far you have traveled in completing the chosen task. You may wish to have students complete this activity, using the floor plan of their kitchen at home.

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**OPTIONS/SUPPLIES:**

## OPTION 1

**DISCUSSION OR BOOK ASSIGNMENT:** Use the study guide "KITCHEN PLANNING" and key to learn about basic kitchen principles including space requirements, work centers, kitchen shapes, and kitchen locations. (Information is found in Residential Housing.)

## OPTION 2

**DISCUSSION:** Using the transparencies "KITCHEN LAYOUTS", discuss the positive and negative points of each style: one wall, corridor, U-shape, L-shape, island and peninsula. Discuss the importance of appliance placement in each style of kitchen. Look at possible work triangles in each kitchen and determine which ones are most efficient.

**OPTION 3**

**DISCUSSION:** Discuss kitchen appliances and their standard sizes. Many brochures are available from appliance and utility companies. Another excellent resource is "Consumer Guide". If possible, take a field trip to an appliance store or arrange for a guest speaker to come. You may wish to take the students to the food room to measure appliances.

**OPTION 4**

**FIELD TRIP:** Arrange to take students to a cabinet company or hardware store that does kitchen planning. Have an employee discuss the current trends in kitchen planning.

**OPTION 5**

**STUDENT REPORTS:** Using magazines and other resources of their choosing, have students research a current article about kitchens. They should prepare a one page report about the article and a presentation board illustrating the current trend they have read about. Reports should be shared with the class.

**OPTION 6**

**EVALUATION:** Have students select a kitchen floor plan and complete the worksheet "KITCHEN EVALUATION". (To find floor plans, check the textbook, magazines, newspapers, floor plan books, etc.)

**OPTION 7**

**ACTIVITY:** Have students complete the assignment "DESIGN A KITCHEN" using all the principles discussed in class. The kitchen should include the appliances selected in option 3 and the plan could be included on this presentation board. The drawing should be on plain white paper in black ink. All blueprint symbols should be correct. Students should use templates if they are available.

**OPTION 8**

**COMPUTER EXERCISE:** Utilize any computer software you may have access to. An excellent resource is "CabnetWare" (IBM compatible only).