

SCIENCE:

HOUSEKEEPING



T.E.K.S. 113.2 (K.7)

The student understand the importance of jobs.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
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1. Student will develop school housekeeping responsibilities.

Refer to Vocational-Work Skills: Janitorial

1. Have students participate in daily classroom activities:
 - a. Pick up the toys.
 - b. Put the chairs under the table.
 - c. Wipe/dust the table tops.
 - d. Erase the chalk boards.
 - e. Clean the sink.
 - f. Vacuum without moving furniture.
 - g. Sweep/dust mop the floors.
 - h. Wring out washcloths, sponges, paper towels.
 - i. Keep own desk/locker clean and organized.
 - j. Water the plants.
 - k. Empty the wastebaskets.
 - l. Empty the pencil sharpener.
 - m. Dispose of trash after meals, art activities, etc.
2. Make a helper chart as illustrated below:

HELPER CHART

	John	Sweep Floor	Vacuum Carpet	Joe
	Rachel	Water Plants	Empty Pencil Sharpener	Mary
	Sue	Empty Wastebasket	Feed Animals	Billy
	Don	Erase Chalkboard	etc.	

Clip clothespins to the student's jobs for the day.

RESOURCES/MATERIALS

Items as specified in activities.



T.E.K.S. 113.2 (K.4)

The student understands the concept of location.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
2. Student will identify rooms in a house according to their use.	<ol style="list-style-type: none">1. <ol style="list-style-type: none">a. Have each student design a “house book”. Cut several sheets of white drawing paper and hand-writing paper in the shape of a house. Have the students color the cover of their book by drawing windows, door, roof and adding a chimney, if appropriate.b. List all the types of rooms students can name. Examples are living room, dining room, kitchen, bedroom, bathroom, library, family room, study, laundry room, sun room. Add a page to the house book for each room they want in their house. Label the pages.c. Glue magazine pictures of items that belong in each room.2. Make a bulletin board of pictures or words that describe the different rooms. List rooms across top of the chalkboard and then brainstorm for all the words used to describe who, what, why, and how these are related to each room.

RESOURCES/MATERIALS

Art supplies



T.E.K.S. 113.2 (K.4)

The student understands the concept of location.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify standard pieces of household furniture, appliances and fixtures.	<ol style="list-style-type: none">1. Visit the showroom of a local furniture store to gather colorful pictures of furniture.2. Draw room arrangement pictures on stiff paper. Provide one picture for each student. Have the students supply the name of each piece of furniture. Place it in the appropriate room.3. Provide a variety of pieces of doll furniture and a doll house. Assist students in placing furniture/appliances/fixtures in appropriate rooms.4. Discuss the furniture and appliances that students have in their own homes.

RESOURCES/MATERIALS

- Catalogs
- Sale advertisement brochures from furniture and department stores
- Doll house and furniture



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will identify house-keeping tasks in the home.	<ol style="list-style-type: none"><li data-bbox="779 394 1391 556">1. Ask the students to observe their parents clean house. Discuss the kinds of things they do when they clean house and how they go about it.<li data-bbox="779 556 1391 651">2. Suggest to the students some things they might be able to do, (i.e., carry out the trash, dust furniture, clean mirrors, etc.).<li data-bbox="779 651 1391 714">3. Ask parents to assign students a regular household chore.

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify various cleaning supplies and materials.	<ol style="list-style-type: none">1. Have students bring empty containers from home. Discuss where various products (i.e., liquid detergent, furniture polish, Windex) are used.2. Have students match pictures of cleaning agents with pictures of where each is used. Construct a bulletin board that shows different cleaners and their uses, (i.e., Windex-glass and mirrors; Comet/Ajax-sinks, tile, bathtubs; toilet brush-toilet; sponge-sinks, tubs).3. Visit a grocery store to identify cleaning supplies.4. Briefly review the possible dangers of cleaning supplies.5. Develop a classification game for cleaning supplies. Cut out pictures of different types of supplies for cleaning glass, dishes, clothing, toilets, etc. Make a set of cards with the pictures of cleaning supplies. Make a set of 5" X 7" cards with pictures of someone doing particular jobs, identifying the job at the bottom of each card. Have students match the cleaning supply with the appropriate job cards.

RESOURCES/MATERIALS

Pictures as indicated
Empty containers
5" X 7" index cards



T.E.K.S. 115.2 (K.8)

The student understands ways to communicate consideration and respect for self, family, friends and others.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
6. Student will become aware of and maintain the outside environment.	<ol style="list-style-type: none"><li data-bbox="813 472 1382 558">1. Discuss litter and name as many items as possible. Take a walk around the school grounds to locate different types of litter.<li data-bbox="813 562 1382 709">2. Play “Inspector Clean” during Community Based Instruction. Have students locate litter. Appoint an inspector to look for litter and pick it up within 10 seconds or relinquish his/her turn.<li data-bbox="813 714 1382 772">3. Form a “clean-up crew” and actually pick up litter around the school grounds.<li data-bbox="813 777 1382 835">4. Have the students sweep off the porch and steps leading to the school.

