

**SCIENCE:**

**CLOTHING CARE**



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
1. Student will develop an awareness of clothing care.	<ol style="list-style-type: none"><li>1. Instruct students in the following concepts:<ol style="list-style-type: none"><li>a. Name articles of clothing.</li><li>b. Match clothes in pairs (socks, mittens).</li><li>c. Discriminate own clothing from others.</li><li>d. Hang the clothes on a hook with the right side up.</li><li>e. Place clothing, such as mitten or cap on a shelf.</li><li>f. Hang clothes on a hanger, (i.e., shirt or dress).</li><li>g. Fold clothes, (i.e., socks, towels, washcloths).</li><li>h. Recognize when clothing is in need of repair.</li><li>i. Sort clothing by color.</li></ol></li><li>2. Emphasis should be placed on the importance of taking care of clothes and the neatness of one's appearance.</li><li>3. Show students how to wipe off a spot if the clothes are soiled while eating.</li><li>4. Students who soil their clothing should be shown how to rinse them out in the toilet. Make sure students understand that they will have to be washed in the washing machine at a later time.</li><li>5. Place a pile of oversized clothing in the floor. Tell the group to find and put on a <u>shirt</u>, ___ pants, etc. The first person to finish dressing receives a reward. Be sure to praise each success.</li></ol>

RESOURCES/MATERIALS

Articles of clothing



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify various methods of cleaning clothes.	1. Have students construct a bulletin board to illustrate methods used to clean clothes, including washing machine, laundromat, dry cleaners, hand washing, etc. 2. Community Based Instruction should include demonstrations regarding coin-operated washers and dryers, as well as observation of dry cleaning methods.

RESOURCES/MATERIALS



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify laundry products.	<ol style="list-style-type: none"><li data-bbox="813 443 1341 590">1. Have students cut out pictures of laundry products from magazines to display on a bulletin board. They may bring empty containers to school to utilize in laundry practice experiences.</li><li data-bbox="813 596 1341 680">2. Discuss which type of product to use in given situations, (i.e., bleach, detergent, fabric softener, etc.).</li><li data-bbox="813 686 1385 772">3. During Community Based Instruction, spend time identifying clothing care products in the grocery store.</li></ol>

RESOURCES/MATERIALS

Assorted laundry products



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
4. Student will discriminate between clean and dirty clothing.	1. Demonstrate methods for identifying dirty clothing: a. Check collar of shirts/blouses/dresses. b. Check garments for spots, particularly the front of items. c. Check cuffs, elbows, knees and hems of garments for soil. d. Check to determine if clothing smells fresh. 2. Discuss that dirty clothes should be kept in a hamper prior to washing. This will make the process of collecting clothes for washing much easier.

RESOURCES/MATERIALS

Dirty articles of clothing



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
5. Student will sort clothing for washing.	1. Demonstrate how to sort clothing for washing by color (i.e., light, dark, white). 2. After demonstration, make three piles for students with one item in each pile. Have students take turns matching items by color with those in the piles.

RESOURCES/MATERIALS

Assorted articles of clothing



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

6. Student will hand wash clothing in a sink.

Instruct students in the following process:

1. Collect the clothing items, detergent, softener, etc.
2. Put the plug in the sink.
3. Fill the sink with lukewarm water.
4. Put detergent into the water.
5. Put the clothing item into the water.
6. Soak the item in soapy water.
7. Unplug the drain.
8. Squeeze the excess water from the item.
9. Rinse the item in lukewarm water with fabric softener if desired.
10. Wring the excess water from the item with a towel.
11. Hang or spread the item on a flat surface to dry.
12. Put the materials away.

---

RESOURCES/MATERIALS

---

Clothing items  
Detergents  
Fabric softener



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

7. Student will fold socks.

Instruct students in the following process:

1. Place one sock on top of the other, matching heel-to-heel and toe-to-toe.
2. Roll the socks from the toes to the top of the socks.
3. Spread open the end of the sock that is on the outside of the roll.
4. Push the rolled socks into the open end of the sock.
5. Put away folded socks.

