

LIFE SKILLS FOR YOUTH SERIES

MODULE 7

HOMEMAKING



TRAINER'S GUIDE

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LESSON 1

MEAL PLANNING AND FOOD STORAGE

Total Time: 1.5 hours, 90 minutes

Special Materials Needed for this Lesson

Samples or Pictures of Food Group Items, List of Personal Favorite Foods

Trainer Note: *It is highly recommended that the trainer thoroughly review Module 4, Lesson 1 “Eat to Live, Don’t Live to Eat” before teaching this lesson. A lesson from Module 4 is full of information the trainer will need to know and understand. It may be necessary to modify the lecturette material to meet the level of understanding of your group.*

Competencies for Module 7: Homemaking

- Participants will know and understand how to plan a meal.
- Participants will know and understand how to prepare a meal.
- Participants will know and understand how to keep the kitchen clean and sanitary.
- Participants will know and understand proper food storage.
- Participants will know and understand how to wash, dry, iron and keep clothes.
- Participants will know and understand that different fabrics need different care.
- Participants will know and understand how to clean the bathroom and other rooms in the home.
- Participants will know and understand cleaning agents and tools needed for cleaning.
- Participants will know and understand hospitality in the home.

A. Welcome and Introduction

Time: 10 minutes

Welcome

Welcome the class to another exciting module in *Life Skills*. Review the Action Plan from the previous lesson by asking class members the answers to the Meeting Needs and Creating Families Crossword. Ask for questions about the previous lesson and answer as required

Activity: My Dream House

Give each student a blank sheet of paper and pen/pencil. Give them instructions to design their own dream house layout. Tell them to include a kitchen, living room,

bedrooms, bathrooms. Tell them to include where each room would be, how many rooms, how big they would be, what colors...etc. Ask for volunteers to share their designs.

Introduction

This module is all about homemaking. Just think, someday you will have the opportunity to set up a place to live, cook your own foods and establish a home. There is a saying: Your home is where your heart is. It's important to make your home a place where you and your family want to be. In this module we'll talk about taking care of your home whether it is a huge castle or a small hut. Your home can be welcoming and pleasant place.

The lessons to follow in this module will help you to make some of those plans and steps. We hope you will find this both fun and exciting. We are starting today with a lesson on meal planning and food storage.

B. Lecture: Review of Food Plate

Time: 15 minutes

Trainer Note: *The following information is a thorough review of the MyPlate (USDA Dietary Guidelines for 2015-2020). It is not necessary to review it in its entirety. Choose the information according to the needs of the class.*

Introductory Discussion

As we begin this module with tips on meal planning, we will first talk about the different foods you like, and then work together and identify foods that are healthy and good for you. Although it would be easy to forget the importance of eating healthy and skip to eating just our favorite foods, that is not the best way to set up a home and live our life. We need to do effective meal planning. Meal planning does take time and thought, but in the long run it will make for a healthier, happier you.

In Module 4 we studied nutrition and discussed the importance of eating a variety of foods taking into consideration the amounts of food we eat, versus our age, weight and amount of exercise we get.

Today we will again review the food plate and use it to help us plan and prepare our own healthy meals. However, before we do that, let's think about what our favorite foods are to eat and what foods we already know how to cook.

Question 1: What do you love to eat?

Question 2: What do you know how to cook?

Trainer Note: *Discuss answers with the large group. Tell them some of the foods you love to eat as well. Perhaps share one of the favorite things you like to cook that is healthy, or even share something healthy you have cooked with them after this discussion.*

It is important to recognize that many people, not only young people, may choose pleasure foods, like cake, candy, cola, and desserts over healthier choices because they taste good, give you quick energy and are easy to obtain.

The Food Plate


 Refer to Handout: *Food Plate*.

The Food Plate shows the amount of different foods that should be eaten to maintain a healthy diet. The Food Plate was discussed in Module 4, Health and Hygiene but we will do a short review today.

As I'm sure most of you remember, the different food groups that make up the food plate are:

1. Vegetables
2. Fruits
3. Milk and Milk Products
4. Meats
5. Beans and Nuts
6. Grains
7. Oils and Fats

Trainer Note: As you discuss each of these food groups, display an item to represent the group. This can be the actual food or a picture. Note that oils are not included into this Food Plate. The creators of the diagram explained it by saying that healthy oils come from many different plants and fish and thus are present in the diagram.

 Refer to Handout: *Food Plate Recommendations*

As we review the Food Plate, you will see on your handouts there are recommendations for a person's daily intake of food from each of the categories. These recommendations are based on a 2000 calorie per day diet. Remember that we take into consideration our weight, height, age, gender and amount of exercise we get each day. This information should be adjusted for each individual taking these factors into account. Some individuals who are overweight and not very active may want to reduce the amount of calories they get each day. Those who are underweight and very active may want to increase the number of calories they eat each day.

The Food Plate Groups

Let's briefly review each of the food groups and the recommendations for each.

Oils and Fats

The Food Plate diagram doesn't visualize oils and fats. But it's because they are part of all five groups. To make it easier for our discussion we will make them a separate group.

Fat and its accompanying substances carry out irreplaceable tasks in the body. They supply concentrated energy, various fatty acids, aromas, and fat-soluble vitamins. Fat protects sensitive organs from blows and heaps and keeps the body warm when it is cold, so it is important to make sure fats and oils are included and not eliminated completely from your diet. But we should use them in moderation.

We have natural oils in foods and can get a healthy amount of oil if we eat the right foods. We should limit our intake of butter, lard and margarine and get more natural oils that are found in nuts, fish and seeds. Oils are fats that are liquid at room

temperature.

Milk and Milk Products

These are important to us but need to be limited to low fat or fat free products. Sometimes this can be hard to find, especially if we are using our own cows or goats to make milk. If this is the case, we need to drink less whole fat milk and cheese. Full-cream milk and full-cream milk products are higher in recommended fats than low-cream products. Through skimming, precious contents are lost (e.g. fat-soluble vitamins) although the degree of saturated fat is lower in low-cream products.

Milk is fluid nutrition. It contains almost all essential nutrients in an ideal measure and ratio. Milk and milk products contain:

- Proteins
- Easily digestible highly nutritious fat with almost all sorts of fatty acids
- All 13 vital vitamins, especially vitamin B2, B12, A and D
- Lactose (milk sugar) for a good gastric flora
- Minerals elements and trace elements, especially calcium,
- Responsible for the development and preservation of bone mass.

It is recommended based on a 2000 calorie a day diet that you consume 1-2 cups per day.

Meat, Poultry, Fish

Meat is another source of protein. It is good for us as long as it is prepared properly. It is best to bake or broil meat, fish and poultry to limit the amount of fat you are getting.

If you fry your food, you will have the fat from the product, plus the oil you used to fry the food. This adds additional calories without additional nutritional value. So it is important to limit the amount of intake.

Beans and Nuts

Foods in this groups also high in protein and are considerate body-building group. Choose these foods frequently instead of meat or poultry. Yet portioning is the key when using nuts and seeds. They are rich in vegetable oils, which pack nine calories per gram. That means if you eat too many nuts and seeds in one meal, you will get an overload of calories. An ounce of nuts, for example—just a handful—contains 160 to 190 calories and 3 to 7 grams of protein.

Grains: Bread, Grain, Grain-products

Bread, Grain and Grain-products give very precious carbohydrates in the form of starch. For many years people thought that starch made people fat. Today we know that bread, grain, grain-products are an important part of our overall nutrition. The starch and the plant proteins have a positive influence on the metabolism.

Whole Grains and whole-wheat products contain precious food fibers, which keep the digestion going well. The amount of vitamins and minerals is higher in the whole grain products than in refined grain-products. Try eating more whole wheat bread, pasta or rice and less white products.

It is recommended based on a 2000 calorie a day diet that you consume 6 oz (170 grams) per day.

Fruit and Vegetables

Fruit and vegetables have many advantages: They are healthy, bring color on the plate and taste good. For the body they give carbohydrates in the form of sugar. Additionally, they are rich in vitamins, mineral elements, trace elements and food fibers.

Fruit and vegetables are good snacks as long as you eat varieties and limit them to the daily allowed amount per day.

In southern countries potatoes are counted as vegetables, as they contain more water, minerals and vitamins in comparison to the amount of carbohydrates. Keep in mind that French fries, potato chips and gratins are high in fat and not the best choice of potato to eat.

It is recommended based on a 2000 calorie a day diet that you consume 2-3 cups (about 500 grams) of vegetables per day and 1-2 cups (about 300-450 grams) per day of fruit per day.

Other Things to Consider

- **Drinks:** In addition to eating right, we also want to drink a lot of water. If we drink 1-2 liters of water per day, it helps cleanse our body from impurities and keeps us from dehydrating (losing too much water from illness, excessive work or exercise).

Non caffeinated tea is a good source of water that has a great taste. For those of you that like other drinks, remember that there are a lot of hidden calories and sugars in drinks like colas and fruit juices and these should be limited

- **Pleasure Products:** These foods would include cakes, pastries, French fries, chips, chocolate, sweet drinks, caffeinated beverages like black tea and coffee and other like foods. Pleasure food and drinks contain a lot of sugar, fats, salt or caffeine, but hardly any vitamins, mineral elements, trace elements or food fibers. Pleasure products are to enjoy but they don't belong on the table every day in unlimited amounts.

Bridge

As you can see, foods from each category are necessary for proper nutrition. However, the portion sizes and number of portions vary greatly. Next we are going to talk about the mistakes that are often made in eating. In order to do this, we will do an activity to help explain it.

C. Large Group Activity: 10 Mistakes Made in Nutrition

Time: 10 minutes

Set up

Most food is healthy if consumed in the advised amount. For example: Bananas are a good fruit to eat and have potassium, but if you eat bananas for every meal - it's too much. People often make mistakes in their nutrition in the way they combine or eat food. Let's discuss some of these common mistakes.

 Refer to Handout: *10 Mistakes Made in Nutrition (pages 1 & 2)*

Instructions

Each of the unwise eating habits represents a nutrition mistake. As each of the eating habits is read, try to identify a mistake that is made.

Conduct the Activity

In turn, read each of the unwise eating habits to the group. See if they can discern what the nutrition mistake for each one is. Award the first one that gets each one right a small *nutritious* snack.

Process the Activity

As each correct answer is identified, discuss why it is a nutrition mistake. Also discuss what can be done to correct it.

Trainer's key to *10 Mistakes Made in Nutrition*.

No.	Example of the Unwise Eating Habit	Mistakes made in nutrition	Therefore
1	Margaret eats pancakes for breakfast, a burger and shake for lunch and orders pizza for dinner every day.	<i>Margaret does not get enough variety in her diet and relies on carry out.</i>	<ul style="list-style-type: none"> Care about variety while planning your menu. Plan and cook meals yourself.
2	The buffet at a wedding celebration offers a wide variety of rich, sweet dishes. John thinks he should eat some of everything.	<i>John is eating too many unnecessary sweets.</i>	<ul style="list-style-type: none"> Pay attention to extra fats, especially in milk products, cakes, pastries and confectioneries. Limit fats used for baking or frying.
3	Whenever he sits down to eat, Bryan automatically sprinkles salt on his food.	<i>Bryan probably uses too much salt.</i>	<ul style="list-style-type: none"> Use less salt. Use iodine salt. Pay attention to salt in foods such as sausages, cheese, etc. Try herbs and spices instead of salt.
4	Even though Adriana eats nutritious meals, she always follows each meal with a large sweet dessert such as ice cream.	<i>Unless she is a vigorous exerciser, Adriana is probably eating too many sweets.</i>	<ul style="list-style-type: none"> Don't eat too many sweets between or with meals. Limit the sweets you eat . Refrain from making or buying sweet foods and save them for special occasions.
5	Melanie eats a lot of grains. She always chooses white bread, white rice, and white flour noodles.	<i>Melanie eats too many processed grains instead of whole grains.</i>	<ul style="list-style-type: none"> Use brown rice and whole wheat pastas. Buy whole wheat bread on a regular basis and avoid eating white bread
6	Tony is a meat and potatoes man. Virtually all of his meals consist of some form of these two things and nothing else.	<i>Tony does not get enough variety in his diet. He is eating only animal protein and starch, while neglecting the other food groups.</i>	<ul style="list-style-type: none"> Eat more fruit. Eat more vegetables. Eat a variety of healthy grains.

No.	Example of the Unwise Eating Habit	Mistakes made in nutrition	Therefore
7	Joel loves meat, never eats fish or beans and doesn't know that whole wheat products have vital proteins.	<i>Joel probably consumes too much animal protein and not enough of other food groups.</i>	<ul style="list-style-type: none"> • Don't eat so much meat, sausages and eggs. • Eat more fish • Plan to eat proteins from whole wheat products, beans, etc.
8	Sandra likes soda drinks a lot and therefore drinks only them.	<i>Sandra does not drink enough water, fruit juices and other healthy beverages. She probably consumes too much sugar.</i>	<ul style="list-style-type: none"> • Drink more water, fruit juices and milk. • Know that 12 ounces of soda contains about 8 tablespoons of sugar.
9	Steven doesn't eat breakfast, usually skips lunch and eats a lot for dinner.	<i>Steven does not plan and eat regular meals causing him to eat too much at one time</i>	<ul style="list-style-type: none"> • Plan well-balanced, nutritious meals spread over the day. (This keeps you going and reduces low performances).
10	Ruby uses almost a quart (32 ounces or 1 liter) of oil per week to fry her potatoes every evening.	<i>Ruby eats way too many fried potatoes.</i>	<ul style="list-style-type: none"> • Cook with a little fluid and less fat or butter. • Practice baking or broiling food

D. Small Group Activity: Evaluating Eating Habits

Time: 15 minutes

☞ Refer to Handouts: *Samples of People's Eating Habits* and *Eating Habits Rating*

Part 1

Divide the class into groups of 3-4. Have them consider the meals of each person described on the first handout. As a group, have them rate each person's meal according to the scale provided.

Scale:

- ++ Good balanced meal
- + Fairly balanced meal, but could do better
- Poorly planned meal, but does have some nutritional value
- Very poor meal, no nutritional value
- 0 Not enough information to make a decision

Part 2

After they have completed rating the samples, ask them to individually complete a meal plan for one typical day of their personal eating habits. Have them rate themselves using the same scale.

E. Discussion and Feedback: Evaluating Eating Habits

Time: 10 minutes

Once this activity is completed, have a member from each group report out about

each of the different people and their eating habits. Engage the group in a discussion about their evaluations. Provide feedback as necessary to ensure their understanding of the nutritional value of each of the meals.

Trainer Note: *In the appendix of this lesson is a trainer's key for Handout: Eating Habits Rating. Be aware that the participants' answers can be different and accept those that are justified by sound reasoning.*

Ask the entire group the following or similar questions:

- According to the Food Plate, what do you think of your own eating habits?
- What do you think you are eating too much of?
- What do you think you should be eating more of?

Encourage the group members to continue to be honest about their eating habits and work toward introducing as much healthy food into their diet as they are able to do so.

Trainer Note: *If the participants are residents of an institutional facility, remind them that food provided to them should be appreciated even if it does not meet all of the daily recommended amounts of nutrition. Once they are living on their own, they will be able to make more decisions in their choices of food.*


F. Individual Activity: Menu Planning

Time: 15 minutes

Introduction

Now that we have reviewed the food plate and discussed eating habits, we will begin to learn how to plan meals for each day of the week. Meal planning can be a challenge when you are on a limited income, but you can be creative and plan meals for an entire week by being cautious and choosing things that you can make that you can stretch.

Instructions Part #1

 Refer to Handouts: *My Favorite Foods* and *Samples from the Six Food Groups*

Using the Handouts *Samples from the Six Food Groups*, list all of your favorite foods in each of the categories listed on *My Favorite Foods*.

Trainer Note: *Prior to this lesson, prepare a list of your own favorite foods from each category to use as an example and share this with the class.*

Instructions Part #2

 Refer to Handout: *My Menu*

Now that you have written down all of the food items you like, you are ready to make your first menu. Using the Handout, *My Menu*, list your food choices for each meal for one day. Place each food choice in a row which represents its food group.

Remember, you may not have a choice from each food group for each meal, but he should try to have appropriate amounts of each food group for the day. Be realistic about your choices of food as some foods that you like may be too expensive to purchase.

Process the Activity

Ask for volunteers to read some of the meals they have planned. Lead a discussion with the large group about the meals considering the nutritional value, cost, and other practical considerations.

Trainer Note: *If there is time left before closing the session, ask youth to break up again into groups of 3-4 and plan a day's or week's menu based on all of their different likes of foods. This would be a good activity to do to help prepare them for developing meal plans meals when other persons need to be considered.*

G. Lecturette: Grocery Shopping

Time: 5 minutes

Before Your Shopping Trip

Before you go on your shopping trip, consider the following points:

- Make a list of the items that you would like to eat for a week. If you have problems figuring out a week, start with one day and practice adding additional days.
- When planning your meal consider the products you have at home. You will need to make sure they are not spoiled, and you can use them.
- Decide what you will want to cook and write down all ingredients you will need to make that meal.
- Check the Food Plate to see what foods you can put in your meal planning that will give you a more balanced and nutritious diet.
- Try to add variety to your meals by challenging yourself to try new foods each week. This will make your eating experience more fun.
- Check your cabinets to see if there are foods you already have that can be eaten first before they get spoiled.
- Keep in mind that many foods have a variety of products mixed in them and will need to be considered for portions. For example, Pizza has dough, tomato sauce, meat or vegetables, cheese and spices. Pizza is considered a high fat meal containing bread, vegetables, meat and oil.
- Keep in mind that when you first set up your food pantry, you may need to buy spices, oil, etc. a little at a time as these can be expensive.
- In order to make the food go further, add “filler” to your food. Examples of fillers would be adding rice, oatmeal, crackers to your meat balls. It will make more meat balls and provide part of your meat and grains portions.
- Check your cabinets to see if you already have any of the foods from your list.
- Compare prices at the market and other stores to see where the food is cheaper.

- Always eat before you go shopping so you are not hungry. Hunger makes us more susceptible to buying too much food.

Your Shopping Trip

After you have made out your menu and shopping list you are ready to go shopping for the food. When you go to the grocery store you will want to consider the following:

- Check the expiration dates on the item. This date will tell you how long the food is good. Keep in mind that once food is opened it spoils faster.
- Do not buy meats, fish or poultry that are not being kept cold in a cooler or on ice.
- Check fruits for strong odors or bruising. If it is bruised, then do not buy it as it is already beginning to spoil.
- Vegetables with brown or wilted leaves are also old. Check them for strong odors before buying.


Trainer Note: Consider taking youth to a grocery store with their menu list. Have them walk around the store and see the different items they will need to complete their personal menu. Have them write the costs for the items on a piece of paper. After they have completed the task, return and discuss the event.

H. Lecture: Food Storage

Time: 5 minutes

Now that you have an idea about what food to buy and what food you like to eat, it will be important to store the food properly. The first thing to consider in storing food is to ensure to keep food safe from harmful bacteria. These bacteria can cause food borne illnesses (diseases that are carried or transmitted to humans by food containing harmful substances). The danger zone for bacteria to grow is between 40°-140° F (4°- 60° C). Room temperature is usually around 68°-72° F (20-23° C).

When you get your food home you want to make sure to put it away immediately to avoid bacteria growing.

 Refer to Handout: *Food Storage*

This handout provides a list of food items and how they should be stored. It is important to read this handout and keep it handy, so you will know how to properly handle food.

Trainer Note: The trainer should read the entire handout prior to this lesson and be prepared to talk about general food storage ideas. Do not read the list to the class.