RESOURCES/MATERIALS



T.E.K.S. 115.2 (K.2)

The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
7. Student will learn basic maintenance skills.	Refer to Vocational-work Skills: Home Industry <ol style="list-style-type: none">1. Define the word “maintenance”.2. Make a list of maintenance problems which occur frequently inside a home (i.e., leaking faucet, short in electrical cord, etc.).3. Construct a bulletin board of common household tools used in maintenance.4. Demonstrate the appropriate use of basic tools.5. Have students decide which tools to use and how to use them to complete simple home repairs, (i.e., tightening a screw, using a hammer, etc.).6. Have students develop a scrapbook depicting appropriate uses of tools.7. As a part of Community Based Instruction, visit a hardware store or tool center. Review basic tools and how they are used.8. Develop a “go-together” game (i.e., hammer goes with nails; screwdriver goes with screws, etc.). Ask how items are used.9. Identify who is responsible to perform various maintenance problems.

RESOURCES/MATERIALS

Items as specified in activities



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OBJECTIVE	TEACHING ACTIVITIES
1. Student will dust with a dustcloth.	Refer to Vocational-Work Skills: Housekeeping 1. Instruct students in the following procedures: a. Discuss types of waxes and the appropriate amounts to use. b. Remove articles from the area to be cleaned. c. Apply the cleaning/polishing agent. d. Wipe the upper surfaces of the furniture. e. Wipe the sides and the lower surfaces. f. Put materials away when finished. 2. Demonstrate the differences in techniques of dusting flat versus non-flat furniture.

RESOURCES/MATERIALS

Dust cloth
Furniture polish



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OBJECTIVE	TEACHING ACTIVITIES
2. Student will clean mirrors and windows.	Refer to Vocational-Work Skills: Janitorial 1. Instruct students using the following sequence of steps: a. Retrieve the glass cleaner and paper towels/newspaper. b. Spray the mirror or window with the correct amount of cleaner. c. Wipe the mirror or window with a side-to-side motion, starting at the top and working down. d. Check for streaks and repeat the process if streaks are found. e. Discard the towels and put the spray cleaner away. 2. Assign students to clean the glass panel in the door on a daily or weekly basis.

RESOURCES/MATERIALS

Glass cleaner
Paper towels/newspapers

Adaptation:

For students who have difficulty judging the amount of cleaner to use, instruct them to use a specific number of squirts for certain items.



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OBJECTIVE	TEACHING ACTIVITIES
3. Student will make a bed.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none">1. Remove the pillow(s) and place them on a chair/table.2. Pull up the flat sheet and remove any wrinkles.3. Pull up the blanket and remove the wrinkles.4. Pull up the bedspread and fold it back at the top.5. Put the pillow at the head of the bed.6. Tuck the bedspread under the pillows and then cover them.

RESOURCES/MATERIALS

Nurse's office
Sheet
Blanket
Bedspread
Pillow(s)



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will change the bed linens.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none">1. Instruct the students in the process of removing the bedspread, blanket, flat sheet and fitted sheet from the bed and the pillow case from the pillow.2. Instruct students in the following sequence of steps:<ol style="list-style-type: none">a. Put on the fitted sheet.b. Spread the flat sheet, tuck it in at the bottom, making a hospital corner.c. Put a pillowcase on the pillow(s).d. Put on the bedspread to cover the pillow(s) at the top of the bed.

RESOURCES/MATERIALS

- Sheets
- Blankets
- Bedspread
- Pillow(s)



Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
<p>5. Student will clean floors.</p>	<p>Refer to Vocational-Work Skills: Janitorial</p> <ol style="list-style-type: none"> 1. Demonstrate and allow the students to practice correct sweeping procedures: <ol style="list-style-type: none"> a. Sweep corners of room. b. Sweep under objects by pulling the broom towards self. c. Sweep the open areas of the room. d. Sweep the dirt into one pile. e. Use a dustpan to remove the dirt. f. Put the materials away. <p><u>Adaptation:</u> If students have difficulty sweeping debris into a pile, tape a square on the floor for them to sweep into.</p> 2. Instruct the students in dry mop processes: <ol style="list-style-type: none"> a. Apply the cleaning agent to the mop. b. Begin with the corners of the room and use a push method across the floor. c. Mop under objects. d. Mops out the door of the room. e. Shake the mop periodically to remove loose dust and lint. 3. Instruct the students in wet mop procedures: <ol style="list-style-type: none"> a. Place a bucket in the sink. b. Put cleaning solution in the bucket. c. Fill the bucket half-full with warm water. d. Put the bucket on the floor. e. Place the mop head in the water. f. Wring the water from the mop head. g. Push the mop head forward across the floor and then pull it backward. h. Repeat this push-pull sequence, rinsing the mop as needed until the floor is mopped. i. Dispose of the dirty water. j. Return the equipment to its proper location.
<p>----- RESOURCES/MATERIALS -----</p> <p>Broom Dust pan Dry mop Wet mop Mop bucket Cleaning solution Water</p>	



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6. Student will operate a vacuum cleaner.	Refer to Vocational-Work Skills: Janitorial <ol style="list-style-type: none">1. Instruct students in the following processes:<ol style="list-style-type: none">a. Plug the vacuum into the wall socket.b. Turn on the vacuum.c. Begin in the corners of the room, moving the vacuum with a push-pull process.d. Vacuum under objects or move objects so as to more efficiently clean.e. Vacuum the open areas of the room.f. Turn off the vacuum, unplug the cord and return it to storage.g. Demonstrate the procedure for changing the vacuum cleaner bag.h. Demonstrate the procedure for replacing the vacuum cleaner belt.2. Sprinkle Carpet-Fresh on the carpet so students can tell where they have vacuumed.