---

RESOURCES/MATERIALS

---

Socks



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

- |                                   |   |
|-----------------------------------|---|
| 8. Student will fold flat pieces. | Instruct students using the following sequence of steps: <ol style="list-style-type: none"><li data-bbox="808 562 1247 592">1. Place the piece on a flat surface.</li><li data-bbox="808 594 1084 623">2. Smooth the item.</li><li data-bbox="808 625 1312 682">3. Grasp the corners of one end with one corner in each hand.</li><li data-bbox="808 684 1365 772">4. Fold the item in half by placing the corners held in the hands on top of the corners laying on the flat surface.</li><li data-bbox="808 774 1096 804">5. Align the corners.</li><li data-bbox="808 806 1349 863">6. Grasp the corners of the folded edge with one corner in each hand.</li><li data-bbox="808 865 1344 953">7. Fold the item in half again by placing the corners held in the hands on top of the corners laying on the flat surface.</li><li data-bbox="808 955 1354 1012">8. Grasp the corners of the lower edge of the item with one corner in each hand.</li><li data-bbox="808 1014 1377 1071">9. Fold the item in half again, perpendicular to the first two folds.</li><li data-bbox="808 1073 1187 1102">10. Put away the folded items.</li></ol> |
|-----------------------------------|---|

---

RESOURCES/MATERIALS

---

- Towels
- Wash cloths
- Pillow cases
- Handkerchief



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
9. Student will hang a coat, shirt, or dress on a hanger.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none"><li>1. Make sure the garment is right side out.</li><li>2. Pick up the hanger by the hook with the non-dominant hand.</li><li>3. Pick up the item by the collar with the dominant hand.</li><li>4. Slide one corner of the hanger into the collar opening.</li><li>5. Place the corner of the hanger at the shoulder of the item.</li><li>6. Hold the hanger and the item by the shoulder that has the hanger placed in it.</li><li>7. Grasp the opposite side of the item.</li><li>8. Pull the item's shoulder onto the other side of the hanger.</li><li>9. Secure the closures on the item.</li><li>10. Hang in a closet or on a door knob.</li></ol>
<u>RESOURCES/MATERIALS</u> Coat Shirt Dress Hangers	<u>Adaptation:</u> Lay the garment on a flat surface, and insert the hanger into the openings. Secure the garment's closures.



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
10. Student will put away the laundry.	<ol style="list-style-type: none"><li data-bbox="812 470 1383 651">1. Instruct students to group items by household location, (i.e., dishcloths and dishtowels in the kitchen; sheets, towels and washcloths in the linen closet; folded socks, underwear, etc. in bedroom drawers), hanging items in appropriate closets.</li><li data-bbox="812 653 1383 711">2. Items should also be grouped by owner, (i.e., male-female, parent-child, etc.)</li><li data-bbox="812 714 1383 772">3. Instruction can incorporate matching game activities with pictures and/or actual objects.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
11. Student will identify clothing in need of repair.	<ol style="list-style-type: none"><li data-bbox="812 472 1385 619">1. Have students examine pictures or items of clothing to determine if in need of repair. Encourage them to look for such things as a missing button, broken zipper, tears, seams that have come unsewn, etc.</li><li data-bbox="812 625 1385 772">2. Ask parents to assist their children in sorting through personal clothing to determine if any items are in need of repair. Have students bring the items to school and discuss the repairs needed.</li><li data-bbox="812 779 1385 835">3. Have the student make repairs to clothing that may rip or lose a button while at school.</li></ol>

RESOURCES/MATERIALS

Items as specified in the activity



**SCIENCE:**

**CLOTHING CARE**



Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will increase the ability to determine when clothes need to be laundered and how to sort items appropriately.</p>	<p>Process should include continued instruction and practice in sorting clean from dirty and sorting according to fabric type and color.</p> <ol style="list-style-type: none"> <li>1. Review how to sort clothes. Provide many pictures of different clothes and small brown lunch bags labeled: whites, darks, lights, bedding and linen, hand wash, and dry clean. Give 20 pictures and one set of "laundry bags" to each pair of students. Have them decide how each piece of clothing should be laundered and drop the picture into the right container.</li> <li>2. Bring a basket of clothes to class; try to include a variety of colors, fabrics and textures. Challenge the students to sort the clothes, or use laundry that is generated in classroom activities. (This is also a good time to practice neatly folding clothes.)</li> <li>3. Ask why some things need to be dry cleaned. Where should a person look to find the names of local dry cleaning establishments? Use the yellow pages of the local directory to locate several such businesses. Ask volunteers to call the numbers listed to ask about the cost of having a skirt, suit, and coat dry cleaned. When the results have been reported, compare the prices that have been quoted. Which is the least expensive? Find the differences; how much money can be saved?</li> </ol>

RESOURCES/MATERIALS

- Pictures of various items
- Brown lunch bags
- Variety of clothing items
- Telephone book – yellow pages



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
2. Student will read clothing care labels.	1. Introduce the concept of care labels. Have students check the outfits they are wearing. Ask if they can find any labels or what the labels say? Give the students a list of common care labels and discuss the corresponding procedures for each one. The list should include: hand wash, no bleach, damp wipe, drip dry, dry clean only, do not iron, no wring-no twist, dry flat, tumble dry, wash separately, cold water only. 2. Have students read cleaning labels in a variety of clothing items and sort by the types of cleaning techniques required.