I. Action Plan and Closing

Time: 5 minutes

Action Plan

 Refer to Action Plan: *My Week's Menu*

Your Action Plan will be to make a menu for an entire week. You will want to use the handout, *Sample Foods*, to make sure you include foods from every food group. The menu is to be foods you would eat and would be reasonable in cost. Refer back to the previous lesson in Module 4 on nutrition if needed for guidance.

Closing

Thank the youth for their participation and encourage them to work hard on their Action Plan for the following week.



FOOD PLATE

**Have plenty of
vegetables and fruits**

Eat protein foods

**Make water
your drink
of choice**



**Choose
whole grain
foods**



FOOD PLATE RECOMMENDATIONS

This handout is based on a 2000 calorie a day diet.

Oils <i>Needed but limited</i>	<p>Get your fat from the fish you eat, nuts or vegetable oils. Limit solid fats like Butter, margarine and lard.</p> <p>Keep saturated and Tran saturated fats to a minimum.</p>
Milk and Milk products <i>1-2 cups per day</i>	<p>Try to go low fat on the products</p> <p>1 glass milk or 1 cup yogurt and 1 piece of cheese</p>
Protein foods (meat, poultry, eggs, beans, nuts and seeds) <i>2-6.5 oz or 160 ml or 141.75 g dry weight per day</i>	<p>1 oz equivalent – 1 egg, 1 oz of meat of poultry, 1 tablespoon of peanut butter, 0.5 oz of nuts or seeds.</p> <p>Choose low fat or lean meats and poultry. Bake, broil or grill it. Choose more fish, beans, peas, nut and seeds.</p>
Grains <i>6 oz or 170 g</i>	<p>Make a half of your grains whole grain. Breads, crackers, rice, pasta, cereal.</p> <p>1 oz or 28.35 gm – 1 slice of bread, 1 cup of breakfast cereal or ½ cup of cooked rice, cereal or pasta.</p>
Vegetables <i>2-3 cups every day or 512 g</i>	<p>Eat more dark vegetables like spinach, dark leafy greens.</p> <p>Eat more orange vegetables like carrots and sweet potatoes.</p> <p>Eat more dry bean and peas like pinto, kidney and lentils.</p>
Fruits <i>1-2 cups per day or 454 g</i>	<p>Choose fresh, frozen, canned or dried fruit and try to limit the fruit juices.</p>



10 MISTAKES MADE IN NUTRITION (PAGE #1)

People often make mistakes in their nutrition in the way they combine or eat food. Try to name the mistake being made in each example below.

No.	Example of the Unwise Eating Habit	Mistakes made in nutrition	Therefore
1	Margaret eats pancakes for breakfast, a burger and shake for lunch and orders pizza for dinner every day.		<ul style="list-style-type: none"> • Care about variety while planning your menu. • Plan and cook meals yourself.
2	The buffet at a wedding celebration offers a wide variety of rich, sweet dishes. John thinks he should eat some of everything.		<ul style="list-style-type: none"> • Pay attention to extra fats, especially in milk products, cakes, pastries and confectioneries. • Limit fats used for baking or frying.
3	Whenever he sits down to eat, Bryan automatically sprinkles salt on his food.		<ul style="list-style-type: none"> • Use less salt. • Use iodine salt. • Pay attention to salt in foods such as sausages, cheese, etc. • Try herbs and spices instead of salt.
4	Even though Adriana eats nutritious meals, she always follows each meal with a large sweet dessert such as ice cream.		<ul style="list-style-type: none"> • Don't eat too many sweets between or with meals. • Limit the sweets you eat . • Refrain from making or buying sweet foods and save them for special occasions.
5	Melanie eats a lot of grains. She always chooses white bread, white rice, and white flour noodles.		<ul style="list-style-type: none"> • Use brown rice and whole wheat pastas. • Buy whole wheat bread on a regular basis and avoid eating white bread











10 MISTAKES MADE IN NUTRITION (PAGE #2)

No.	Example of the Unwise Eating Habit	Mistakes made in nutrition	Therefore
6	Tony is a meat and potatoes man. Virtually all of his meals consist of some form of these two things and nothing else.		<ul style="list-style-type: none"> • Eat more fruit. • Eat more vegetables. • Eat a variety of healthy grains.
7	Joel loves meat, never eats fish or beans and doesn't know that whole wheat products have vital proteins.		<ul style="list-style-type: none"> • Don't eat so much meat, sausages and eggs. • Eat more fish • Plan to eat proteins from whole wheat products, beans, etc.
8	Sandra drinks only soda..		<ul style="list-style-type: none"> • Drink more water, fruit juices and milk. • Know that 12 ounces of soda contains about 8 tablespoons of sugar.
9	Steven doesn't eat breakfast, usually skips lunch and eats a lot for dinner.		<ul style="list-style-type: none"> • Plan well-balanced, nutritious meals spread over the day. (This keeps you going and reduces low performances).
10	Ruby uses almost a quart (32 ounces, 1 liter) of oil per week to fry her potatoes every evening.		<ul style="list-style-type: none"> • Cook with a little fluid and less fat or butter. • Practice baking or broiling food



SAMPLE OF PEOPLE'S EATING HABITS

<p>Jasmine Schoolgirl 12 years old</p> 	<p>Marianne Trainee 17 years old</p> 	<p>Andre Employee 28 years old</p> 
<p>Breakfast: 1 cup of milk, 1 slice of bread with butter and jam Lunch: French Fries Dinner: 1 cup of milk, 1 slice of bread with butter and jam Snacks: Chocolate, Cheese</p>	<p>Breakfast: 1 cup of coffee Lunch: Sandwiches, Mineral water Dinner: Fish Fingers, Potato salad, salad-plate Snacks: Lots of sweets</p>	<p>Breakfast: 1 cup of coffee, 2 rolls with butter, jam or honey Lunch: meals in the canteen Dinner: Bread with butter, sausage, cheese; 2 glasses of beer Snacks: Fruits</p>
<p>Dylan Auto mechanic 37 years old</p> 	<p>Martin Salesperson 25 years old</p> 	<p>Janice Homemaker (2 children) 43 years old</p> 
<p>Breakfast: Nothing Lunch: Nothing Dinner: Hot, much and good food Snacks: Sandwiches, Cake, Coke</p>	<p>Breakfast: 2 cups of tea, 1-2 slices of bread with butter, jam, sausage, cheese, sometimes an egg Lunch: Snack from the kiosk Dinner: Pizza, Fanta Snacks: Cake and sweets</p>	<p>Breakfast: Muesli with fruit, coffee, 1 roll, 1 slice of bread with curd cheese, jam, sausage Lunch: Lasagna, mixed salad Dinner: Vegetable soup with bread Snacks: Fruit</p>
<p>Michael Bus driver 55 years old</p> 	<p>Ernest Retired 72 years old</p> 	<p>Your eating habits: Name: _____ Occupation: _____ Age: _____</p>
<p>Breakfast: 1cup of milk, 1 slice of whole wheat bread with cheese spread Lunch: Sandwiches Dinner: Meat, Potatoes, Vegetables Snacks: Fruit</p>	<p>Breakfast: 2 slices of toast, diet margarine, honey Lunch: 1 slice of bread with diet margarine, sausage Dinner: 1-2 slices of bread with diet margarine, cheese, 1 tomato Snacks: 1-2 pieces of cake</p>	<p>Breakfast: Lunch: Dinner: Snacks:</p>



EATING HABITS RATING

Scale:

- ++ = Good balanced meal
- + = Fairly balanced meal, but could do better
- = Poorly planned meal, but does have some nutritional value
- = Very poor meal, no nutritional value
- 0 = Not enough information to make a decision

	Breakfast	Lunch	Dinner	Snacks
Jasmine				
Marianne				
André				
Dylan				
Martin				
Janice				
Michael				
Ernest				
My name				



MY FAVORITE FOODS

Using the Handouts *Samples from the Six Food Groups*, list all of your favorite foods in each of the following categories.

Grain Products

Fruits

Meats & beans

Vegetables

Milk, Yogurt & Cheese

Oils



SAMPLES FROM THE FOOD GROUPS

(PAGE #1)

GRAIN PRODUCTS	
Some commonly eaten grain products are:	
<p>Whole grains:</p> <p>brown rice buckwheat bulgur (cracked wheat) oatmeal popcorn whole grain barley whole grain cornmeal whole rye whole wheat bread whole wheat crackers whole wheat pasta whole wheat sandwich buns and rolls wild rice</p> <p><i>Less common whole grains:</i></p> <p>amaranth millet quinoa sorghum triticale</p>	<p>Refined grains:</p> <p>cornbread couscous grits noodles Pasta</p> <p><i>Ready-to-eat breakfast cereals</i></p> <p>corn flakes wheat flakes</p> <p>white bread white sandwich buns and rolls white rice</p>

FRUITS	
Fruits may be canned, fresh, frozen and dried. Some of the most common fruits are:	
<p>Apples Apricots Avocado Bananas</p> <p><i>Berries:</i></p> <p>strawberries blueberries raspberries cherries</p> <p>Grapefruit Grapes Lemons Limes</p> <p><i>Melons:</i></p> <p>cantaloupe honeydew watermelon</p>	<p>Oranges Peaches Pears Plums Prunes Raisins</p> <p>100% Fruit juice</p> <p>orange apple grape grapefruit</p>



SAMPLES FROM THE FOOD GROUPS

(PAGE #2)

VEGETABLES	
Samples of some vegetables are:	
<p>Dark green vegetables</p> <ul style="list-style-type: none"> broccoli collard greens dark green leafy lettuce mustard greens romaine lettuce spinach turnip greens <p>Orange vegetables</p> <ul style="list-style-type: none"> acorn squash butternut squash carrots hubbard squash pumpkin sweet potatoes <p>Dry beans and peas</p> <ul style="list-style-type: none"> black beans garbanzo beans (chickpeas) kidney beans lentils lima beans (mature) navy beans pinto beans soy beans split peas white beans 	<p>Starchy vegetables</p> <ul style="list-style-type: none"> corn green peas lima beans (green) potatoes <p>Other vegetables</p> <ul style="list-style-type: none"> artichokes asparagus bean sprouts beets Brussels sprouts cabbage cauliflower celery cucumbers green beans green or red peppers iceberg (head) lettuce mushrooms onions parsnips tomatoes tomato juice vegetable juice turnips wax beans zucchini

MILK, YOGURT & CHEESE	
Some commonly eaten choices in the milk, yogurt, and cheese group are:	
<p>Milk</p> <ul style="list-style-type: none"> All fluid milk: <ul style="list-style-type: none"> fat-free (skim) low fat (1%) reduced fat (2%) whole milk flavored milks: <ul style="list-style-type: none"> chocolate strawberry lactose reduced milks lactose free milks <p>Milk-based desserts</p> <ul style="list-style-type: none"> Puddings made with milk ice milk frozen yogurt ice cream 	<p>Cheese</p> <ul style="list-style-type: none"> Hard natural cheeses: <ul style="list-style-type: none"> cheddar mozzarella Swiss parmesan soft cheeses: <ul style="list-style-type: none"> ricotta cottage cheese processed cheeses <p>Yogurt</p> <ul style="list-style-type: none"> All yogurt Fat-free low fat reduced fat whole milk yogurt



SAMPLES FROM THE FOOD GROUPS

(PAGE #3)

MEATS		
Some commonly eaten choices in the Meat group are:		
<p>Meats</p> <p><i>Lean cuts of:</i> beef ham lamb pork veal</p> <p><i>Game meats:</i> Bison(buffalo) rabbit venison(deer meat)</p> <p><i>Lean ground meats:</i> beef pork lamb</p> <p><i>Lean luncheon meats</i></p> <p><i>Organ meats:</i> liver giblets</p>	<p>Fish</p> <p><i>Finfish such as:</i> catfish cod haddock halibut herring mackerel pollock porgy salmon sea bass swordfish trout tuna</p> <p><i>Shellfish such as:</i> clams crab crayfish lobster mussels</p>	<p>octopus oysters scallops squid (calamari) shrimp</p> <p><i>Canned fish such as:</i> anchovies clams tuna sardines</p> <p>Poultry chicken duck goose turkey ground chicken and turkey</p> <p>Eggs chicken eggs duck eggs</p>

OILS	
Oils are fats that are liquid at room temperature. Some common oils are:	
<p>canola oil corn oil cottonseed oil olive oil safflower oil soybean oil sunflower oil</p>	<p>A number of foods are naturally high in oils, like: nuts olives some fish avocados</p>

BEANS & NUTS		
Some commonly eaten choices in the Meat and Beans group are:		
<p>Dry beans and peas: black beans black-eyed peas chickpeas (garbanzo beans) falafel kidney beans lentils lima beans (mature) navy beans pinto beans</p>	<p>soy beans split peas white beans</p> <p><i>bean burgers:</i> garden burgers veggie burgers</p> <p>Seeds pumpkin seeds sesame seeds sunflower seeds</p>	<p>Nuts almonds cashews hazelnuts (filberts) mixed nuts peanuts peanut butter pecans pistachios walnuts</p>



MY MENU

In the table below, write down the food you will prepare for each meal. Place each food in the row which represents its food group. Note: You may not have an example from each food group for every meal.

	Breakfast	Lunch	Dinner
Grains			
Fruits			
Vegetables			
Milk Products			
Meat & Beans			
Oils			



FOOD STORAGE (PAGE #1)

Butter, Oil, Nuts, Seeds, Pips	Oil is stored in a dark place at constant temperatures, best in the door of the refrigerator. It stays clear and fluid if a bit of salt is added to the bottle.
Milk and Milk products	Milk. Once opened, store in the refrigerator. Yogurt is stored in the refrigerator. Cheese should be stored at a temperature of 12 to 16 °C. In the refrigerator cheese has to be stored airtight to prevent drying out.
Meat	<p>After buying meat it has to be kept in a cool place. Ideal temperatures are 2 to 4 °C. The meat will stay fresh for two days.</p> <p>Thawing meat is best in the refrigerator, as the thawing process will be most constant. When thawing meat at room temperature there is the danger that the outer layer will thaw and become spoiled before the rest of the meat thaws.</p> <p>If you thaw meat in water, keep it cold and continually pour out the old water and add fresh cold water to prevent bacteria from growing.</p> <p>Note: Thawed meat may not be frozen again!</p> <p>Ham or cold meat cut in slices should be stored in the refrigerator in grease-proof paper or plastic film, but not in aluminum foil. Remove the ham or cold meat briefly before served so it will regain its original aroma.</p> <p>Sausages stored in plastic containers or plastic foil sweats less if you add two noodles. Sausage does not dry up so fast if the cut surface is covered with plastic foil or brushed with margarine, fat or butter.</p>
Poultry	Poultry should be cooled and well covered in the refrigerator immediately after buying. Frozen poultry should be thawed slowly, best in the refrigerator in a closed container with a sieve for the thawing water to drip of. Then wash off the poultry in warm (not hot) water and cook the meat quickly.
Eggs	Eggs are kept well for 28 days after they have been laid. Store in the refrigerator with the blunt side up for the yolk to stay in the center of the egg. (Note: There is no difference in quality between brown and white eggs!)
Fish	<p>When buying a whole fish pay attention that the fish has clear, shiny and hard/firm, slightly bulging eyes. The flakes should lie firmly together and the kill should be fiery red.</p> <p>Note: Buy only the fish that is lying in the ice, not on top of other fish.</p> <p>If a living fish swims on the side or on the back, the fish is either injured or sick. On warmer days and on a longer way home fish should be transported in a cool box. In a container filled with water fish must sink to the bottom; if the fish swims on the top, it is spoiled.</p> <p>Frozen fresh fish should be thawed in the refrigerator.</p>



FOOD STORAGE (PAGE #2)

Bread, Grains	Store bread in a plastic bag with very little holes for the bread to “breath”. Flour should be stored in an air tight container.
Fruits	Fruits are stored in a cool, dark and dry place, separately from vegetables, for fruit absorb foreign smells easily. Stored on straw fruits last longer.
Vegetables	<p>Fresh vegetables have a strong color, are hard and crisp. If the leaves have already been removed, the vegetables are probably not Completely fresh. Buy only the amount you will need for one meal. If you will have to store it for a short while, wrap it in kitchen paper and place it in the vegetable-compartment of your refrigerator.</p> <p>Don't wash or cut vegetables until you use them.</p> <p>You get the most vitamins from vegetables if you eat the vegetables right after preparing them.</p> <p>If you want to store cooked vegetables, don't cover them while they are cooling.</p> <p>Fresh herbs as chives, parsley and dill can be chopped up and stored in an air-tight bag in the freezer. These can be added frozen to the meal you are cooking.</p> <p>Herbs can also be wrapped into moist aluminum foil and stored in the vegetable drawer of the refrigerator.</p> <p>Herbs stay fresh for about 2 days, standing in a glass of water or in the refrigerator.</p> <p>Tomatoes should be eaten within a week. Ideally, they are stored at 10° C, not in the refrigerator, but in the basement. Don't store together with other vegetables, because the acid in the tomato mixed with other vegetables will increase spoilage.</p>
Drinks	<p>The aroma is conserved if coffee is stored in the closed packet in the freezer. Vacuum-packed coffee can be stored for over a year outside the freezer.</p> <p>Once opened coffee quickly loses its aroma through moisture, light and oxygen. Store coffee in an airtight container preferably in the refrigerator.</p>
Canned Food	Cans should be washed with hot water or with a damp cloth before opening. After opening the cans have to be emptied, as the content absorbs the metal taste and spoils faster.
Salt	Salt does not go lumpy if you add some grains of rice in the salt-sprinkler. In the storage glass you can add some blotting paper for salt not to go lumpy.

MEAL PLANNING AND FOOD STORAGE

ACTION PLAN

Your Action Plan will be to make a menu for an entire week. You need to use the handout, *Sample Foods*, to make sure you include foods from every food group. The menu is to be foods you would eat and that would be reasonable in cost. Refer back to the previous lesson in Module 4 on nutrition if needed for guidance.

	Breakfast	Lunch	Dinner
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

TRAINER'S KEY TO 10 MISTAKES MADE IN NUTRITION

No.	Example of the unwise eating habit	Mistakes made in nutrition	Therefore
1	Margaret eats pancakes for breakfast, a burger and shake for lunch and orders pizza for dinner every day.	<i>Margaret does not get enough variety in her diet and relies on carry out.</i>	<ul style="list-style-type: none"> Care about variety while planning your menu. Plan and cook meals yourself.
2	The buffet at a wedding celebration offers a wide variety of rich, sweet dishes. John thinks he should eat some of everything.	<i>John is eating too many unnecessary sweets.</i>	<ul style="list-style-type: none"> Pay attention to extra fats, especially in milk products, cakes, pastries and confectioneries. Limit fats used for baking or frying.
3	Whenever he sits down to eat, Bryan automatically sprinkles salt on his food.	<i>Bryan probably uses too much salt.</i>	<ul style="list-style-type: none"> Use less salt. Use iodine salt. Pay attention to salt in foods such as sausages, cheese, etc. Try herbs and spices instead of salt.
4	Even though Adriana eats nutritious meals, she always follows each meal with a large sweet dessert such as ice cream.	<i>Unless she is a vigorous exerciser, Adriana is probably eating too many sweets.</i>	<ul style="list-style-type: none"> Don't eat too many sweets between or with meals. Limit the sweets you eat . Refrain from making or buying sweet foods and save them for special occasions.
5	Melanie eats a lot of grains. She always chooses white bread, white rice, and white flour noodles.	<i>Melanie eats too many processed grains instead of whole grains.</i>	<ul style="list-style-type: none"> Use brown rice and whole wheat pastas. Buy whole wheat bread on a regular basis and avoid eating white bread
6	Tony is a meat and potatoes man. Virtually all of his meals consist of some form of these two things and nothing else.	<i>Tony does not get enough variety in his diet. He is eating only animal protein and starch, while neglecting the other food groups.</i>	<ul style="list-style-type: none"> Eat more fruit. Eat more vegetables. Eat a variety of healthy grains.