RESOURCES/MATERIALS

Vacuum cleaner
Carpet-Fresh



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OBJECTIVE	TEACHING ACTIVITIES
7. Student will maintain the bathroom.	Refer to Vocational-Work Skills: Janitorial <ol style="list-style-type: none"><li data-bbox="808 499 1372 653">1. Instruct students in the appropriate methods of cleaning a sink, bathtub, shower with a curtain or a door, toilet, mirror, floor; changing towels and washcloths; emptying trash; and replacing toilet paper.<li data-bbox="808 653 1372 716">2. Discuss the importance of disinfectants and cleansers. Emphasize safety precautions.

RESOURCES/MATERIALS

Items as specified in activities



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OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify the proper sequence in which housekeeping tasks should be done.	Refer to Vocational-Work Skills: Housekeeping <ol style="list-style-type: none">1. Discuss cleaning tasks within a variety of rooms (i.e., bathroom, bedroom, kitchen, living room).2. Have students decide which tasks should be completed before others. Include questions such as:<ol style="list-style-type: none">a. Should one dust before or after vacuuming?b. Should one clean the toilet before or after mopping the floor?c. Should one straighten by putting clutter away before or after starting to clean?

RESOURCES/MATERIALS



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OBJECTIVE	TEACHING ACTIVITIES
<p>1. Student will develop a housekeeping routine.</p>	<p>1. Guide students in determining specific tasks required of particular members of the family. Divide personal tasks into “daily” and “periodic” categories. These tasks might include:</p> <ul style="list-style-type: none"> a. “Daily” – straighten the room, make the bed, put clothes away, do the dishes, gather and dispose of the trash. b. “Periodic” - cleaning the bathroom, living room, kitchen, and bedroom. Include gathering necessary supplies, following a sequence, and putting away supplies. <p>2. Develop a schedule of housekeeping routines for students to follow at home.</p> <p>3. Develop a schedule of housekeeping duties in the classroom. Assign duties to the students and implement routines.</p> <p>4. Provide students with numerous opportunities to practice a variety of skills.</p> <p>5. Allow ample time to review types of cleaning supplies and the safety procedures involved in using certain cleaning products and equipment.</p>

RESOURCES/MATERIALS

Items as specified in activities
Steps to Independent Living, “How to Take Care of Your Home”, Nancy Lobb
 Publisher, J. Weston Walch
A Functional Curriculum for Teaching Students With Disabilities,
 Michael Bender, Peter J. Vallentutti, and Carol Ann Baglin
Domestic Skills Program. Keeping House Activities Guide,
 Attainment Company



T.E.K.S. 119.26 (C.3)

The student selects, maintains, and uses home maintenance tools, equipment and materials.

Area: Housekeeping

OBJECTIVE	TEACHING ACTIVITIES
2. Student will refine basic household maintenance skills.	Refer to Vocational-work Skills: Housekeeper/ Janitorial Instruct students in the following procedures: 1. Lock/unlock the doors. 2. Set the thermostat. 3. Open/close the windows and drapes. 4. Replace light bulbs. 5. Recognize the need to replace supplies. 6. Take out the garbage/replace the bag. 7. Replace the vacuum cleaner bag. 8. Tighten cabinet knobs. 9. Change the air conditioning/furnace filters. 10. Empty waste baskets. 11. Check and replace batteries in a smoke detector.

RESOURCES/MATERIALS

Items as specified by activities



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OBJECTIVE	TEACHING ACTIVITIES
3. Student will develop an awareness of and ability to perform school custodial tasks.	1. Arrange this project with the school's custodian. Explain that each student would like to spend at least one-half an hour per week with the custodian. Stress to the students that the custodian will be the boss and will assign such jobs as sweeping, mopping, dusting, painting, or cleaning. Make a chart to identify jobs and to show when each student is scheduled to work. 2. To help the students remember cleaning jobs and the supplies that are needed, make assignment cards. Glue a picture of the item to be cleaned (e.g., toilet, window, etc.) onto an index card. On the back, glue a picture of the supplies needed for cleaning (e.g., Windex and paper towels). Laminate the card for permanence. Do this for every job to be done either at school or on a job site. Make a "finished" stack, or envelope to put the card in when the jobs are completed.

RESOURCES/MATERIALS

Items as specified in activities

Adaptations:

Set up a Community Based Instruction (CBI) at a local business, community center, etc., where the students actually perform custodial tasks for pay.