RESOURCES/MATERIALS

Variety of labels



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify the equipment necessary for washing and drying clothes.	<ol style="list-style-type: none"><li data-bbox="779 394 1391 709">1. Discuss the fact that a washing machine uses water, detergent, bleach, softener and has cycles including wash, spin and rinse for heavy and light loads. The temperature of the water can be controlled as well as the water level for various size loads. Vocabulary to be emphasized includes warm, hot, cold, wash, rinse, spin, detergent, softener, bleach, etc.</li><li data-bbox="779 709 1391 863">2. Explain that a dryer has temperature settings and a timer. The temperature recommended depends on the fabric being dried and the length of the drying cycle is regulated by the timer.</li><li data-bbox="779 863 1391 1079">3. Draw samples of different washer and dryer dials and their corresponding instruction panels. Laminate and insert a brad to hold the dial in place. Instruct the students to turn their “dials” to the appropriate settings according to label instructions for various fabric types.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
4. Student will measure laundry products as directed on container.	<ol style="list-style-type: none"><li data-bbox="812 443 1372 562">1. Collect numerous laundry products, measuring cups or product lids and have students practice measuring appropriate amounts.</li><li data-bbox="812 569 1372 688">2. Instruct students to identify various laundry equipment, such as top loading or front loading, and to measure laundry products accordingly.</li><li data-bbox="812 695 1372 772">3. Collect various products and have students determine the appropriate product to utilize depending on fabric types.</li></ol>

RESOURCES/MATERIALS

Laundry products  
Variety of fabrics  
Measuring devices



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
5. Student will determine the size of a load and corresponding water level for washing.	<ol style="list-style-type: none"><li>1. Introduce the terms “large”, “medium”, and “small”.</li><li>2. Present various sizes of loads of laundry. Have students place cards marked “large”, “medium”, or “small” on the loads to determine the appropriate water levels that correspond with the size of the loads.</li><li>3. Have students practice correctly setting the load-size dial on the washing machine.</li></ol>

RESOURCES/MATERIALS

Washing machine  
Laundry  
Place cards designating water level



T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
6. Student will utilize a washing machine.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none"><li>1. Have students place a load of clothes into the washer tub and distribute them around the agitator.</li><li>2. Demonstrate how to open the detergent container, how to pour it into a measuring cup or cap of the detergent bottle and then how to pour it directly into the washing machine or soap dispenser.</li><li>3. Demonstrate the same process above for adding bleach, taking note that bleach should be diluted prior to pouring it into the bleach dispenser.</li><li>4. Assist the students in selecting the appropriate cycle and water level prior to starting the machine. The process involves closing the lid of the washer, turning the dial or pressing the button for cycle selection, and starting the washer.</li><li>5. Once the machine has completed the wash cycle and the tub has filled for the rinse cycle, demonstrate how to measure and add fabric softener.</li><li>6. When the entire wash cycle has ended, instruct students in the removal of the clothing from the tub. This process should include placing the laundry basket in front of the washer, unloading all the clothes, - item by item, shaking the wrinkles out and putting them in the basket. Students should then check the filter for lint.</li><li>7. Emphasis should be placed on the appropriate sequential order of tasks.</li><li>8. Differentiation should be made between using a regular machine and a coin-operated machine. The coin operated process involves selecting and inserting the appropriate coins. Provide practice with a variety of machines.</li></ol>



Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

(Continued)

9. Demonstrate how to clean the inside and the outside of the machine periodically.

RESOURCES/MATERIALS

Washer  
Laundry  
Detergent  
Bleach  
Liquid fabric softener  
Laundry basket

Adaptation:

For students who have trouble finding the correct spot on the dial or the button, highlight it with colored tape.

It may be necessary to develop a money jig to assist students in inserting coins in the washer.