TRAINER'S KEY TO 10 MISTAKES MADE IN NUTRITION (CONTINUED)

No.	Example of the unwise eating habit	Mistakes made in nutrition	Therefore
7	Joel loves meat, never eats fish or beans and doesn't know that whole wheat products have vital proteins.	<i>Joel probably consumes too much animal protein and not enough of other food groups.</i>	<ul style="list-style-type: none"> • Don't eat so much meat, sausages and eggs. • Eat more fish • Plan to eat proteins from whole wheat products, beans, etc.
8	Sandra drinks only soda.	<i>Sandra does not drink enough water, fruit juices and other healthy beverages. She probably consumes too much sugar.</i>	<ul style="list-style-type: none"> • Drink more water, fruit juices and milk. • Know that 12 ounces of soda contains about 8 tablespoons of sugar.
9	Steven doesn't eat breakfast, usually skips lunch and eats a lot for dinner.	<i>Steven does not plan and eat regular meals causing him to eat too much at one time</i>	<ul style="list-style-type: none"> • Plan well-balanced, nutritious meals spread over the day. (This keeps you going and reduces low performances).
10	Ruby uses almost a quart (32 ounces, 1 liter) of oil per week to fry her potatoes every evening.	<i>Ruby eats way too many fried potatoes.</i>	<ul style="list-style-type: none"> • Cook with a little fluid and less fat or butter. • Practice baking or broiling food

TRAINER'S KEY TO HANDOUT: EATING HABITS RATING

Be aware that the participants' answers can be different and accept those that are justified by sound reasoning.

	Breakfast	Lunch	Dinner	Snacks
Jasmine	+	--	-	-
Marianne	--	0	-	--
André	--	0	-	++
Dylan	0	0	0	--
Martin	+	0	--	--
Janice	+	+	+	++
Michael	+	0	+	++
Ernest	++	-	-	--
My name				

LESSON 2

MEAL PREPARATION

Total Time: AT LEAST 1.5 hours, 90 minutes

Special Materials Needed for this Lesson

Small Prizes (nutritious snacks); Utensils, Ingredients and Facility for Preparing a Meal

Trainer Note: *This lesson may take longer than 90 minutes because it includes instruction for preparing a meal together with the class. Prior to conducting this lesson arrangements should be made to select an appropriate recipe and secure a kitchen venue. In addition to this, you should be familiar enough with the recipe and facility to allow class members to participate.*

Competencies for Module 7: Homemaking

- Participants will know and understand how to plan a meal.
- Participants will know and understand how to prepare a meal.
- Participants will know and understand how to keep the kitchen clean and sanitary.
- Participants will know and understand proper food storage
- Participants will know and understand how to wash, dry, iron and keep clothes
- Participants will know and understand that different fabrics need different care
- Participants will know and understand how to clean the bathroom and other rooms in the home
- Participants will know and understand cleaning agents and cleaning tools needed for cleaning
- Participants will know and understand hospitality in the home

A. Welcome and Introduction

Time: 10 minutes

Welcome

Welcome the class back to their second lesson in the Homemaking module. Review their Action Plan from the previous lesson by asking for two or three volunteers to share their menus for one day. Provide constructive criticism and/or invite constructive feedback from other members of the class. Answer questions that arise from this discussion and then proceed to introduce today's lesson.

Introduction

Introduce this lesson by asking the following or similar question:

- After you have your meals planned and your shopping completed, what's next?

The answer you want to receive is: you have to prepare the meals.

When you have received this answer, explain that in today's lesson, we are going to look at meal preparation in three steps:

1. Kitchen Hygiene
2. Preparing a meal
3. Cleaning after a meal

B. Lecturette: Kitchen Hygiene

Time: 10minutes

What's so important about cleaning?

Kitchen hygiene involves making sure that both you and your kitchen are clean before preparing your meal.

First, let's consider why cleanliness is so important. One of the obvious reasons we need to clean us to do remove dirt. Most dirt can be seen and we remove it to make things look better. We remove it from our food because we know it can cause food to taste bad.

Another reason we need to clean is to remove germs. Germs are microorganisms, the smallest living creatures, and cannot be seen without a microscope. They live everywhere, even on our bodies. Did you know there can be approximately 1000 germs per square inch on your skin? Many germs are airborne and can settle on the surfaces in our houses. They also naturally exist on and live within food products. Many of these germs can cause common disease, food to spoil or cause food poisoning if they are ingested.

Properly cleaning ourselves, our cooking environment, and our food products is the single most important, and the easiest way to prevent these problems.

Personal Hygiene

Personal hygiene in the kitchen is very important when working with food. If you follow some simple techniques for personal hygiene, germs are less likely to pass to the food.

- Tie your hair back so that it does not get in the food or your eyes while cooking.
- Put on a clean apron to protect your clothes and also the food.
- Take off any rings or bracelets you are wearing. This keeps food from getting trapped in them and spreading germs, plus it protects you from getting rings or bracelets caught causing harm to yourself.
- Wash your hands thoroughly with soap and warm water for at least two minutes. Be sure to scrub in between your fingers and clean your finger nails. When we wash our hands with warm water and neutral or slightly acidic soap, the amount of germs is reduced by about 90% - that's normally enough to neutralize contact germs.
- After washing your hands, dry them with a clean towel, bandaging any open sores.

Cleaning Kitchen Surfaces


Now that you have prepared yourself, you can clean your kitchen services. This

includes the counter, stove and table tops.

- Begin by washing all the surfaces using a clean cloth with warm water and a cleaning agent.
- Rinse the surfaces with warm clear water.
- Dry the surfaces with a clean towel.
- Wash and rinse the least dirty surfaces first, saving the dirtiest surface for last.
- When done with the towels, wash them with hot water and soap, rinse and hang to dry. This will keep germs from growing on the towels.
- It is a good idea to keep your cleaning cloths separate from those used for drying dishes.

C. Practice Activity: Kitchen Hygiene

Time: 10 minutes

 Refer to Handout: *Hygiene in the Kitchen*.

Set up & Instructions

Divide the class into groups of 3-4 youth per group. Ask the youth to answer the seven questions on the worksheet. This activity will be a competition and the first group finished with the answers correct wins a small prize.

Trainer Note: *You can have small stickers, pieces or candy or other small prize available.*

Trainer's key to *Hygiene in the Kitchen*

We care about Hygiene, therefore...

1. We tie together long hair.
2. We wash our hands before and during cooking
3. An apron protects our clothes and the food.
4. We taste food with a separate spoon.
5. We clean cuts and put clean bandages on them. (Perhaps we wear disposable gloves.)
6. Kitchen surfaces that need to be cleaned include stove, counters, and tabletops.
7. Cleanliness at our work-place is very important for preventing the spread of germs.

Process Activity

Go over the handout and make sure everyone fills in the correct answers. Ask for questions and be prepared to explain why each of these questions is important in Kitchen Hygiene.

Bridge to Food Preparation

After the steps of Kitchen Hygiene have been accomplished, we are ready to begin the next step in the process: Food Preparation.

D: Lecturette: Preparing Your Meal

Time: 10 minutes

Now it's time for you to prepare your meal. Where to begin? The first important step is to believe that you can do it. Even if you have never cooked before, everyone begins somewhere.

Next, you need some ideas for your meal such as recipes and instructions for different meals. One of the best ways to do this is to ask for recipes from friends, neighbors and other people you know. Ask them to give you step by step instructions on how to make the food. This would include telling you what utensils, pots, pans or bowls to use and what temperature to put the food on. You will also need to know if it is cooked on the stove or in the oven.

In addition to recipe from friends, many boxed, canned or frozen foods have the instructions on packages. Read them and follow each step in preparing food. You can also purchase a recipe book that gives step by step cooking instructions.

Finally, you will need some basic guidelines to learn your way around the kitchen. Here are a few tips to get you started.

 Refer to Handout: *Tips for a Successful Meal*

- Wash your hands and the counters thoroughly throughout the preparation process.
- Wash separately the food items you are going to use for your meal. Use a cutting board to cut up food instead of the counter. This will keep things more sanitary. Clean cutting board between uses.
- It is best to start with the fruits and vegetables and set them aside in separate containers. Prepare your meat, fish and poultry last by washing it and cutting it up if needed. When washing meat, pat dry with paper towels if available.
- Remove some of the access fat from meats to make it more lean.
- Remember that bruised or wilted vegetables are signs of spoilage and should not be used.
- Wash your hands and the counters thoroughly throughout the preparation process and especially after handling meat, fish or poultry. Fish and Poultry, if not handled properly carry salmonella which causes food poisoning that is why cleaning your surface area after preparing these foods is extremely important.
- Keep several wooden spoons handy to use as needed. Never use the same spoon to taste the food that you are stirring or mixing the food with.
- Food thermometers monitor the internal temperature of food. This is a handy device to use when first learning how to cook. There are recommended temperatures that food should be reach during the cooking process. You can easily check the internal temperature by using a food thermometer. Food thermometers can be purchased at the market.
- Food can spoil very quickly, so it is important to keep food refrigerated until you begin preparing it.
- Meats, poultry and fish should be cooked thoroughly. The poultry should not have any pink inside and fish should be flaky and not running with juices.
- Cook meat, poultry and seafood at lower temperatures by braising, stewing,

steaming or roasting at lower temperatures more often. Hamburger, for example, is safe at 160°F (71°C).

- Leftovers should be reheated to a temperature of at least 165°F (74°C).
- If you boil soups and sauces for several minutes you will ensure it has reached a safe level to eat.

E. Practice Activity: Preparing a Meal

Time: depends entirely upon the recipe, venue and demonstration

Trainer Note: This part of the lesson is best taught by a hands-on demonstration. This can be done in a variety of ways.

1. If you have a kitchen available and the resources, you could do this part of the lesson in the kitchen, walking them through the process.
2. Another idea is to arrange with the cooking staff at the orphanage ahead of time to allow the youth to be involved with cooking a meal. It would be important to go over the lesson with the staff ahead of time to ensure they follow all the precautionary measures for cooking. You would not want the youth to criticize the staff as this would take away from the experience.
3. You could set time aside and actually make the meal with the youth, demonstrating each step and allowing them to help.
4. Perhaps there is a church close that has a kitchen and would allow you to use it to make a meal.

☞ Refer to Handout: *Chicken & Rice Meal*

Let's get started with a menu of Baked Chicken, Rice, Tomatoes and a Banana found on your worksheet. You will need the following items:

Food Items	Utensils and other items
Whole Chicken or chicken parts	Large oven proof baking dish
1 cup or 236 ml of rice	Medium size pot with a lid
One tomato	Serving Platter
Desired herbs, spices, salt and pepper	Fork, Spoons, knife
1 Tablespoon Olive oil	Cutting Board
One Banana	Medium bowl
	Clean cloth

Preheat oven to 190°C.

Tomato: Wash and slice the tomato using a clean cutting board and knife. Place on a plate and cover it with a cloth to keep flies, gnats or other insects from getting to the food. Wash the knife and cutting board.

Chicken: Remove the chicken from the refrigerator. Cut the chicken into pieces. Place each piece on a plate and pat dry with a paper towel. Sprinkle the parts with oil and seasoning on both sides. Put the chicken in a baking dish and place the dish in

the preheated oven on the bottom rack. Wash your hands, the cutting board and the knife.

After 30 minutes, remove the chicken from the oven. Flip over each piece of chicken and return it to the oven for approximately 30 more minutes. The chicken is completely cooked when there is no pink color. Be sure to check the largest pieces near the bone. When you remove the chicken, *be sure to turn the oven off.*

Rice: When there is approximately 30 minutes left until your chicken is finished fill a medium pot that has a lid with 2 cups of water. Bring the water to boiling and add one cup of rice and a little salt. When the rice starts boiling again, cover the pot with the lid and turn the temperature down to low so the water remains boiling very gently. Allow the rice to simmer for about 14 minutes. Remove from the burner and set it aside with a lid on for another 10 minutes. *Be sure to turn the burner off.*

Once your chicken and rice are finished, add them to your plate and cover them.

Banana: Peel your banana, slice it to look nice and add it to your plate. There it is! A nutritious, well-balanced meal! I told you cooking would be fun and delicious!

F. Lecturette: Cleaning after the Meal

Time: 15 minutes

Cleaning up after the meal is often not a person's favorite thing to do. You have a full stomach and just want to sit and relax a little while. But wait, you have the table, a sink full of dirty dishes and counters to clean. Take a deep breath, washing dishes and cleaning up does not really take that long and it can feel very satisfying when you are done, so roll up your sleeves and let's begin the cleaning up process.


During Meal Preparation

A lot of after-meal can be saved by cleaning as you go during meal preparation. Utensils such as knives, measuring cups, mixing bowls and cutting boards can be cleaned after use if there is time while the food is cooking.

After eating

- Put leftovers in a bowl or a plastic container and cover them. Set them on the counter to cool and then put them in the refrigerator. While your food is cooling, you can begin washing your dishes.
- Remove dishes from the table, scrape any scraps of food into the garbage and place them on the counter next to the sink.
- Wash the table with a cloth with warm soapy water, then rinse the cloth and wipe the table again.

Washing Dishes by Hand

 Refer to Handouts: *Washing Dishes*

In order to clean your dishes effectively and efficiently there are a number of guidelines to follow.

- If you have only one sink place a small amount on liquid soap on the wet sponge, run the hot water, washing and rinsing one item of the time. Be economical with washing-up liquid.
- If you have two sinks prepare one sink with hot soapy water for washing the dishes and the second - with clean hot water for rinsing. For safety reasons

don't place sharp objects into the sink with water but wash them one at a time. Change the water several times, if you have many or very dirty dishes.

- Place clean dishes on the drying rack.
- First take your pans and pots, fill them with warm soapy water and let them soak while you are washing the rest of the dishes
- Wash dishes and cutlery from the cleanest to the dirtiest and from the most breakable to unbreakable items. Don't leave wooden utensils soak in the water - this will dry out the wood.
- Wash forks, spoons, knives and other cutlery.
- Last empty the water used to soak the pots and pans and scrub them thoroughly.

Sequence of Washing Dishes

Wash from the cleanest to the dirtiest and from the most breakable to unbreakable items.

- Glasses and glassware
- Cups
- Plates (used at the table)
- Bowls (used for serving the food)
- Cutlery
- Cooking utensils
- Pots and pans.

After Washing the Dishes

- Carefully rinse out dishcloth, dish brush and dish sponge and hang them up to dry.
- Clean all surfaces with soapy warm water, dry all surfaces.
- Check the trash can and make sure it is not overflowing with food and garbage. To keep down odors and insects the garbage should be removed daily. If you can recycle paper/cardboard, glass or plastic (that means not to throw it into a regular garbage but return it to a relevant collection point)
- To keep your towels and cloths clean, change them when they are dirty or at least once a week.
- Disinfect everything once a week with warm water mixed with baking soda or bleach in a ratio 10 parts of water to 1 part of chemical. For example, tea cups or coffee cups get stains in them and can be cleaned using this solution.

Washing Dishes with a Dishwasher

 Refer to Handout: *Washing Dishes with a Dishwasher* ¹

If you are fortunate enough to have a dishwasher, washing dishes is obviously an easier task. However, there are some basic guidelines you should follow to make sure your dishwasher does its job well.

Loading Basics

¹ From Good Housekeeping Dishwasher Tips and Tricks by Caroline Forte.
[Http://www.goodhousekeeping.com/product-testing/revi-if-he-ews-tests/appliances-electronics/dishwasher-tips-0306](http://www.goodhousekeeping.com/product-testing/revi-if-he-ews-tests/appliances-electronics/dishwasher-tips-0306)

- Pre-rinse dishes if they're going to sit in the machine all day. But if you're running a cycle right away, just scrape off the food and leave it at that.
- Secure all plastics. If you don't, blasts of water may cause these pieces to flip over, fall onto the heating element and melt.
- Never stack items. The water spray won't be able to reach (or clean) the dish that's on top.

Bottom Rack

- Load plates and bowls so that the dirty side faces the water spray. Pots, pans and casseroles should angle down for the best cleaning results.
- Watch out for utensils with long, thin handles. They might slip through the rack and prevent the spray arm from spinning freely.
- Tuck flat pans and platters along the sides and back of the rack. Never place them in front, by the door -- they'll keep the detergent from reaching the dishes. (Tip: For extra side space, move your flatware basket to the center if possible.)
- Make sure the forks and spoons don't nest together. Place some handles up and others down so that all surfaces get washed.
- Always separate your stainless steel and silver (or silver-plated) flatware. If the two types touch in the wash, a reaction may occur and the silver could pit.

Top Rack

- Place glasses and mugs between the tines -- never on top. The tip of the prong can leave a water spot.
- Angle cups as much as the rack design will keep water from pooling on the base of the upside-down cups. Still got puddles? Unload the bottom rack first to avoid the drip-down.
- Arrange [glass items] carefully. To help prevent breakage, don't let them bump against one another or the top of the dishwasher.

G. Practice Activity: Identifying Kitchen Problems

Time: 10 minutes

 Refer to Handout: *Kitchen Clutter*

Set up

Divide the class into groups of 3-4 members each. Ask them to identify at least 10 things that are wrong in this picture. Award a small prize (nutritious snack) to all the members of the group which finishes first.

In turn, asked one member from each group to name one of the items they identify as being wrong in the picture. Each response must be different. Continue from group to group, having different members of each group respond, until all the groups' ideas have been named.

Summarize Activity

Summarize this activity by explaining how silly it seems to see ALL these things wrong in one kitchen. However, it is not unusual to have one or two (or even more) wrong in our own kitchens. So, while it is fun to laugh at this illustration, it is important to safeguard against making these mistakes.

H. Action Plan and Closing

Time: 5 minutes

Action Plan

☰ Refer to Action Plan: *New Recipe*

Instruct the class to complete their Action Plan by asking a friend, family member, teacher, or someone else they know for a new recipe. Be sure this recipe includes all of the following:

- Food Items Needed (Ingredients)
- Utensils Needed
- Cooking Temperature
- Cooking Time
- Instructions

Closing

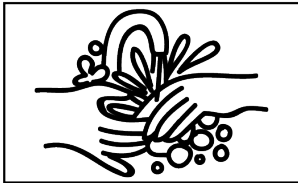
Encourage everyone to have fun this week discussing recipes with their classmates and to return with their completed Action Plan.



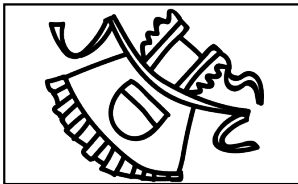
HYGIENE IN THE KITCHEN



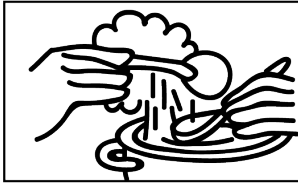
We _____ together long hair.



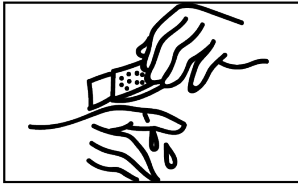
We _____ our hands before and during cooking.



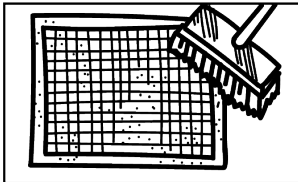
An apron _____ our clothes and the food.



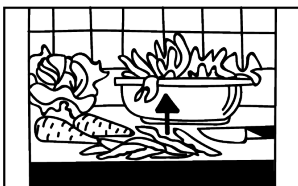
We _____ food with a separate spoon.



We clean cuts and we _____ them (Perhaps we wear disposable gloves)



Kitchen surfaces that need to be cleaned include _____, _____, and _____.



_____ at our work-place is very important for preventing the spread of germs.



TIPS FOR A SUCCESSFUL MEAL

- Wash your hands and the counters thoroughly throughout the preparation process.
- Wash and cut the vegetables and fruits and set them aside in separate containers. Use the cutting board instead of the counter and clean it between each use. Remember that bruised or wilted vegetables are signs of spoilage.
- Prepare your meat by washing it and cutting it up if needed. Make sure you clean thoroughly the cutting board and counter after handling meat, fish or poultry. These if not handled properly can carry salmonella which causes food poisoning. Removing some of the excess fat from meats to make it leaner in cooking.
- Keep several cooking spoons at hand. Never use the same spoon to taste the food that you are stirring or mixing the food with.
- Food can spoil very quickly, so it is important to keep food refrigerated until you begin preparing it.
- Meats, poultry and fish should be cooked thoroughly. The poultry should not have any pink inside and fish should be flaky and not running with juices.
- Leftovers should be reheated at a boiling temperature for several minutes. Stir once in a while during reheating to make sure that everything is evenly hot. Reheat leftover only once. Mushrooms once cooked can't be reheated again.
- The thick meals have a tendency to stick to the bottom of the pan. Make sure you stir it or add some water.



CHICKEN AND RICE MEAL

Food Items	Utensils and other items
Whole Chicken or chicken parts	Large oven proof baking dish
1 cup or 236 ml of rice	Medium size pot with a lid
One tomato	Serving Platter
Desired herbs, spices, salt and pepper	Fork, Spoons, knife
1 Tablespoon Olive oil	Cutting Board
One Banana	Medium bowl
	Clean cloth

Preheat oven to 190°C.

Tomato: Wash and slice the tomato using a clean cutting board and knife. Place on a plate and cover it with a cloth to keep flies, gnats or other insects from getting to the food. Wash the knife and cutting board.

Chicken: Remove the chicken from the refrigerator. Cut the chicken into pieces. Place each piece on a plate and pat dry with a paper towel. Sprinkle the parts with oil and seasoning on both sides. Put the chicken in a baking dish and place the dish in the preheated oven on the bottom rack. Wash your hands, the cutting board and the knife.

After 30 minutes, remove the chicken from the oven. Flip over each piece of chicken and return it to the oven for approximately 30 more minutes. The chicken is completely cooked when there is no pink color. Be sure to check the largest pieces near the bone. When you remove the chicken, *be sure to turn the oven off.*

Rice: When there is approximately 30 minutes left until your chicken is finished fill a medium pot that has a lid with 2 cups of water. Bring the water to boiling and add one cup of rice and a little salt. When the rice starts boiling again, cover the pot with the lid and turn the temperature down to low so the water remains boiling very gently. Allow the rice to simmer for about 14 minutes. Remove from the burner and set it aside with a lid on for another 10 minutes. *Be sure to turn the burner off.*

Once your chicken and rice are finished, add them to your plate and cover them.

Banana: Peel your banana, slice it to look nice and add it to your plate. There it is! A nutritious, well-balanced meal! I told you cooking would be fun and delicious!

There it is! A nutritious, well-balanced meal!



WASHING DISHES BY HAND

Guidelines for effective and efficient cleaning of dishes

- First take your pans and pots, fill them with warm soapy water and let them soak while you are washing the rest of the dishes
- If you have only one sink place a small amount on liquid soap on the wet sponge, run the hot water, washing and rinsing one item of the time. Be economical with washing-up liquid.
- If you have two sinks prepare one sink with hot soapy water for washing the dishes and the second - with clean hot water for rinsing. For safety reasons don't place sharp objects into the sink with water but wash them one at a time. Change the water several times, if you have many or very dirty dishes.
- Place clean dishes on the drying rack.
- Wash dishes and cutlery from the cleanest to the dirtiest and from the most breakable to unbreakable items. Don't leave wooden utensils soak in the water - this will dry out the wood.
- Wash forks, spoons, knives and other cutlery.
- Last empty the water used to soak the pots and pans and scrub them thoroughly.

Sequence of Washing Dishes

Wash from the cleanest to the dirtiest and from the most breakable to unbreakable.

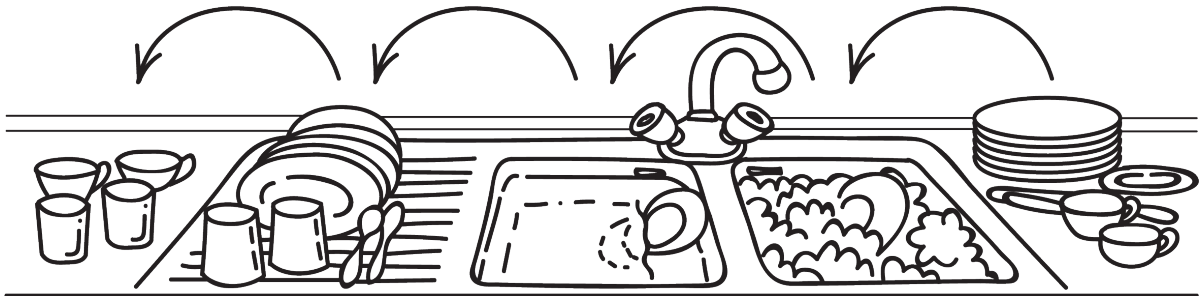
- Glasses and glassware
- Cups
- Plates (used at the table)
- Bowls (used for serving the food)
- Cutlery
- Cooking utensils
- Pots and pans.

After Washing the Dishes

- Carefully rinse out dishcloth, dish brush and dish sponge and hang them up to dry.
- Clean all surfaces with soapy warm water, dry all surfaces.
- Check the trash can and make sure it is not overflowing with food and garbage. To keep down odors and insects the garbage should be removed daily. If you can recycle paper/cardboard, glass or plastic (that means not to throw it into a regular garbage but return it to a relevant collection point)
- To keep your towels and cloths clean, change them when they are dirty or at least once a week.
- Disinfect everything once a week with warm water mixed with baking soda or bleach in a ratio 10 parts of water to 1 part of chemical. For example, tea cups or coffee cups get stains in them and can be cleaned using this solution.



WASHING DISHES



This illustration depicts the proper technique for washing dishes. Using the illustration put the following points into a right order starting from the right to left:

- _____ sink filled with clear hot water to rinse the dishes
- _____ area for dirty dishes
- _____ area for dry dishes
- _____ area to let dry wet dishes
- _____ sink filled with hot soapy water for washing the dishes

Arrange the Sequence of washing dishes:

- ___ Plates (used at the table)
- ___ Cups
- ___ Pots and pans
- ___ Bowls (used for serving the food)
- ___ Glasses and glassware
- ___ Cutlery:
- ___ Cooking utensils



WASHING DISHES WITH A DISHWASHER²

Loading Basics

- Pre-rinse dishes if they're going to sit in the machine all day. But if you're running a cycle right away, just scrape off the food and leave it at that.
- Secure all plastics. If you don't, blasts of water may cause these pieces to flip over, fall onto the heating element and melt.
- Never stack items. The water spray won't be able to reach (or clean) the dish that's on top.

Bottom Rack

- Load plates and bowls so that the dirty side faces the water spray. Pots, pans and casseroles should angle down for the best cleaning results.
- Watch out for utensils with long, thin handles. They might slip through the rack and prevent the spray arm from spinning freely.
- Tuck flat pans and platters along the sides and back of the rack. Never place them in front, by the door -- they'll keep the detergent from reaching the dishes.
- Make sure the forks and spoons don't nest together. Place some handles up and others down so that all surfaces get washed.
- Always separate your stainless steel and silver (or silver-plated) flatware. If the two types touch in the wash, a reaction may occur, and the silver could pit.

Top Rack

- Place glasses and mugs between the tines -- never on top. The tip of the prong can leave a water spot.
- Angle cups as much as the rack design will allow to keep water from pooling on the base of the upside-down cups. Still got puddles? Unload the bottom rack first to avoid the drip-down.
- Arrange [glass items] carefully. To help prevent breakage, don't let them bump against one another or the top of the dishwasher.

² From Good Housekeeping Dishwasher Tips and Tricks by Caroline Forte.
[Http://www.goodhousekeeping.com/product-testing/revi-if-he-ews-tests/appliances-electronics/dishwasher-tips-0306](http://www.goodhousekeeping.com/product-testing/revi-if-he-ews-tests/appliances-electronics/dishwasher-tips-0306)



KITCHEN CLUTTER

Identify at least 10 things wrong with this kitchen by drawing a circle or placing a check mark on the area that is in trouble. You have 5 minutes.



MEAL PREPARATION

ACTION PLAN

NEW RECIPE

Ask a friend, family member, teacher, or someone else you know for a new recipe. Complete the areas below for this new recipe.

Recipe: _____

Given by: _____

Serves: _____ Preparation time: _____

Ingredients needed:

Utensils needed:

Instructions:

Cooking Temperature: _____

Cooking Time Needed: _____

LESSON 3

MY HOME IS MY CASTLE (CLEANING YOUR HOUSE)

Total Time: 1.5 hours, 90 minutes

Special Materials Needed for this Lesson

AS MANY DIFFERENT CLEANING PRODUCTS AND CLEANING TOOLS AS POSSIBLE, Cleaning Illustrations

Competencies for Module 7: Homemaking

- Participants will know and understand how to plan a meal.
- Participants will know and understand how to prepare a meal.
- Participants will know and understand how to keep the kitchen clean and sanitary.
- Participants will know and understand proper food storage.
- Participants will know and understand how to wash, dry, iron and keep clothes.
- Participants will know and understand that different fabrics need different care.
- Participants will know and understand how to clean the bathroom and other rooms in the home.
- Participants will know and understand cleaning agents and tools needed for cleaning.
- Participants will know and understand hospitality in the home.

A. Welcome and Introduction

Time: 5 minutes

Welcome

Welcome the class back to another lesson on homemaking. Ask when volunteers to share their successes with their Action Plan from the previous week.

Introduction

Today's lesson will cover the following topics:

- A variety of tools and supplies used for cleaning, and
- An overview of how to clean the various rooms and surfaces of your home.

Explain that cleaning the house may or may not be their favorite pastime. Whatever their attitude towards housecleaning, it is often assumed that people would rather do practically anything else, than spend their precious leisure time cleaning. Cleaning is an important part of maintaining your living space. It can be a positive experience if it is approached with the right attitude. This lesson suggests a weekly cleaning routine and does not include the daily upkeep that is required for every home.

B. Large Group Discussion: Preparation

Time: 10 minutes

Start by asking the youth to open the blueprint of their dream house (first lesson of this module). Ask the following questions:

- Which room would you start cleaning first and why?
- Which areas and/or items would be most difficult to clean and how would you clean them?

Take the answers from the group and post them on a large piece of paper or chalkboard. Continue the lecturette by acknowledging the great thoughts and ideas they have expressed. Ask them to keep these in mind to see how they compare to the techniques and tips presented in this lesson. Explain that as they gain more experience and become more familiar with housekeeping, they will find that they will develop some of their own great ideas for keeping their homes clean and tidy. The purpose of this lesson is to help them understand the importance of keeping their homes straightened up and to suggest developing a habit of making sure their homes get a thorough and complete cleaning at least once a week.

Getting Ready to Clean

Ask the class members to name the seven tips from the handout. As they do, write them down on a large display paper or chalkboard.

1. We tie together long hair.
2. We wash our hands before and during cooking
3. An apron protects our clothes and the food.
4. We taste food with a separate spoon.
5. We clean cuts and put clean bandages on them. (Perhaps we wear disposable gloves.)
6. Kitchen surfaces that need to be cleaned include stove, counters, and tabletops.
7. Cleanliness at our workplace is very important for preventing the spread of germs.

After all seven statements are listed, ask for volunteers to come to the front and circle the statements that would also be important to follow when cleaning your home.

The following four statements should be circled:

1. Tie your hair back
2. Wash hands
3. Put on an apron
5. Bandage any cuts on hands

Ask the class for other good ideas about preparing to clean your home. Accept appropriate answers and write them on a display paper or chalkboard. Include the following in your discussion:

- It is a good idea to remove rings and bracelets in order to prevent them from getting dirty or caught on something that could cause injury

- If there are several people living in one home, it may be beneficial for all to be involved in doing their part to clean. The saying, "Many hands make light work" is true also when it comes to cleaning. Cleaning as a team or group makes things go much faster and can be a lot of fun. But even if you are cleaning on your own, the experience can still be enjoyable.
- Develop the habit of cleaning your home thoroughly at least once a week. Developing this habit will prevent normal cleaning tasks from becoming overwhelmingly difficult.

C. Lecturette: Cleaning Tools, Products & Tips

Time: 10 minutes

There are several products and tools that are handy to have when cleaning. In order to be more efficient in cleaning, it is wise to gather all of the tools and products needed into one container. If all items are kept together in one area it makes it easy to find when needed. Place the items in a plastic bucket with a handle or a plastic storage box. The products can be taken to each room, saving time walking back and forth getting cleaning supplies. If you are cleaning in a team, make sure everyone has the needed cleaning supplies for his task.

Trainer Note: *Bring to the lesson as many examples of cleaning products and tools as possible. Empty containers of the products and pictures can be used. To make this an interactive lecture, you may display an item at a time and ask what the item might be used for in cleaning. Take answers and add additional information as necessary.*

Common Cleaning Tools

 Refer to Handout: *Cleaning Tools*


This is a list of common cleaning tools and their uses.

1. **Toothbrush.** This is the handiest brush for getting into tight places fast (like the area around faucet handles, tile grout, nooks and crannies on stovetops, light switches, etc.) You'll be amazed at how often a spot will not respond to wiping but will come right up when agitated with the brush and a cleaning agent. This is a useful cleaning tool.
2. **Scraper.** Scrapers are used to remove baked-on food, paint drops from glass, and other hard to remove dirt. A steel spatula with a plastic handle works well as a scraper or a regular knife (not sharp). Be careful not to scratch the surface itself.
3. **Feather duster.** Feather dusters are good to use when quick dusting is desired. It should not be used for heavy cleaning. However, when maintaining a basically clean home on a regular basis, moving a small amount of dust very quickly from one (higher) level to another (lower) level where most of it is vacuumed away is a decidedly good thing. And a good feather duster happens to do this better than anything else.
4. **Cleaning cloths.** The cheapest and easiest to use cleaning cloths are those made of 100% cotton. Table napkins or little towels are often cotton and make great cleaning cloths. These may be found at secondhand markets.

They can be washed in hot water with detergent and chlorine bleach to sanitize them. Other good alternatives might include paper towels or special microfiber cleaning cloths.

5. **Furniture polishing cloth.** Use this cloth ONLY for furniture polishing. Keep this cloth separate from other cloths when washing.
6. **Dustpan and brush.** Use it to clean the edges of carpets, especially on stairs, and for general brushing chores like cleaning between cushions on the couch
7. **Toilet brush.** Use brushes with stiff bristles to improve their scrubbing ability.
8. **Tile brush.** This large brush with stiff synthetic bristles is used to scrub the tile and grout in the shower. It is also used in the bathtub and the bathroom sink.
9. **Soft scrub pad/sponge.** They have a scrub pad on one side and a sponge on the other. Use this when a cloth isn't strong enough.
10. **Rough scrub pad/sponge.** This is similar to the soft scrub pad/sponge except its scrubbing is much stiffer. This should be used only for major scouring jobs such as the inside of the oven. It is highly abrasive and will scratch other surfaces.
11. **Mop.** A mop is used to clean floor areas without carpets such as linoleum and tile.
12. **Broom.** A broom can be used for non-carpeted floors. If you do not have a vacuum cleaner, it can even be used to remove dirt from carpeted areas.
13. **Whisk broom.** A whisk broom is very handy to get dirt from small, hard to reach areas.
14. **Rubber gloves.** Use relatively loose-fitting, heavy-duty gloves.
15. **Vacuum cleaner and attachments.** The vacuum cleaner is generally used for cleaning carpeted floors. The attachments and hose can be connected to the vacuum cleaner to clean the corners and edges of the room and to vacuum the furniture.
16. **Miscellaneous Items.** Spare vacuum bags, spare plastic bags for trash.

Cleaning Products

 Refer to Handout: *Cleaning Products*

The following is a list of common cleaning agents and their uses.

1. **All-purpose cleaner** (in a spray bottle). This cleaner is used for cleaning all surfaces like counters, stove, refrigerators, etc. It is not to be used on windows or wood furniture.
2. **Window cleaner** (in a spray bottle). This cleaner is used to clean mirrors, glass or TV screens.
3. **Toilet bowl cleaner.** This cleaner is used specifically for cleaning the toilet.
4. **Furniture polish.** Furniture polish is used on wood products.
5. **Powdered cleanser.** Powdered cleanser is used to clean inside tubs, sinks and toilets.

6. **Floor cleaner/polisher.** There are various products to use for wooden floors, tile floors and linoleum.
7. **Oven cleaner.** Oven cleaner is a powerful agent to be used only for ovens that are not self-cleaning.

D. Practice activity: Cleaning Products

Time 10 minutes

 Refer to Handout: *Surfaces and Cleaning Products*

Set up Activity

Divide the class into groups with three or four members each. Have them look around the classroom and list all the different surface areas they see. For each service area they list, list the appropriate cleaning product from the handout, *Cleaning Products*.

Reporting out

Have each group in turn name one surface area and the appropriate cleaning product. Ask other groups for a show of hands if they have that service and cleaning agent listed. Repeat from group to group until all service areas are exhausted.

Trainer Note: *Be prepared to kindly correct any mistakes by explaining the difference in the cleaning products. Explain that they may not initially have the proper cleaning tools and can start by using warm water and a little soap on most surfaces (not wood) to clean them. They can also use white vinegar mixed with water in a spray bottle and newspaper to clean mirrors, glass, stove tops, the outside of the refrigerator, etc.*

E. Lecturette: Cleaning Tips

Time 5 minutes

Now that you have an idea of the tools and supplies that will help you to keep your home clean, let's take a look at some ideas and techniques that you can use to clean your home and to cut down on the time it takes to do it.

 Refer to Handout: *Cleaning Tips*

There are several things that you should keep in mind before actually starting to clean. Let's take a look at some of these cleaning tips on your handout.

1. **Work from top to bottom.** This usually works best because dirt, dust and water will fall from a higher level to a lower one as you clean.
2. **Make every move count.** That means work around the room once, working from one side to the other. That also means that you must carry your equipment and supplies with you so you don't make extra trips back and forth across the room. Walk around the room once and you're done except for the floor.
3. **Wear working clothes or an apron.** Your clothes may get dirty and/or stained.
4. **Use the right tools.** The right tool for the right job will make things easier and get the job done quicker.
5. **Keep your tools in good shape.** Dull razors scratch, they don't clean. Replace

- broken tools. Replace brushes when the bristles are worn out.
6. **Don't keep working after it's clean.** Once you're done, stop! Don't start cleaning a certain area all over again because you saw a small spot that you missed. Move on.
 7. **Be organized.** Keep your cleaning tools and supplies stored in the same place. Developed a routine to keep them handy while you are cleaning.
 8. **Use both hands.** Sometimes both hands are necessary for scrubbing difficult spots or lifting items.
 9. **Vacuum all of your rooms at the same time.** After cleaning all the rooms, go through the home/apartment and vacuum each room.
 10. **Mop all of your rooms at the same time.** After cleaning and vacuuming, mop the floors in each room.

E. Lecturette: Dusting and Vacuuming

Time: 10 minutes

Dusting

Trainer Note: This lesson can be "lightened up" by fun demonstrations or asking for student volunteers to demonstrate as you describe the following techniques.

Dusting Strategy

An effective strategy for dusting is similar to cleaning the kitchen and the bathroom: Start in one place and then work your way through the rooms without backtracking. Remember: dust always goes down therefore work from high to low. Look *upwards* for molding, tops of picture frames, and light fixtures first, always checking for cobwebs.