T.E.K.S. 122.12 (C.12)

The student practices clothing care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
7. Student will utilize a dryer.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none"><li>1. Demonstrate loading the dryer with washed clothing by moving the laundry basket to the front of the dryer, shaking the wrinkles from each item, and then placing each in the dryer. A fabric softener sheet should be added if desired. Check the filter for lint.</li><li>2. Assist the student in selecting the appropriate dryer temperature. Push the dial or start button to start the dryer.</li><li>3. When the cycle has finished, have the student place the laundry basket in front of the dryer and open the door. Place the clothing items in the basket, item by item, while again shaking out wrinkles. Dispose of the fabric softener sheet, if used.</li><li>4. Show the students how to clean the inside and the outside of a dryer periodically.</li><li>5. Differences between regular dryers and coin-operated dryers should be discussed. Using a coin-operated machine requires the additional steps of selecting and inserting the coins.</li><li>6. Review the washing and drying activity by listing the following points on the chalkboard in scrambled order, and have the students put them into the correct sequential order:<ol style="list-style-type: none"><li>a. Put clothes in dryer.</li><li>b. Sort clothes.</li><li>c. Set timer for dryer.</li><li>d. Add detergent.</li><li>e. Put clothes in washing machine.</li><li>f. Set water temperature for washer.</li><li>g. Add bleach to water, etc.</li></ol></li></ol>

RESOURCES/MATERIALS

- Dryer
- Laundry basket
- Wet laundry
- Fabric softener sheet



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
8. Student will hang a pair of pants on a hanger.	Instruct students in the following procedures: <ol style="list-style-type: none"><li>1. Pick up the pants by the cuff.</li><li>2. Align the inseams of the pants.</li><li>3. Lay the pants on a flat surface with the inseams aligned.</li><li>4. Pick up the hanger by the hook with the non-dominant hand.</li><li>5. Pull the pants onto the hanger.</li><li>6. Release the pant cuffs from the dominant hand.</li><li>7. Adjust the pants on the hanger so that the cuff and the waistband are even.</li><li>8. Hang the garment in an appropriate place.</li></ol>

RESOURCES/MATERIALS

Pants  
Hangers



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
9. Student will hang a skirt on a hanger.	Instruct students using the following procedure: 1. Grasp the skirt by the waistband. 2. Align the front and back of the waistband. 3. Lay the skirt with the aligned waistband on a flat surface. 4. Pick up the skirt hanger. 5. Lay the bottom of the skirt hanger parallel with the waistband of the skirts. 6. Press open the hanger clip. 7. Slide the open clip over one end of the aligned waistband edges and release. 8. Press open the other hanger clip. 9. Slide the open clip over the opposite end of the aligned waistband edges and release. 10. Hang the garment in an appropriate place.

RESOURCES/MATERIALS

Skirt  
Hanger



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
10. Student will fold a pair of pants.	Instruct students using the following procedure: <ol style="list-style-type: none"><li data-bbox="803 525 1372 556">1. Pick up the pants by the pant cuff.</li><li data-bbox="803 556 1372 588">2. Align the inseam of the pants.</li><li data-bbox="803 588 1372 651">3. Shake the pants with sudden downward motion.</li><li data-bbox="803 651 1372 682">4. Lay the aligned pants on a flat surface.</li><li data-bbox="803 682 1372 766">5. Fold the pants in half by grasping the waistband and aligning the waistband with the pant cuff.</li><li data-bbox="803 766 1372 798">6. Place the folded pants in a stack.</li><li data-bbox="803 798 1372 829">7. Store the pants in an appropriate place.</li></ol>

RESOURCES/MATERIALS

Pants



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

11. Student will fold shirt or sweater.

Instruct students using the following procedure:

1. Lay the (item) out on a flat surface, front side up and sleeves at a 90 degree angle to the body of the garment.
2. Grasp one sleeve with the right hand and the lower edge of the same side of the (item). Fold the (item). (Tell students to make the shirt look as if it only has one arm.)
3. Align the sleeves and body of the folded (item).
4. Fold the aligned sleeves at the shoulders placing them along the length of the (item) body. (Tell students to make it look as if it has no arms.)
5. Grasp the aligned shoulders with the right hand and the collar with the left hand and fold the (item) in half.
6. Align the top of the (item) with the bottom of the (item).
7. Place the folded (item) in a stack.

---

RESOURCES/MATERIALS

---

Shirt  
Sweater



Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
<p>12. Student will fold a flat and a fitted sheet.</p>	<p>Instruct students using the following procedures:</p> <ol style="list-style-type: none"> <li>1. <u>Flat Sheet</u> <ol style="list-style-type: none"> <li>a. Lay the sheet out on a flat surface.</li> <li>b. Grasp the corners of one end of the flat sheet and bring them together.</li> <li>c. Grasp the corners of the opposite end and bring them together.</li> <li>d. Smooth out the sheet.</li> <li>e. Grasp the corners of the folded edge.</li> <li>f. Fold the sheet in half by placing the corners of the folded edge on top of the corners of the open edges.</li> <li>g. Fold the sheet in half again.</li> <li>h. Fold the sheet in half again, perpendicular to the other folds.</li> </ol> </li>   <li>2. <u>Fitted Sheet</u> <ol style="list-style-type: none"> <li>a. Lay the sheet out on a flat surface.</li> <li>b. Grasp the corners of one end of the sheet and bring them together.</li> <li>c. Grasp the corners of the opposite end of the sheet and bring them together.</li> <li>d. Smooth out the sheet.</li> <li>e. Fold the sheet in half so the four fitted corners are stacked on top of each other.</li> <li>f. Fold the sheet in half again.</li> <li>g. Fold the sheet in half, perpendicular to the other folds.</li> </ol> </li> </ol>

RESOURCES/MATERIALS

Sheets – flat and fitted

Adaptation:

Have the students put their hands into a fist, slide the fist into two fitted corners of the sheet. Fold the sheet in half, by now sliding their fists into the other two fitted corners. Place the hands together as if clapping. Then place the sheet on the table and smooth. Fold the sheet to the appropriate size.



T.E.K.S. 122.2 (C.11)

The student practices principles of good grooming and positive personal habits.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

13. Student will polish shoes.

Instruct students using the following process:

1. Get a newspaper, shoe polish, shoe brush, polishing cloth, and polish applicator from their storage locations.
2. Place the newspaper on the floor.
3. Place the shoes on the newspaper and brush to remove the dirt.
4. Identify the parts of the shoe to be polished.
5. Open the shoe polish.
6. Put the shoe polish on the polish applicator.
7. Rub the applicator over the shoes.
8. Rub the shoes with the polishing cloth.
9. Close the shoe polish.
10. Return the shoe polish, applicator, and polishing cloth to their storage locations.
11. Put the newspaper in the trash container.

---

RESOURCES/MATERIALS

---

Leather shoes  
Shoe polish  
Shoe brush  
Polishing cloth  
Newspaper

NOTE:

Care should be taken to teach which shoes can be polished and which cannot.



T.E.K.S. 122.2 (C.11)

The student will identify clothing in need of ironing.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
14. Student will identify clothing in need of ironing.	<ol style="list-style-type: none"><li data-bbox="812 443 1385 499">1. Have students sort clothing items as wrinkled “versus” unwrinkled.</li><li data-bbox="812 506 1385 741">2. Discuss with students how clothing that is carelessly tossed on the floor or stuffed in a drawer may become wrinkled and will detract from the appearance of the person wearing the garment. These clothing items will be compared and contrasted with clothes that have been appropriately hung or folded.</li><li data-bbox="812 747 1385 835">3. Discuss the importance of hanging clothes immediately after being removed from the dryer.</li></ol>

RESOURCES/MATERIALS

Clothing – wrinkled and unwrinkled



T.E.K.S. 122.12 (C.12)

The student practices clothing-care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
15. Student will functionally arrange closets and drawers.	1. Have students practice classifying clothes and arranging closets and drawers accordingly, i.e., hanging clothes in sections (pants together, shirts/blouses together, skirts together, dresses together), hanging as coordinated outfits, arranging shoes on shelves (possibly in boxes), putting underwear in one drawer, socks or stockings in another, etc.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.72 (C.6)

The student demonstrates effective repair, alteration, and production techniques.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
16. Student will sew on a button.	<ol style="list-style-type: none"><li>1. Have students practice matching the color of the thread and the cloth.</li><li>2. Gather the materials needed, (i.e., needle, scissors, buttons, garment, thread).</li><li>3. Use large-eyed needles to practice threading. Small needle threaders can be used, if needed.</li><li>4. Pull the thread through the needle, making the ends of the thread meet.</li><li>5. Wrap the thread ends around the index finger and roll the thread between the index finger and the thumb. After rolling about ten times, slide the thread off the fingers.</li><li>6. Practice the up and down motion to attach the button to the material.</li><li>7. To finish, push the needle on the underside of the material, making a loop. Thread the needle through a loop and pull it tight to make a knot.</li><li>8. Cut the remaining thread with the scissors.</li></ol>

-----  
RESOURCES/MATERIALS  
-----

- Needle
- Thread
- Scissors
- Cloth
- Needle threader
- Button

Note:

Using an embroidery hoop to hold the fabric where the button is to be sewn on makes the process easier for many students.