Managing Your Cleaning Cloths

Have a drier and wetter cloth as you wipe around the room. Use the dry cloth for streak less cleaning (mirrors, picture glass, etc.). Use the wet cloth for cleaning such things as fingerprints and windowsills. Replace the cloths as necessary when they become too dirty.

Managing Your Feather Duster

When dusting with feather duster you move the duster over a surface and bring the duster to a dead stop at the end of the surface (i.e., at the end of the picture frame). This gives the dust a chance to cling to the feathers, preventing the dust from being thrown into the air. To remove the accumulated dust from the feathers, tap the feather duster against your ankle (close to the floor) every once in a while. The object is to get the dust to settle on the floor where it will await vacuuming.

Vacuuming

Trainer Note: If possible, have a vacuum cleaner available for this discussion. Demonstrate the different attachments and demonstrate vacuuming techniques discussed. Student volunteers may also be

used for the demonstrations.

The following are some tips to help you while vacuuming.

- Most vacuum cleaners have several attachments. These usually include an attachment for hardwood floors, one for carpets, a small head for furniture, and a long attachment for corners. Choose the appropriate attachment for the job you are doing.
- Plug the power cord in and start at a place so you keep the cord behind you as you work. This will avoid vacuuming over the cord or causing it to tangle.
- Vacuum systematically, so you don't overlook an area or do it more than once. Vacuum with one hand, keeping the other hand available to move furniture or other items out of your way.
- Typically vacuuming is a forward and backward motion. Go forward one full length of the vacuum hose each time. Move sideways one full width of the vacuum head with each backward motion (refer to picture in appendix).
- Areas in your home used a lot need extra attention. Vacuum these areas more slowly or twice. If an area is little used, speed up and don't go over it twice.
- When you have to move furniture, move it as short a distance as possible (e.g. tip a chair back, instead of transporting it; move one end of a table an inch or two to vacuum where the legs were, and then replace).
- To vacuum stairs start at the top and vacuum your way down. Use your brush or the long attachment of your vacuum cleaner to clean out edges and corners of the stairs as needed.
- If you vacuum rugs, stand one end of the rug to keep it in place. Don't use back-and-forth motions. Always vacuum away from where you are standing, lift up the beater head at the end of a stroke.

F. Lecturette: Cleaning Various Rooms

Time: 20 minutes

Trainer Note: *If you have them available, display large pictures of floor plans of the various rooms and cleaning techniques you are discussing. Refer to them as you describe this section.
Note: Some pictures are available in the index of this lesson.*

Kitchen

 Refer to Handout: *Cleaning Your Kitchen*

The following is a plan to help you clean your kitchen.

1. REMOVE any trash cans and rugs; placing them outside the room.
2. COUNTER: Move items forward to wipe counter behind them. Wipe items and replace. Use wet cloth with all-purpose cleaner. Have the scraper ready if you need it.
3. REFRIGERATOR: For the outside use a cloth wet with all-purpose cleaner. Open the door and clean the door basket and the air ventilation.

4. **STOVE TOP:** Clean lid, then work from back to front with cloth or pad/sponge.
 - **GAS:** Set left grates on right grates. Clean left side, and wipe and put back left grates. Set right grates on counter. Clean middle and right of stove top, then put back right grates.
 - **ELECTRIC:** Clean with toothbrush around burner. Clean and wipe rest with soft pad/sponge or cloth and scraper using all-purpose cleaner.
5. **STOVE FRONT:** Try using toothbrush and cloth to clean knobs without removing them. If that fails, clean knobs in place, remove and wipe them, set them on counter, clean stove behind them, and then put them back.
6. **SINK:** Use heavy-duty cleaner. Use toothbrush around base of faucet. Sprinkle cleanser into bowl only and scrub with soft pad/sponge. Rinse sink. Make sure you clean the faucets as well.
7. **FLOOR:** Vacuum or sweep floor. Select a cleaning product that is appropriate for your type of floor (wood, tile, linoleum, etc.). Mix it in a bucket of warm water according to the directions. Dip mop in solution. Wring but leave almost dripping. Start cleaning in far corner leading your way to the door and cleaning mop regularly. Use scraper or soft pad/sponge on problem spots. Wash and rinse mop when you are finished and let it air dry upside down.
8. **LAST TIME AT SINK:** drain and rinse sink, polish faucet and mop your way to the exit. Wash dirty cloths and mop.
9. **PUT BACK** waste bin and rugs when the floor is dry.

Bathroom

☰ Refer to Handout: *Cleaning Your Bathroom* (pages 1 and 2)

The following is a plan to help you clean your bathroom.

Make two trips around the room: the first trip for steps 1-6, and then the second for the steps 7-12.


1. **REMOVE** any trash cans and rugs.
2. **SHOWER:** Set loose items like soap or shampoo bottles on a cloth on the floor. Wet shower walls. Spread (don't scrub) all-purpose cleaner evenly with tile brush starting with the wall farthest from the drain and ending with walls closest to the drain (or doors if your shower has them). Start with the first wall and scrub all surfaces with tile brush from top to bottom. Clean corners and hard to clean areas (including doors tracks if applicable) with the cleaner and the toothbrush or soft pad/sponge.
3. **BATHTUB:** Wet tub and sprinkle lightly with cleanser. Scrub with tile brush, starting away from the drain. Put un-rinsed brush in the sink.
4. **RINSE:** Rinse walls top to bottom, starting near the drain. Rinse bathtub starting away from the drain. Wipe the chrome dry and shiny.
5. **SINK (INSIDE):** Use tile brush on the bowl. Rinse it and the brush and return brush to the tray.
6. **TOILET:** Clean inside the toilet bowl with cleanser and the toilet brush. Flush toilet and rinse brush.

Start second trip around the room.

7. **SINK (OUTSIDE):** Spray/wipe faucet, rim, and front of sink. Shine faucet with a dry cloth.

8. TOILET (OUTSIDE): Spray/wipe tank. Raise lid and seat. Spray underneath the seat and lower it. Spray top of seat. Spray underneath lid and lower it. Spray top of lid and behind it near the hinges. Wipe in reverse order. Spray/wipe rest of toilet and floor near base.
9. SHOWER DOORS (OUTSIDE): Clean the outside only with light-duty liquid cleaner. The outside of the bathtub occasionally needs a quick swipe.
10. FLOOR: Spray/wipe the floor with floor cleaner and cloths, making large “S”-shaped movements from side to side as you work towards the door.
11. BLEACH: Dribble bleach on areas that are still mouldy after cleaning. Immediately wipe off bleach that accidentally dribbles onto metal surfaces: when bleach gets on chrome it turns the bathtub’s porcelain black. Rinse off remaining bleach with cold water in five minutes. Dry plumbing fixtures if wet.
Note: Bleach has a very strong odor and can be harmful to you. It's a good idea to open the window when you use bleach, or products that contain bleach. Bleach will also make white spots on carpet, wood and clothing, so be careful using it. Some cleaning products contain bleach.
12. PLACE BACK trashcan, rug, soap, and other bathtub items.

Cleaning Other Rooms

 Refer to Handout: *Cleaning Other Rooms* (pages 1 & 2)

The following are tips for cleaning other rooms in your home.


1. COBWEBS: Look up and check for cobwebs. Use your feather duster to remove them and do a quick tour of the whole room. Kill spider or catch them and let loose outside.
2. FINGERPRINTS: Dust door panels. Clean fingerprints around the doorknob and on the light switch next to the door with cloth and all-purpose cleaner.
3. MIRRORS and PICTURES: Clean mirror and picture glass by spraying window cleaner and then wiping it dry with cloth or paper towel. Wipe in broad movements, taking care to wipe the corners well. Stabilize the frame with one hand firmly, while you wipe with the other.
4. WALL MARKS: As you dust, check the walls for marks and fingerprints. Use all-purpose spray cleaner on wall marks of all kinds. Before moving on, look all the way down to the floor. Check for little dried-up spills on the floor that should be wiped away.
5. TABLE AND OBJECTS ON TABLE: Use your feather duster first on lamps above and objects on the table. Next, use a cleaning cloth on objects that need more cleaning. Finish by using the polishing cloth to polish the table top itself. To avoid scratches, don't slide objects across the surface of furniture.
6. POLISHING THE TABLE (and other wooden furniture): To polish a table top, spray polish in a thin and even coat. Begin to wipe immediately. Wipe in the direction of the wood grain (this will camouflage any streaks that are left). As you rub, the polish will spread out evenly and begin to dry. When it is almost dry, buff the finish to a shine with a dry part of your cloth.
 - *Stained, polished and wax-polished furniture* have to be treated with furniture polish once in a while.
 - *Varnished, painted, sealed and plastic-coated furniture* can be wiped with a

mild cleaning agent and dried with clear water, then wiped dry.

7. **DUST RINGS:** While dusting, pay attention to spots where the vacuum can't reach, for example the floor around the legs of a table. Clean these spots using your feather duster (on wooden floor) or whisk broom (on carpets).
8. **UPHOLSTERED FURNITURE:** A great number of fabrics can be cleaned with the whisk broom and only occasionally need a good vacuuming to remove accumulated dust.
9. **PLANTS:** Dust the plant top to bottom. On broad-leaf plants, support a leaf with one open hand while you dust with the other so the stem doesn't snap. Pick up the dead leaves, which may clog the vacuum cleaner. If a plant is standing close to the wall and is too heavy to move, dust the floor around and behind it with a cleaning cloth where the vacuum can't reach.
10. **DRAPES AND WINDOW FRAMES:** Dust the top of the drapes and curtain rods with a feather duster. After that, working top to bottom, dust all window frames and then windowsills with a wet cloth.
11. **THROW RUGS:** Throw rugs can be vacuumed or be removed and shaken outside.
12. **BOOKSHELVES:** Dust the top of the books, if there is room, and dust the exposed edges of the shelves with long wiping motions of the feather duster.
13. **TV & ELECTRONIC COMPONENTS:** The TV can be cleaned by using a feather duster on the back and window spray cleaner on the body and screen. Use your feather duster on the media player, cable box and other components.
14. **MINIBLINDS:** Lower them to their full length and turn the slats to the closed position so the blinds curve away from you. Dust them using long *downward only* strokes at a slow speed so the feather duster can do more dust-catching than dust-storming. Then turn the slats forward to the blind curves toward you and repeat the process.

G. Practice Activity: Cleaning Your Home

Time: 10 minutes

 Refer to Handout: *Cleaning Your Home*

Set up and Instructions

Draw a floor plan of an apartment on the blackboard (or let each group to create and later draw on the blackboard their own floor plan of the assigned room). Divide the class into three groups. Assign each group one area to discuss (kitchen, bathroom or bedrooms and living areas). Assign an appropriate time limit for this activity. Each group is to determine their cleaning strategy for their room. This will include where they will start, how they will handle each item of the furniture or surface, and what tools and cleaning agents they will use for cleaning these surfaces.

Reporting

At the end of the assigned time limit, ask each group to report out. In turn, each group will go to the chalkboard and indicate all of the items on their list. As each group reports out, solicit constructive comments and questions from the other two groups. Be prepared to clearly answer any questions.

H. Action Plan & Closing

Time: 5 minutes

Action Plan

☰ Refer to Action Plan: *Cleaning Questions*

Instruct the class members to answer the questions on the Action Plan with this lesson. Remind them to bring them back to the next class.

Closing

Encourage participants to apply the lessons they have learned today to their own living arrangements, to the extent that they are able. If they are part of a residential facility, encourage them to look forward to the time when they will have their own home or apartment to take care of.



CLEANING TOOLS AND PRODUCTS

Common cleaning tools

Take notes about their uses as they are discussed in class.

1. Toothbrush
2. Scraper
3. Feather duster
4. Cleaning cloths
5. Furniture polishing cloth
6. Dustpan and brush
7. Toilet brush
8. Tile brush
9. Soft scrub pad/sponge
10. Rough scrub pad/sponge
11. Mop
12. Broom
13. Whisk broom
14. Rubber gloves
15. Vacuum cleaner
16. Miscellaneous Items

Common cleaning agents

List some of the common brand names and take notes about their uses as they are discussed in class.

1. All-purpose cleaner (in a spray bottle)
2. Glass cleaner (in a spray bottle)
3. Toilet bowl cleaner
4. Furniture polish
5. Powdered cleanser
6. Floor cleaner/polisher
7. Oven cleaner



SURFACES AND CLEANING PRODUCTS

Look around the classroom and list all the different surface areas you see. For each surface, name the appropriate cleaning product from the handout, *Cleaning Products*.

Surface	Cleaning product
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____



CLEANING TIPS

There are several things that you should keep in mind before actually starting to clean.

1. **Work from top to bottom.** This usually works best because dirt, dust and water will fall from a higher level to a lower one as you clean.
2. **Make every move count.** That means work around the room once, working from one side to the other. That also means that you must carry your equipment and supplies with you so you don't make extra trips back and forth across the room. Walk around the room once and you're done except for the floor.
3. **Wear old clothes.** Your clothes may get dirty and/or stained.
4. **Use the right tools.** The right tool for the right job will make things easier and get the job done quicker.
5. **Keep your tools in impeccable shape.** Dull razors scratch, they don't clean. Replace broken tools.
6. **Wear a cleaning apron.** You can hang tools on and store cleaning supplies in as you move around the room.
7. **Don't keep working after it's clean.** Once you're done, stop! You're wasting your valuable time trying to remove every streak on the window or every dust particle on the table. Rinse or wipe and move on.
8. **Be organized.** Keep your cleaning tools and supplies stored in the same place. Developed a routine to keep them handy while you are cleaning.
9. **Use both hands.** Sometimes both hands are necessary for scrubbing difficult spots or lifting items.
10. **Vacuum all of your rooms at the same time.** After cleaning all the rooms, go through the home/apartment and vacuum each room.
11. **Mop all of your rooms at the same time.** After cleaning and vacuuming, mop the floors in each room



CLEANING YOUR KITCHEN

The following is a plan to help you clean your kitchen.

1. REMOVE any trash cans and rugs; placing them outside the room.
2. COUNTER: Move items forward to wipe counter behind them. Dust/wipe items and replace. Use feather duster and cloth, soft pad/sponge or scraper on counter.
3. REFRIGERATOR: Light-duty liquid cleaner outside. Open door: Clean door gasket and air ventilation.
4. STOVE TOP: Clean hood, then work from back to front with cloth, soft pad/sponge and scraper.
 - GAS: Set left grates on right grates. Clean left side, and wipe and replace left grates. Set right grates on counter. Clean middle and right of stove top, then replace right grates.
 - ELECTRIC: Clean with toothbrush around burner. Clean and wipe rest with soft pad/sponge and scraper.
5. STOVE FRONT: Try using cloth and toothbrush without removing knobs. If that fails, clean knobs in place, remove and wipe them, set them on counter, clean stove behind them, and then replace.
6. SINK: Use heavy-duty liquid cleaner. Use toothbrush around base of faucet. Sprinkle powdered cleanser into bowl only and scrub with soft pad/sponge. Rinse sink.
7. MOP FLOOR: First, vacuum or sweep floor. Select a cleaning product that is appropriate for your type of floor (wood, tile, linoleum, etc.). Make it in a bucket of warm water according to the directions. Dip mop in solution. Wring but leave almost dripping. Start in far corner, cleaning mop or changing covers on mop as needed. Use scraper or soft pad/sponge on problem spots.
8. LAST TIME AT SINK: drain and rinse sink, polish faucet and mop your way to the exit. Put dirty cloths and mop covers in wash.
9. REPLACE trash cans and rugs when the floor is dry.



CLEANING YOUR BATHROOM

Make two trips around the room: the first trip for steps 1-6 and then the second for the steps 7-12.

1. REMOVE any trash cans and rugs.
2. SHOWER: Set loose items like soap or shampoo bottles on a cloth on the floor. Wet shower walls. Spread (don't scrub) all-purpose cleaner evenly with tile brush starting with the wall farthest from the drain and ending with walls closest to the drain (or doors if your shower has them). Start with the first wall and scrub all surfaces with tile brush from top to bottom. Clean corners and hard to clean areas (including doors tracks if applicable) with the cleaner and the toothbrush or soft pad/sponge.
3. BATHTUB: Wet tub and sprinkle lightly with cleanser. Scrub with tile brush, starting away from the drain. Put un-rinsed brush in the sink.
4. RINSE: Rinse walls top to bottom, starting near the drain. Rinse bathtub starting away from the drain. Wipe the chrome dry and shiny.
5. SINK (INSIDE): Use tile brush on the bowl. Rinse it and the brush and return brush to the tray.
6. TOILET: Clean inside the toilet bowl with cleanser and the toilet brush. Flush toilet and rinse brush.

Start the second trip around the room.

7. SINK (OUTSIDE): Spray/wipe faucet, rim, and front of sink. Shine faucet with a dry cloth.
8. TOILET (OUTSIDE): Spray/wipe tank. Raise lid and seat. Spray underneath the seat and lower it. Spray top of seat. Spray underneath lid and lower it. Spray top of lid and behind it near the hinges. Wipe in reverse order. Spray/wipe rest of toilet and floor near base.
9. SHOWER DOORS (OUTSIDE): Clean the outside only with light-duty liquid cleaner. The outside of the bathtub occasionally needs a quick swipe.
10. FLOOR: Spray/wipe the floor with floor cleaner and cloths, making large "S"-shaped movements from side to side as you work towards the door.
11. BLEACH: Dribble bleach on areas that are still mouldy after cleaning. Immediately wipe off bleach that accidentally dribbles onto metal surfaces: when bleach gets on chrome it turns the bathtub's porcelain black. Rinse off remaining bleach with cold water in five minutes. Dry plumbing fixtures if wet.
Note: Bleach has a very strong odor and can be harmful to you. It's a good idea to open the window when you use bleach, or products that contain bleach. Bleach will also make white spots on carpet, wood and clothing, so be careful using it. Some cleaning products contain bleach.
12. PLACE BACK trashcan, rug, soap, and other bathtub items.



CLEANING OTHER ROOMS

Follow this guidance to clean different items and areas of other rooms

COBWEBS: Look up and check for cobwebs. Use your feather duster to remove them and do a quick tour of the whole room. Kill spider or catch them and let loose outside.

FINGERPRINTS: Dust door panels. Clean fingerprints around the doorknob and on the light switch next to the door with cloth and all-purpose cleaner.

MIRRORS and PICTURES: Clean mirror and picture glass by spraying window cleaner and then wiping it dry with cloth or paper towel. Wipe in broad movements, taking care to wipe the corners well. Stabilize the frame with one hand firmly, while you wipe with the other.

WALL MARKS: As you dust, check the walls for marks and fingerprints. Use all-purpose spray cleaner on wall marks of all kinds. Before moving on, look all the way down to the floor. Check for little dried-up spills on the floor that should be wiped away.

TABLE AND OBJECTS ON TABLE: Use your feather duster first on lamps above and objects on the table. Next, use a cleaning cloth on objects that need more cleaning. Finish by using the polishing cloth to polish the table top itself. To avoid scratches, don't slide objects across the surface of furniture.

POLISHING THE TABLE (and other wooden furniture): To polish a table top, spray polish in a thin and even coat. Begin to wipe immediately. Wipe in the direction of the wood grain (this will camouflage any streaks that are left). As you rub, the polish will spread out evenly and begin to dry. When it is almost dry, buff the finish to a shine with a dry part of your cloth. *Stained, polished and wax-polished furniture* have to be treated with furniture polish once in a while. *Varnished, painted, sealed and plastic-coated furniture* can be wiped with a mild cleaning agent and dried with clear water, then wiped dry.

DUSTING HARD TO REACH AREAS: While dusting, pay attention to spots where the vacuum can't reach, for example the floor around the legs of a table. Clean these spots using your feather duster (on wooden floor) or whisk broom (on carpets).

UPHOLSTERED FURNITURE: A great number of fabrics can be cleaned with the whisk broom and only occasionally need a good vacuuming to remove accumulated dust.

PLANTS: Dust the plant top to bottom. On broad-leaf plants, support a leaf with one open hand while you dust with the other so the stem doesn't snap. Pick up the dead leaves, which may clog the vacuum cleaner. If a plant is standing close to the wall and is too heavy to move, dust the floor around and behind it with a cleaning cloth where the vacuum can't reach.

DRAPES AND WINDOW FRAMES: Dust the top of the drapes and curtain rods with a feather duster. After that, working top to bottom, dust all window frames and then windowsills with a wet cloth.

THROW RUGS: Throw rugs can be vacuumed or be removed and shaken outside.

BOOKSHELVES: Dust the top of the books, if there is room, and dust the exposed edges of the shelves with long wiping motions of the feather duster.

TV & ELECTRONIC COMPONENTS: The TV can be cleaned by using a feather duster on the back and window spray cleaner on the body and screen. Use your feather duster on the media player, cable box and other components.

MINIBLINDS: Lower them to their full length and turn the slats to the closed position so the blinds curve away from you. Dust them using long *downward only* strokes at a slow speed so the feather duster can do more dust-catching than dust-storming. Then turn the slats forward to the blind curves toward you and repeat the process.



CLEANING YOUR HOME

Your group has been assigned to clean a specific area of your home. Working together, identify and list the following:

- The various SURFACES and ITEMS that need to be cleaned.
Note: If the type of surface is not named, choose an appropriate surface (example, tile or carpeted floor).
- The appropriate CLEANING TOOL to be used.
- The appropriate CLEANING PRODUCT to be used.

Assigned area: _____

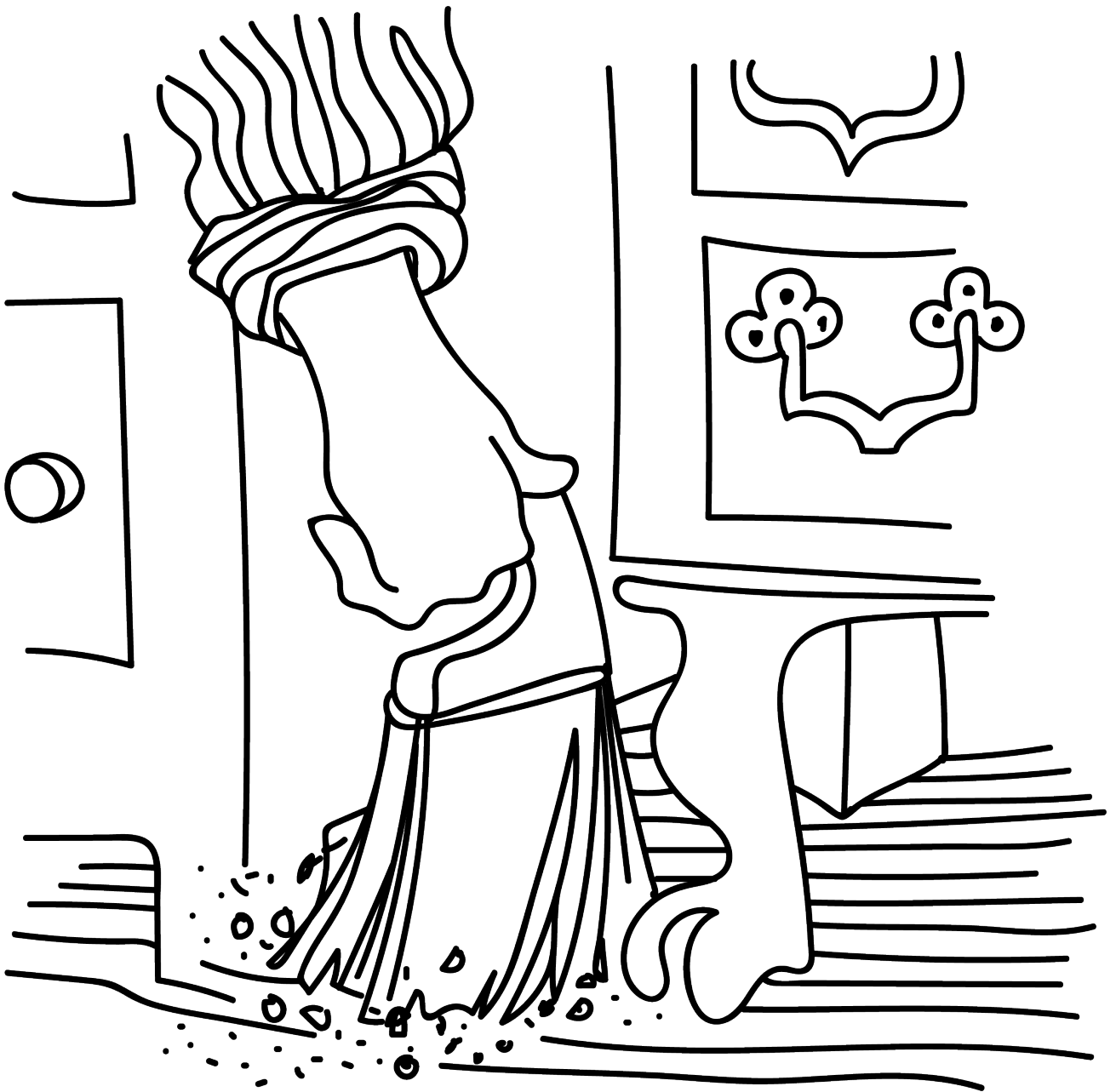
Surface/Item	Cleaning tool	Cleaning product

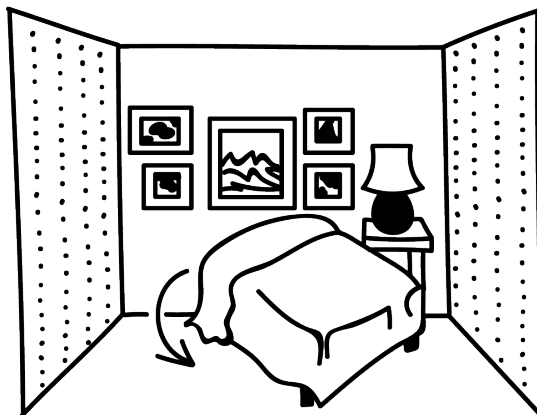
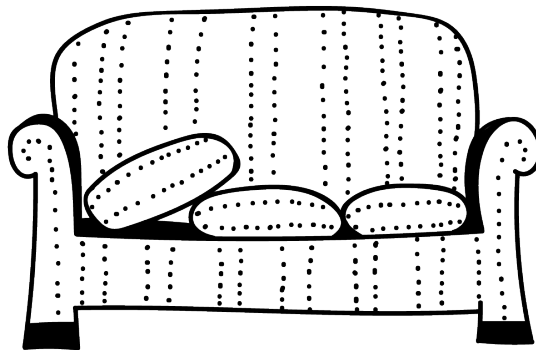
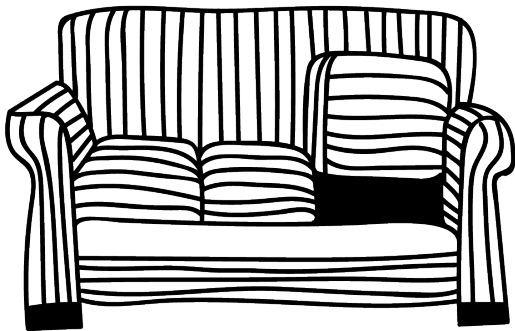
“MY HOME IS MY CASTLE” (CLEANING YOUR HOUSE)

ACTION PLAN

Answer the questions about cleaning a house and bring the handout to the next lesson.

Questions	Answers
In your opinion, which product works best to clean the toilet and why?	
Why should old clothes be worn while cleaning?	
Why should gloves be worn while cleaning?	
What cleaning agents can you use to clean the inside of the <ul style="list-style-type: none"> • Refrigerator? • Microwave? • Sink? 	
Name at least one use for each of the following: <ul style="list-style-type: none"> • Toothbrush • Scraper • Duster 	
How many hands can you use for cleaning if you are a <ul style="list-style-type: none"> • Right-Handed Person • Left-Handed Person 	
Why should the duster be brought to a dead stop at the end of a dusting motion?	
What is the easiest thing to do with furniture while vacuuming or washing the floor?	
What can be done with problem spots on the floor while vacuuming or washing the floor?	

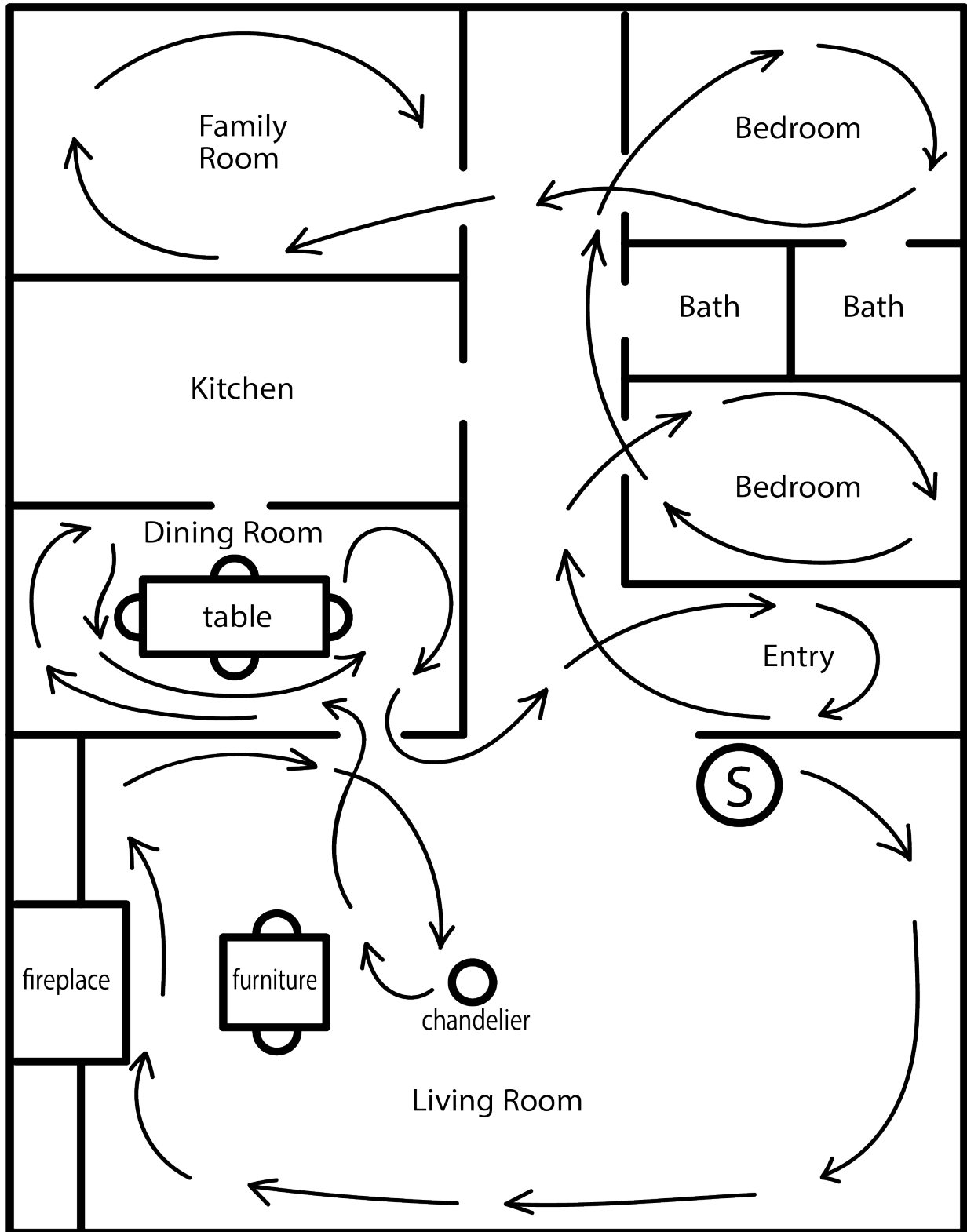


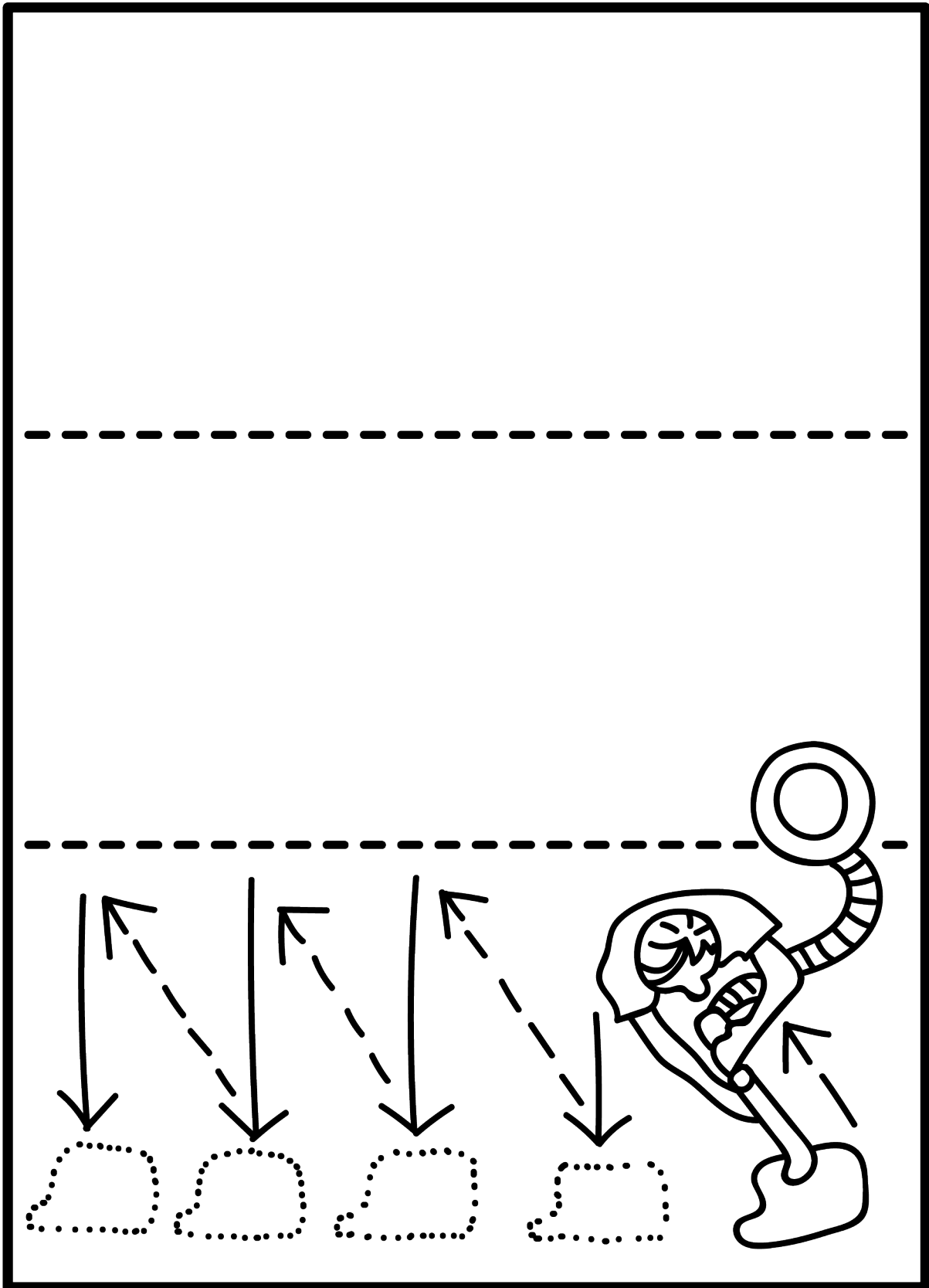


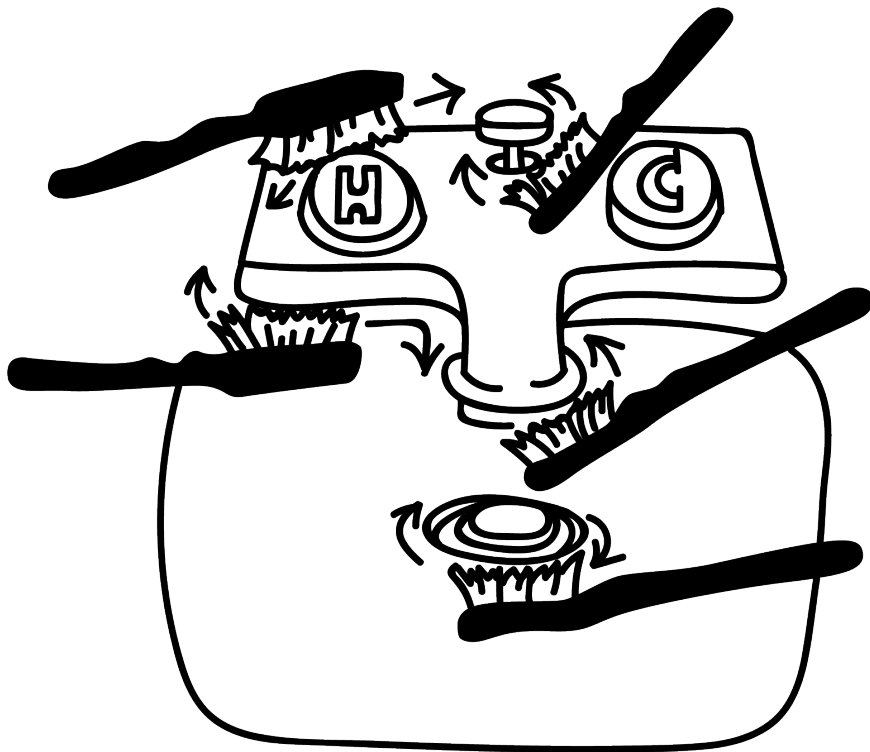
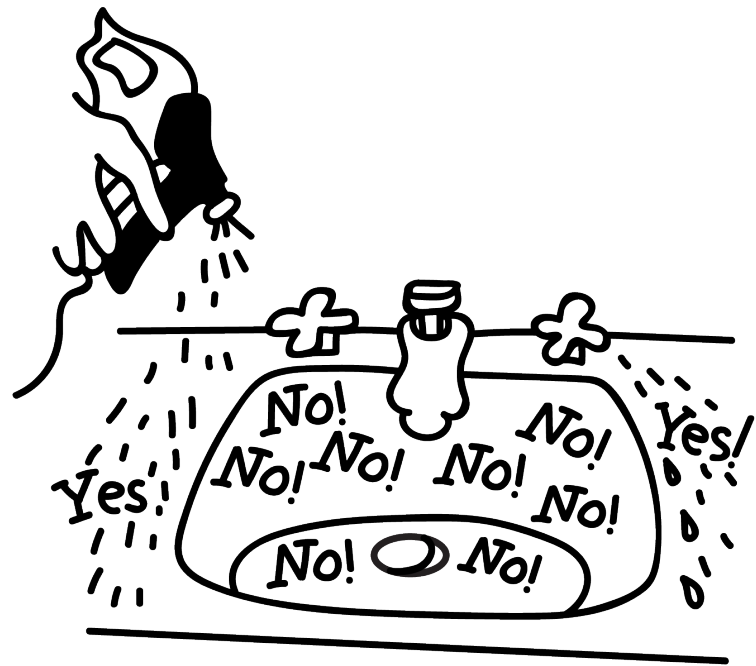