T.E.K.S. 122.72 (C.6)

The student demonstrates effective repair, alteration, and production techniques.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
17. Student will repair clothing.	Refer to Vocational-Work Skills: Housekeeping  1. Demonstrate ways to mend clothes. Class should discuss the best method of repair for each kind of problem and fabric. 2. Demonstrate how to put a hem in a garment. 3. Provide students with opportunities for practice.

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

18. Student will set up an ironing board and iron.

Instruct students using the following procedure:

1. Retrieve the ironing board from its storage location.
2. Place the flat end of the ironing board on the floor.
3. Pull the leg of the ironing board down until it locks, while holding the board in the above position.
4. Grasp the sides of the board.
5. Place the legs of the ironing board on the floor.
6. Get the iron from its storage location.
7. Unwrap the cord of the iron.
8. Place the iron on the ironing board, resting on the edge of the iron.
9. Plug the cord into the wall socket.

---

RESOURCES/MATERIALS

---

Ironing board  
Iron



T.E.K.S. 122.22 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
19. Student will set an appropriate iron temperature.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none"><li>1. Demonstrate what happens to fabric when the wrong temperature is used (using fabric scraps).</li><li>2. Have students identify types of fabrics and match with the types of proper ironing temperatures.</li><li>3. Demonstrate for students the proper method used to iron each type of fabric (e.g., temperature setting, use of starch or sizing, etc.).</li><li>4. Instruct students to develop a notebook or different kinds of fabrics and proper methods of ironing.</li><li>5. Explain the differences when using a steam and dry iron, including filling a steam iron with distilled water.</li></ol>

RESOURCES/MATERIALS

Iron  
Ironing board  
Various fabric types



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

20. Student will iron a pillowcase.

Instruct students in the following procedure:

1. Grasp the pillowcase by the corners at the closed end of the case.
2. Shake the pillowcase with a sudden downward motion.
3. Lay the pillowcase on the ironing board.
4. Pick up the iron.
5. Slide the iron back and forth across the pillowcase.
6. Move the pillowcase on the ironing board until it is completely pressed.
7. Fold and stack the pillowcase.
8. Place iron flat on trivet when not in use, for safety reasons.

---

RESOURCES/MATERIALS

---

Pillowcase  
Iron  
Ironing board  
Trivet



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
21. Student will store ironing equipment.	Instruct students using the following procedure: <ol style="list-style-type: none"><li data-bbox="810 533 1081 562">1. Unplug the iron.</li><li data-bbox="810 564 1146 594">2. Allow the iron to cool.</li><li data-bbox="810 596 1127 625">3. Secure the iron cord.</li><li data-bbox="810 627 1182 657">4. Return the iron to storage.</li><li data-bbox="810 659 1357 718">5. Release the lock holding the ironing board leg in place</li><li data-bbox="810 720 1336 779">6. Gently lower the ironing board until it is flat.</li><li data-bbox="810 781 1200 810">7. Return the board to storage.</li></ol>

RESOURCES/MATERIALS

Ironing board  
Iron



**SCIENCE:**

**CLOTHING CARE**



T.E.K.S. 122.12 (C.12)

The student practices clothing-care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
1. Student will follow written and/or verbal directions for laundry tasks.	1. Refine skills presented in Middle School. Encourage independence in: a. Determining when clothes need to be laundered. b. Reading clothing care products. c. Washing and drying clothes. d. Hanging and folding clothes e. Shining shoes.