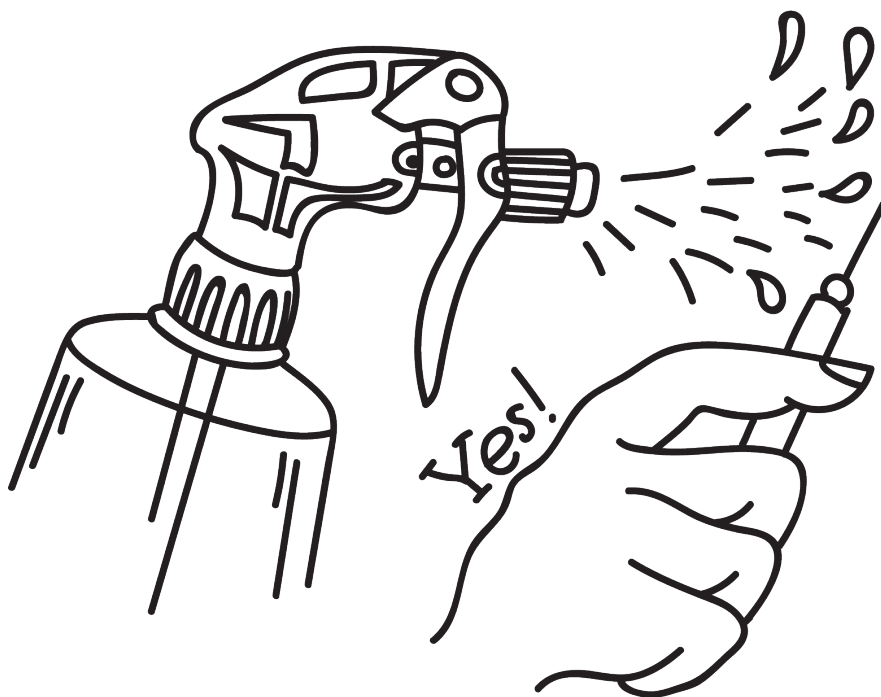
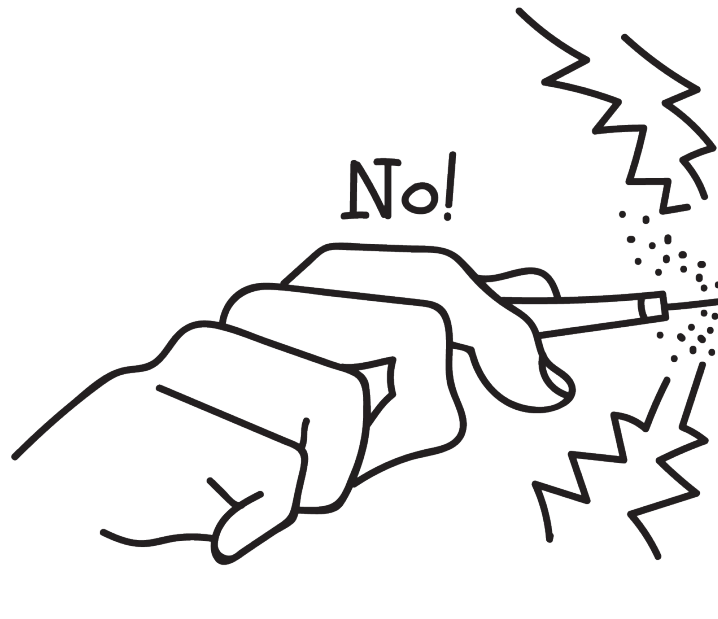


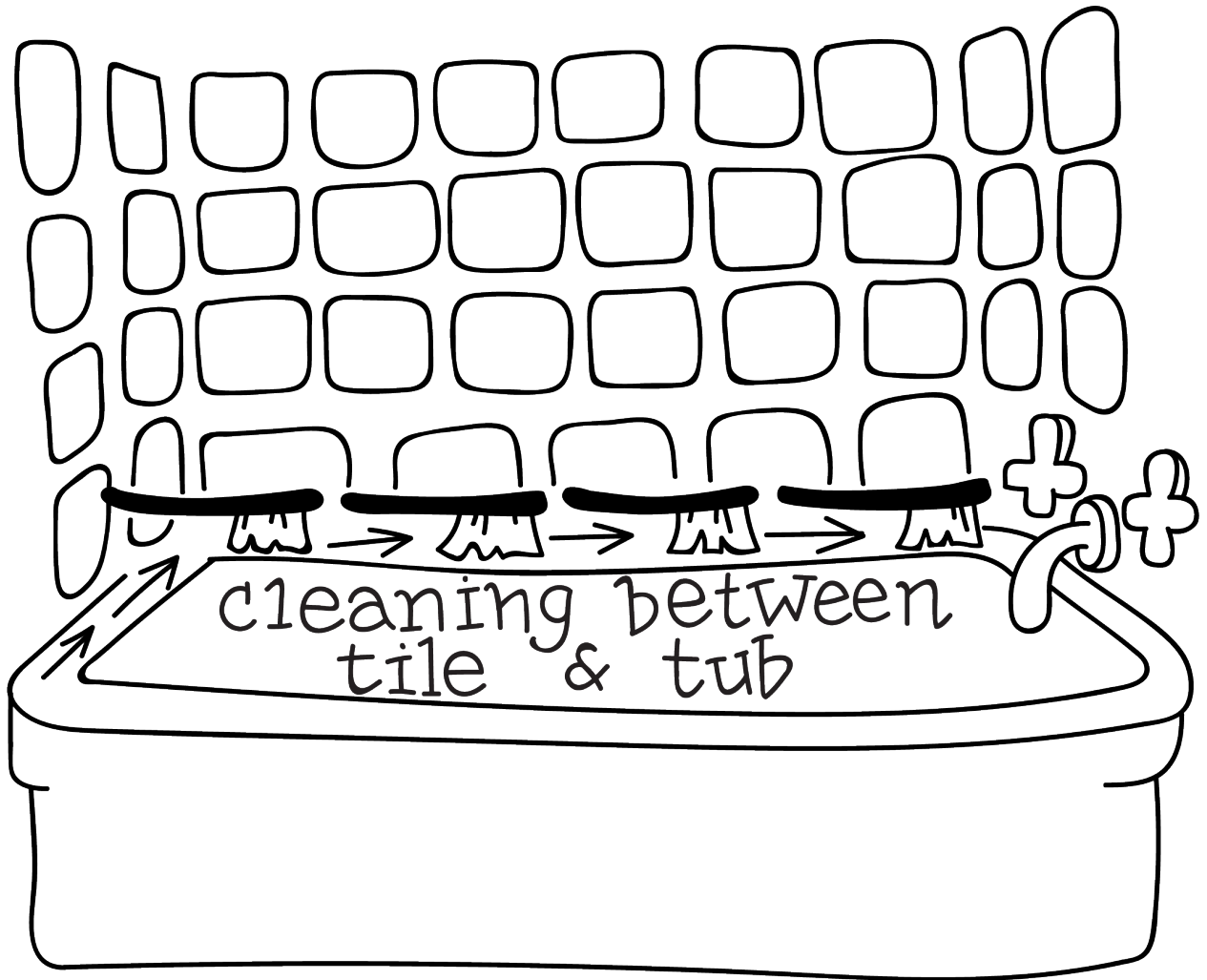


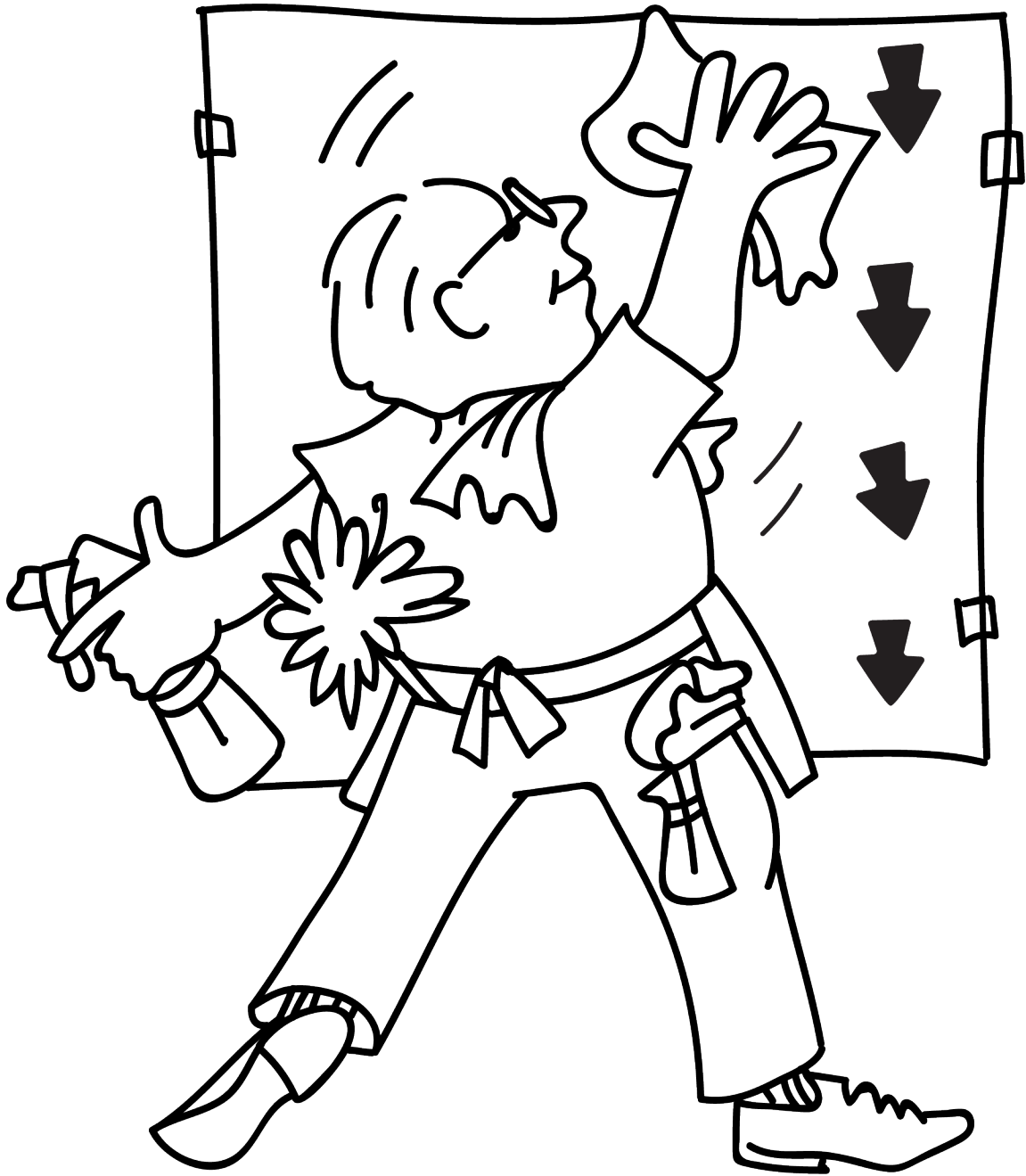


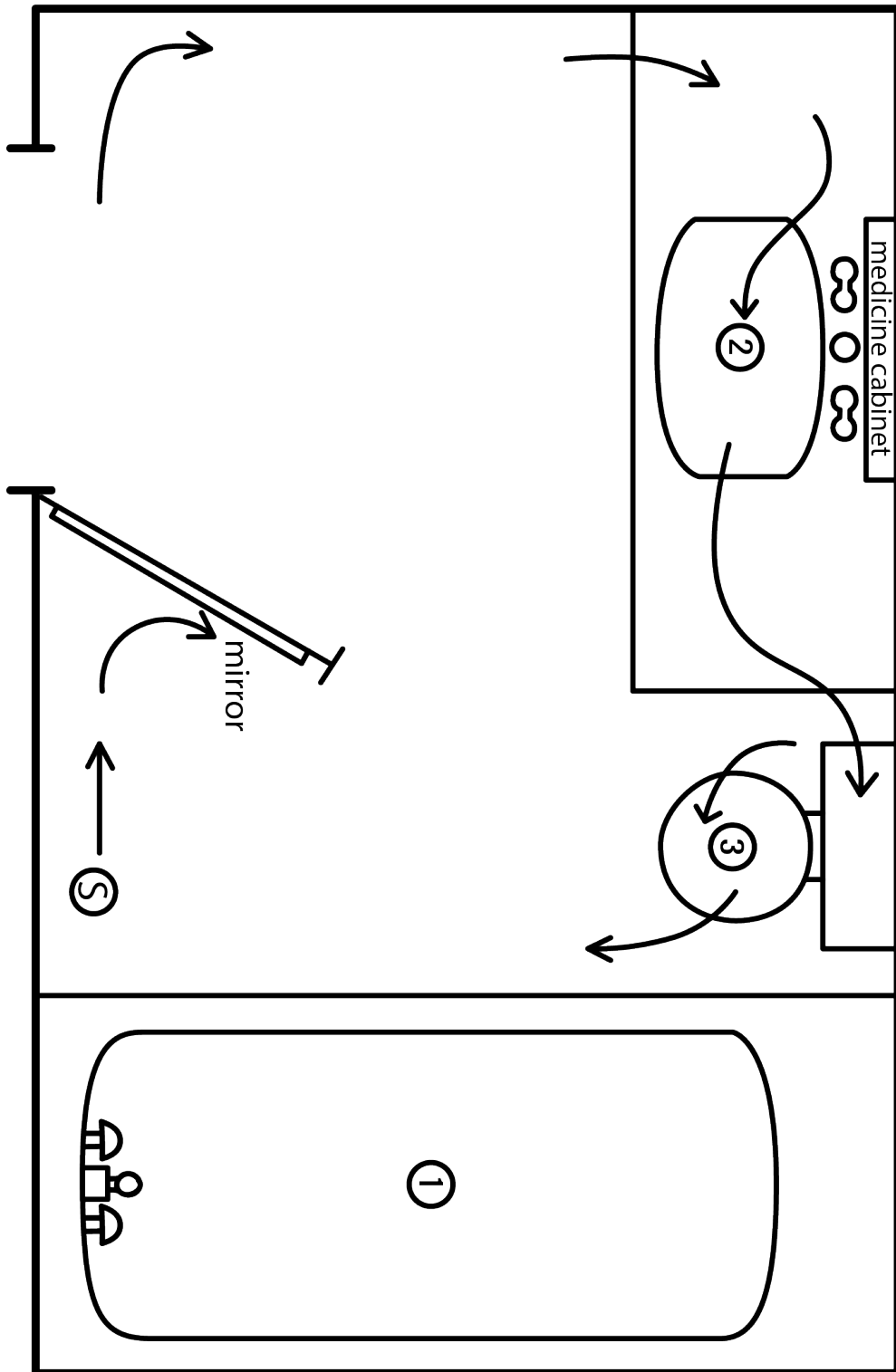


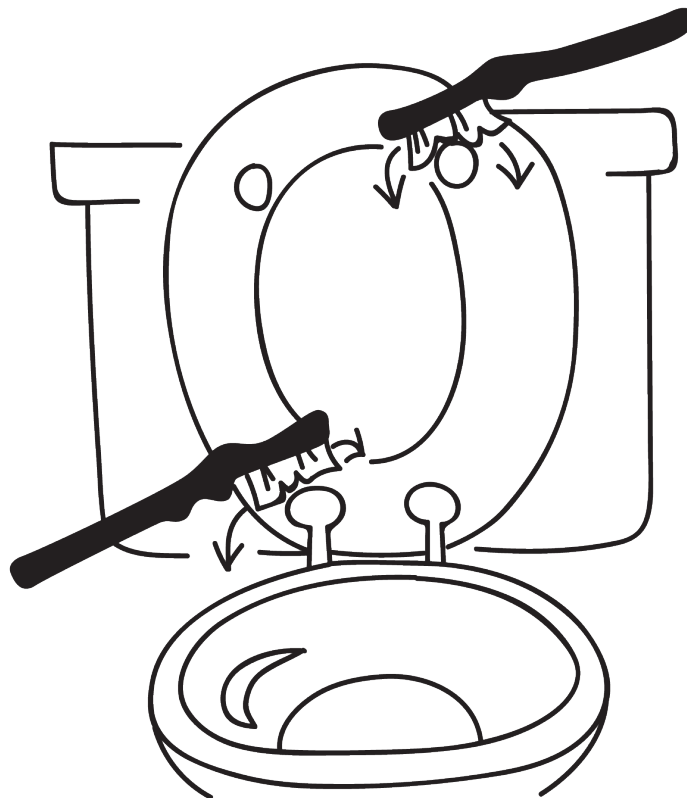












LESSON 4

CARING FOR YOUR CLOTHING

Total Time: 1 ½ hours, 90 minutes

Special Materials Needed for this Lesson

Several laundry baskets full of clothing items made from a large variety of different materials (laundry care labels attached if possible)

Trainer Note: *If the class members are part of a group home or other residential facility, in advance of this lesson, engage the cooperation of the staff to work with the residents to do their own laundry for their Action Plan.*

Competencies for Module 7: Homemaking

- Participants will know and understand how to plan a meal.
- Participants will know and understand how to prepare a meal.
- Participants will know and understand how to keep the kitchen clean and sanitary.
- Participants will know and understand proper food storage.
- Participants will know and understand how to wash, dry, iron and keep clothes.
- Participants will know and understand that different fabrics need different care.
- Participants will know and understand how to clean the bathroom and other rooms in the home.
- Participants will know and understand cleaning agents and tools needed for cleaning.
- Participants will know and understand hospitality in the home.

A. Welcome and Introduction

Time: 10 minutes

Welcome

Welcome the participants back to another lesson on Homemaking. Review their Action Plan and engage them in feedback on the successes and challenges of completing it.

Introduction

Introduce this lesson by asking the following or similar questions:

- What is your favorite color?
- What is your clothing style?
- What influences your decision about selecting your clothes?

After accepting a few answers from volunteers, explain that regardless of which

colours we prefer or our choice of clothing style, it all results in the need to care for it. The focus of today's lesson is how to take proper care of our clothing and shoes that we wear. We will also know how to launder other items including sheets and towels. It is important to remember as we begin this lesson that some may have learned to care for these items from friends or relatives. If so, we would like you to share your ideas and thoughts. This lesson is going to be interactive, so prepare to have fun.

Trainer Note: *It is highly recommended that the processes described in this lesson be demonstrated as the information is provided.*

B. Demonstration & Lecture: Washing Clothes

Time: 20 minutes

The first thing we are going to do is go over guidelines for doing the laundry.

☰ Refer to Handout: *Laundry Guidelines (page 1)*.

Trainer Note: *Using the Handout, Washing Guidelines, refer to the symbols depicted below to explain the following information. This handout will be referred to throughout the class. To encourage participation, you may want to have a large piece of paper with these symbols. You may ask the youth to guess what each means before referring them to the worksheet.*

The Meaning of Care Symbols



Washing



Drying



Ironing



Dry cleaning



Bleaching

These care symbols are usually found sewn to the inside of the clothing. As you can see, each symbol represents a process for caring for the garment. Each of these symbols also provides additional information as you will see as we continue through this lesson. Next, we will begin discussing how to sort laundry. Then we will proceed through preparing it for washing, washing it and end with discussing the proper drying processes.

Sorting and Preparing Laundry

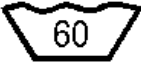

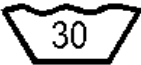




- Separate very stained or soiled garments from those that have minimal stains or soiling.
- Take the very soiled garments and pre-treat the stains with a mixture of water and laundry detergent. Make this into a paste and scrub the area. Care should be taken on delicate fabrics to scrub very lightly.
- Garments are then divided into piles of like colours and fabric. White clothes should be washed separately from dark clothing. Delicates of the same colour should be washed together.
- Towels can leave fuzzy material on clothing so it is best to wash like coloured towels separate from other clothing items.