RESOURCES/MATERIALS



T.E.K.S. 122.12 (C.12)

The student practices clothing-care procedures.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
2. Student will remove stains from material and/or clothing.	Instruct students as follows: <ol style="list-style-type: none"><li>1. Provide students with swatches of fabrics, approximately 5" by 5".</li><li>2. Have the students stain each square. (Use common stain producers, such as chocolate, ink, grass, cosmetics, oil and tomato sauce.)</li><li>3. Let the stains set for at least 24 hours.</li><li>4. While the stains are soaking, give the students a leaflet describing simple stain removal remedies.</li><li>5. Go to the grocery store to the cleaning supplies aisle and locate the stain removal products.</li></ol>

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

3. Student will iron a shirt or dress.

Refer to Vocational-Work Skills: Housekeeping

Instruct students in the following procedures:

1. Iron the (item's) collar.
2. Lay the (item's) sleeve on the ironing board.
3. Grasp the (item's) shoulder and smooth the sleeve.
4. Iron the (item's) sleeve.
5. Repeat steps 1 – 3 for other sleeve.
6. Lay the (item's) body on the ironing board.
7. Grasp the (item's) collar and smooth the body.
8. Iron the (item's) body.
9. Rotate the (item's) body and press it until completely ironed.
10. Hang the ironed item.

---

RESOURCES/MATERIALS

---

Shirt  
Dress  
Iron  
Ironing board



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

---

OBJECTIVE	TEACHING ACTIVITIES
-----------	---------------------

---

4. Student will iron a skirt.

Instruct students using the following procedure:

1. Slide the skirt onto the ironing board.
2. Grasp the skirt waist band and smooth the skirt.
3. Iron the skirt.
4. Rotate the skirt and press it until completely ironed.
5. Hang the ironed skirt.

---

RESOURCES/MATERIALS

---

Skirt  
Iron  
Ironing board



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
5. Student will iron a pair of pants.	Refer to Vocational-Work Skills: Housekeeping  Instruct students using the following sequence of steps:  1. Slide the body of the pants onto the ironing board. 2. Iron the body of the pants, rotating the pants' body until it is completely pressed. 3. Remove the body of the pants from the ironing board by grasping the pant cuffs. 4. Align the pant inseams at the pant cuff. 5. Place the aligned pant legs on the ironing board. 6. Smooth the pant legs. 7. Press the legs of the pants. 8. Hang the ironed pants.

RESOURCES/MATERIALS

Pants  
Iron  
Ironing board



T.E.K.S. 122.72 (C.2)

The student selects proper care and maintenance practices for apparel.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
6. Student will identify processes involved in dry cleaning.	<ol style="list-style-type: none"><li>1. Show students where to find and identify dry cleaning labels on clothing.</li><li>2. Have students pick “Dry Clean Only” clothes from a mixed pile. (“Dry clean only” and regular laundry).</li><li>3. Demonstrate the use of the yellow pages to locate dry cleaning businesses. Provide Community Based Instruction on-site at a dry cleaning establishment.</li><li>4. Explain the process of “dropping off” cleaning which includes:<ol style="list-style-type: none"><li>a. Collecting garments.</li><li>b. Traveling to the cleaners.</li><li>c. Entering the establishment and approaching the counter.</li><li>d. Communicating name, address, phone number, and instructions.</li><li>e. Taking the claim check and leaving.</li></ol></li><li>5. Explain the process of “picking up” cleaning which includes:<ol style="list-style-type: none"><li>a. Make sure one has the claim check and money.</li><li>b. Travel to the cleaners.</li><li>c. Enter the establishment and approach the counter.</li><li>d. Present the claim check and make a request for garments.</li><li>e. Check to make sure all garments are there.</li><li>f. Pay.</li><li>g. Collect the cleaning and leave.</li></ol></li></ol>

RESOURCES/MATERIALS

Items as specified by activities  
Dry Clean Only garments  
Regular laundry garments  
Local Dry Cleaner



T.E.K.S. 122.72 (C.6)

The student demonstrates effective repair, alteration, and production techniques.

Area: Clothing Care

OBJECTIVE	TEACHING ACTIVITIES
7. Student will repair clothing by using a sewing machine or taking clothing to the appropriate business for repair.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none"><li>1. Given various torn/unhemmed garments, have students decide which garments should be mended by hand and which by machine.</li><li>2. Demonstrate how to thread and operate a sewing machine to perform mending.</li><li>3. Have students practice using the machine on an old pillowcase.</li><li>4. Instruct students to practice various mending chores, (i.e., hems and/or seams which have come unsewn).</li><li>5. Demonstrate how to use the yellow pages to locate businesses which repair and/or alter clothing. Tell students to practice contacting such businesses to determine prices and dropping off and picking up procedures.</li></ol>

RESOURCES/MATERIALS

Sewing machine  
Various torn unhemmed garments  
Yellow Pages