- Empty the pockets and brush out any dirt.
- Knot ribbons together loosely to keep them from knotting up in the wash.
- Close zippers and unbutton items.
- Turn plush, corduroy and duvet covers inside out to launder. They will maintain their shape better.

Reading the clothing labels carefully

More specific information to assist in sorting your laundry can be determined by reading the clothing labels carefully. By reading these labels, you will know:

- The garment's maximum washing temperature.
- The garments wash technique (hand wash, machine wash or dry clean).
- How to separate garments accordingly.

Washing Symbols			
	Machine wash, normal (at 60 degrees Celsius)		Machine wash, delicate/gentle cycle (at 40 degrees Celsius)
	Machine wash, extremely delicate/gently cycle (at 30 degrees Celsius)		Hand wash only
	Cold wash		Do not wash
	No hand wash		

Why are different washing techniques used for different laundry items? This is because clothing is made from a variety of different fabrics. These fabrics include natural fabrics and artificial and synthetic fabrics. The handout, *Textile Fabrics*, refers to the specific types of some common fabrics under each heading. Let's take a few minutes to review the handout.

 Refer to Handout: *Textile Fabrics*.

Trainer Note: *It is not important to explain each fabric/fiber listed on this Handout, nor for the class to fully understand their properties. It is provided to demonstrate the need to sort laundry because of the wide variety of fabrics and textiles used. This material requires only a brief review.*

Textile Fabrics			
Natural Fabrics		Artificial & Synthetic Fibers	
From Plants	From Animals	Cellulose Fibers	Synthetic Fibers
Cotton	Sheep's Wool	Viscose	Polyester
Linen	Llama	Modal	Polyamid
Kapok	Alpaca	Cupro	Polyacryl
Jute	Angora	Acetate	Elasthan
Hemp	Silk	Triacetate	Polychlorid
Kokos	Camel-Hair		
Sisal	Horsehair		

Machine Washing

The following are suggested steps to follow when machine washing clothing.

1. Select the appropriate wash cycle and temperature.
 - The temperature, wash cycle and spin will vary according to the garment composition.
 - Natural fabrics such as wool, linen and silk might shrink if washed at excessively high temperatures and might lose shape if spun or hung vertically.
 - Artificial and synthetic fabrics are very sensitive and are recommended to be washed in warm water.
 - Jeans are recommended to be washed inside out at temperatures below 40° C.
2. Loading the washing machine.
 - Loosely place big and small pieces in the machine.
 - Fill the machine to a few inches from the top.
 - When washing delicates fill the machine $\frac{1}{3}$ to $\frac{1}{2}$ full. This will decrease the chances of clothing being excessively wrinkled.
 - Prior to closing the lid on the machine, check to ensure laundry is not caught in the door.
3. Starting the washing machine.
 - Since washing machines are different depending on their make and model, it is important to read the instructions to understand how to correctly start the machine you are using.
 - Choose the wash cycle according to the type of laundry you are laundering.
 - Choose detergent and measure out the recommended amount for the load.
 - Adding too much detergent may damage clothes and harm the environment.
 - Consider the capacity of the machine. Do not overload the washing machine: overloading may prevent the clothes from being properly washed.


- Know and consider the hardness of water.
4. Switching off the washing-machine.
 - Remove the items from the machine.
 - Clean the filter and the inside of the machine

Hand Washing



Consider the following steps for handwashing clothing.


1. Hand wash clothing with the following care symbols
 - Woolen clothes
 - Clothes from very fine and delicate materials
 - Material that will dye other clothes
 - Sometimes new clothes
 - All washing, if no washing-machine is available
2. Preparations
 - Prepare the laundry as explained above
 - Prepare wash-water, consider temperature according to care-symbols
3. Hand Washing Guidelines
 - Use mild detergent according to instructions
 - Wash first light clothes and then dark ones
 - Let laundry soak in the soapy water for a while
 - Lightly press woollen clothes never rubbing or scrubbing the wool. It will damage it
 - Soak synthetic clothes for a while prior to washing
 - Rise garments until water is clear
 - To dry delicate garments wrap them in a towel, squeeze out the water and lay them out to dry.

Bleaching

 Refer to Handout: *Laundry Guidelines (page #2)*

Bleaching laundry may be necessary if there are stains on clothing that need to be removed. The following instructions will ensure success in the bleaching process.

Bleaching Symbols			
	Bleaching allowed		Chlorine bleach

	Do not bleach		
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1. Reading the labels

- Read the garment label to see if bleaching is recommended. If it is, make sure the right type of bleach is used

2. Separate laundry

- Put like colours and fabric textures together.
- Bleach changes the colours in items; therefore, bleach should primarily be used on white items
- There are some bleaches on the market that advertise they are good to use on coloured clothing. Be very careful to pre-test the item according to the directions prior to washing it to ensure it does not make the colour run and fade.

3. Machine washing and bleaching





- Machine washing laundry: follow the machines instruction manual for adding bleach
- If the instructions are not followed carefully, the bleach can actually leave holes in laundry


4. Hand Washing

- Fill a sink or container with water and the recommended amount of bleach
- Place the laundry in the sink or container and let it soak for several minutes
- Rinse and continue the regular hand washing process

Dry-Cleaning

☞ Refer to Handout: *Laundry Guidelines (page #2)*

Dry-Cleaning Symbols			
	Dry clean with all standard methods		Dry clean with perchloreethylene
	Delicate		Do not dry clean

	Dry clean with fluorine-solvent		
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Many delicate garments require Dry Cleaning because of the nature of the fabric. Dry Cleaning is actually steaming the item clean. The process takes special equipment and is usually provided as a service by a Dry Cleaning company.

Typical fabrics that do better with dry cleaning are wools, silks, and other delicate fabrics.

Dry cleaning may not be available in your area or may be very expensive; therefore, it is best to try to purchase items that do not need dry cleaning.

Now that we have learned about doing our own laundry, we are going to do a practice activity.

C. Practice Activity: Separating Laundry

Time: 15 Minutes

Trainer Note: Prior to this lesson, prepare a basket with clothes for each group. Each basket should contain clothing of the following types (it will be helpful to have clothing with labels with care symbols):

- Cotton (jeans, T-shirts, socks, towels, sheets, etc.)
- Wool (sweaters)
- Synthetic (Acrylic, Lycra, Nylon, Polyester clothes)
- Linen (clothes or table linens)
- Viscose (different clothes)
- Silk (craft, blouse).

Set up Activity

Divide class into groups of 7-10 members each. Give each group a large basket with a variety of different clothes and ask them to sort them according to the information on the handouts *Laundry Guidelines* and the other information we discussed.

Process Activity

Allow other groups to provide constructive feedback as each group reports.

The following are some questions you may ask to ensure everyone understands this activity:

- Why can't we wash all laundry together?
- Which garments do we turn inside out for washing?
- What happens with jeans if we bleach them?
- What is the best way to wash wool garments?
- What are some things you will consider when purchasing clothing?

D. Lecturette: Drying and Ironing Clothing





Time: 20 minutes

After your clothing is washed, the next step is to make sure it is dried properly. Also, some clothing needs to be ironed.

Drying Clothes

☞ Refer to Handout: *Laundry Guidelines (page #2)*

1. Machine Drying

Drying Symbols			
	Tumble dry		Do not tumble dry
	Tumble dry, normal temperature		Tumble dry, low temperature

Some washing machines include a drying process that spins the clothes to almost dry. If using this type of machine it is a good idea to take the laundry out of the machine as soon as it is done. If garments are left in the machine for an extended period of time, it will leave the laundry with unpleasant odors and possible mildew. After removing the laundry from the machine, refer to the Handout *Drying Laundry* to determine the best way to dry different laundry.

If a separate drying machine is available for use, read the instruction manual before starting to use the machine and follow the instructions on the labels of the garments and in the instruction booklet.

2. Drying on a clothesline

- Coloured washing, white synthetic garments and woollen clothes are **not** to be dried in direct sunlight, as coloured garments lose their colour and white synthetic garments will turn yellow.
- Clean the clothes-lines with a damp cloth to remove any dirt.
- Put the wash-basket with the clean wet laundry on a stool and shake each garment to loosen it.
- Be careful to hang up garments so they don't go out of shape; therefore hang up the middle of the garment over the line.
- Use clothes-pegs if necessary.

3. Other Drying Techniques

- Use hangers for blouses, shirts and jackets.
- Synthetic items can be hung on hangers.

- Woollen garments need to be dried flat on a towel.

4. Taking down garments

- Take down dry laundry and immediately fold clothes.
- Lay folded items in a wash-basket to avoid wrinkling.
- If you'll iron immediately after taking the washing down, you can leave it a little damp.

Ironing Clothes

☞ Refer to Handout: *Ironing Guidelines*





Do we have to iron? Not all laundry needs to be ironed. Many items can be stretched into form, folded and put away into the cupboard without ironing (e.g. wool, cotton jersey, terry towels).

Whether or not you iron your garments depends on personal style and demands. But there are good reasons to do so:

- Ironing clothes makes them look nice and gives them a good form.
- Ironing reduces germs
- Smooth surface protects better against dirt.

The following are some steps to consider for ironing clothes.

1. Sort clothes according to ironing symbols and safe ironing temperatures.

Ironing Symbols			
	Hot iron		Warm iron
	Cool iron		Do not iron or press

Safe Ironing Temperature		
Linen 230°C / 445°F ●●●	Triacetate 200°C / 390°F ●●	Cotton 204°C / 400°F ●●●
Viscose 190°C / 375°F ●●	Wool 148°C / 300°F ●●	Polyester 148°C / 300°F ●
Silk 148°C / 300°F ●	Acetate 143°C / 290°F ●	Acrylic 135°C / 275°F ●
Lycra/Spandex 135°C / 275°F	Nylon 135°C / 275°F	

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2. Consider these tips for ironing:

- Use an ironing-board or table with a thick underlay and a towel or special cover.
- Start ironing at the lowest temperature. Iron the clothes slightly damp or inside out in the case of dark colours.
- Iron small clothes first.
- Iron large areas of the garment first. Then iron sleeves and the collars on shirts last.
- As much as possible don't raise and turn over the garments being ironed.
- Iron clothes dry.

E. Practice Activity: Sorting Clothes for Ironing

Time: 15 minutes

Set up Activity

Divide the class into groups of 7-10 members each. Again provide each group with a large basket of clothing of various colours and fabrics. Using the information from the handouts, earlier discussions and the clothing labels, the youth need to sort the laundry according to ironing temperatures. They need to work together as a group on this activity and report out together.

Process Activity

Allow other groups to provide constructive feedback as each group reports.

Ask the following or similar question to ensure everyone understands this activity:

- How do you determine what setting to use to iron a garment?
- Does all of the laundry need to be ironed?
- How do you prepare a surface to iron on?

F. Demonstration and Practical Activity: Folding Clothes

Time: 5 minutes

Trainer Note: As before, it is highly recommended the following material be demonstrated as the various processes are discussed.

☞ Refer to Handout: *Folding Laundry*.

Explain: After all of your laundry is clean, dried and ironed, it is important to make sure it stays that way by folding it neatly. The following are some techniques for folding specific garments. You can use them or show the youth your own techniques.

Short Sleeve Shirts

1. Fold in half vertically with the arms together.
2. Place the arms on the folded shirt.
3. Fold horizontally.

Long Sleeve Shirts

1. Fold in half vertically.
2. Fold in sleeves.
3. Fold horizontally.

Pants with No Crease

1. Fold vertically with legs together and the pockets on the outside.
2. Bring the legs to just above the top of the pocket or about two or three inches below the waist line if there is no pocket.

Pants with a Crease

1. Hang from cuff and align predominant crease at the front.
2. Smooth the pant leg and fold in half at the knees.
3. Bring the knees to the top.

Skirts and Dresses


1. Fold like a short-sleeve shirt (however, you are better off using hangers -- equipped with clips for skirts).

Tips

- If you want no wrinkles, remove clothes from dryer before they are completely dry and hang on clothes hangers.
- Don't keep long sleeve shirts folded for too long; they wrinkle quickly.

G. Demonstration and Practical Activity: Storing Clothes

Time: 5 minutes

 Refer to Handout: *Storing Clothes*

- Hang outerwear (overcoats, coats, jackets and vests) up on clothes-hangers and give it to get some fresh air. Outer wear does not need to be cleaned after each wearing but does need to be hung to air out and dry out.
- Outerwear needs to be cleaned and hung on clothes-hangers before seasonal storage and given some fresh air.
- Before putting clothes into the wardrobe, fasten all buttons and zippers.
- The size of clothes-hangers must correspond to the clothes size (if it is wider, sleeves become deformed and if it is too narrow, the shoulders will sag).
- Most garments are stored better in special paper or polyethylene sacks, to protect from penetration of dust. The exception to this is garments made from animals because they need to "breathe".
- Neatly fold knitted garments and place them in the wardrobe. If hung, they will lose their shape.
- Hang longer garments on the cross-beam of clothes-hangers, usually used for trousers.

- Keep clothes in dry, ventilated wardrobes or cloak-rooms. Special aromatizer against vermin (for example, moth balls are used to keep away clothes moth as they will eat the fabric) or perfumed one for nice smell can be placed in the wardrobe.
- Before seasonal storage wash, clean and dry the garments well.

H. Demonstration, Activity: Caring for Shoes

Time: 5 minutes

☞ Refer to Worksheets: *Caring for Shoes*

Instruct the youth to remain in their small groups. Using the techniques explained on the worksheets provided, demonstrate to the youth how to properly maintain their shoes. Have the youth practice these techniques as they are demonstrated.

Pre-Care

Leather shoes need to be polished and conditioned. It'll help prevent cracking, wrinkling, fading and flaking. Depending on how often you wear your shoes, leather polishing should become a regular routine. Apply a thin coating of shoe cream all around the shoe with a cloth and rub it in well. Then buff the shoe with a fine horsehair brush (or a soft cloth) until you can see no smudges or residual marks. Beeswax polish is great for protecting and nourishing your leather. When it comes to colour matching, your local shoe care seller should have a range of pots in different colours and shades to suit but if not, choose a transparent polish to hydrate the leather.

Suede shoes can be a nightmare under bad weather conditions. This is why it's best to invest in a clear silicone-based suede protector spray, this way you can ensure that your suede shoes are made weatherproof. Spray the suede protector on the suede upper parts of the shoe and leave to air dry and absorb the product overnight. Such an effort makes any cleaning much easier for you and more effective, too.

Make sure you waterproof your leather, canvas, suede and nubuck shoes with spray-on water repellent. Just spray 15-30 cm from the shoe and leave to dry overnight. Repeat every couple of months.

Cleaning

Nubuck and suede, are incredibly delicate. For regular maintenance, use a suede brush to remove any dirt and buff using the back (rubber) side of the brush if you have a stubborn mark. For dry stains try steam and a small amount of white vinegar and water on a nail brush to lift the dirt. Dab dry with a clean cloth, never rub and don't brush too vigorously.

If your trainers are in dire need of a wash, you can wash them. First of all give your trainers a wipe down with a cloth and if possible take out the insoles. Check the tag to see if your shoes can be machine washed. If so, place the trainers inside a pillowcase, with one or two towels and set your washing machine to a cold wash. Once they've been washed leave them out to air dry. If the tag on the shoes says that they can't be washed in a washing machine, wash them by hand using special shoe shampoo.

Do not wash leather and suede trainers. Care for them the same way you would care for other leather or suede shoes.

J. Summarizing Activity

Time: 5 minutes

Now that we have gone through the entire process of caring for our garments and shoes, it is time to practice what we have learned. Each student will receive one piece of clothing and will need to tell the whole class how to wash, dry and iron this garment and demonstrate folding it.

Example: Jeans

- *wash* inside out, 40°C, so jeans do not lose too much colour, wash with dark colors
- *dry* by hanging
- *iron* set iron to hot
- *fold* - demonstrate according to picture

H. Action Plan & Closing

Time: 5 minutes

Action Plan

☰ Refer to Action Plan: *My Laundry*

During the next week, plan to tidy up your cupboard while you practice reading care symbols.

1. Take out all your clothes from your cupboard.
2. Sort out all your clothes according to the care symbols and colour
3. Fold your clothes according to the space you have in your cupboard.
4. Neatly put back all clothes into your cupboard.

Further answer the 10 questions for next week: Solve the quiz by underlining the right answer:

1. When I wash my jeans, I need to have coins/paper/cookies/nothing in the pockets.
2. I wash my jeans with: bleach/washing powder/softener.
3. Woollen sweaters should be washed on 90 /60 /30 .
4. When I wash my sweater on 90 it will: shrink/stay the same size/become bigger.
5. If I wash my white socks together with my red t-shirt, my socks in the end will be: white/pink/grey
6. To dry my sweater properly, I use clothes-pegs/I hang it on a hanger/I put it on a towel to dry flat
7. When I iron cotton, the temperature of the iron can be: hot/warm/cold.
8. When I iron silk, the temperature of the iron can be: hot/warm/cold.
9. Dirty clothes need to be stored under my mattress/in my cup board/in the laundry-basket.
10. I store my clean clothes on my bed/in my cupboard/in the laundry-basket.

Trainer Note: *If the class members are residents of a residential*

facility, engage the cooperation of the staff of the facility. Explain to them the information included in this lesson. Ask them to work with the class members, individually or in groups, to accomplish this Action Plan.

When giving this assignment, explain that, because of the volume of laundry & other circumstances, the staff may not be able to sort everything according to the information in this lesson.

Closing

Close this lesson by thanking the participants and asking them to complete their Action Plan before next session.



LAUNDRY GUIDELINES (PAGE #1)

The Meaning of Care Symbols











Washing Symbols			
	Machine wash, normal (at 60 degrees Celsius)		Machine wash, delicate/gentle cycle (at 40 degrees Celsius)
	Machine wash, extremely delicate/gentle cycle (at 30 degrees Celsius)		Hand wash only
	Cold wash		Do not wash
	No hand wash		





Textile Fabrics			
Natural Fabrics		Artificial & Synthetic Fibers	
From Plants	From Animals	Cellulose Fibers	Synthetic Fibers
Cotton	Sheep's Wool	Viscose	Polyester
Linen	Llama	Modal	Polyamid
Kapok	Alpaca	Cupro	Polyacryl
Jute	Angora	Acetate	Elasthan
Hemp	Silk	Triacetate	Polychlorid
Kokos	Camel-Hair		
Sisal	Horsehair		



LAUNDRY GUIDELINES (PAGE #2)





Bleaching Symbols			
	Bleaching allowed		Chlorine bleach
	Do not bleach		

Dry-Cleaning Symbols					
	Dry clean with all standard methods		Dry clean with perchloreet hylene		Dry clean with fluorine-solvent
	Delicate		Do not dry clean		

Drying Symbols			
	Tumble dry		Do not tumble dry
	Tumble dry, normal temperature		Tumble dry, low temperature



IRONING GUIDELINES

Ironing Symbols			
	Hot iron		Warm iron
	Cool iron		Do not iron or press

Safe Ironing Temperature		
Linen 230°C / 445°F ●●●	Triacetate 200°C / 390°F ●●	Cotton 204°C / 400°F ●●●
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FOLDING AND STORING CLOTHES

Folding Clothes

Short Sleeve Shirts	1. Fold in half vertically with the arms together. 2. Place the arms on the folded shirt. 3. Fold horizontally.
Long Sleeve Shirts	1. Fold in half vertically. 2. Fold in sleeves. 3. Fold horizontally. Tip: Don't keep long sleeve shirts folded for too long; they wrinkle quickly.
Pants with No Crease	1. Fold vertically with legs together and the pockets on the outside. 2. Bring the legs to just above the top of the pocket or about two or three inches below the waistline if there is no pocket.
Pants with a Crease	1. Hang from cuff and align predominant crease at the front. 2. Smooth the pant leg and fold in half at the knees. 3. Bring the knees to the top.
Skirts and Dresses	Fold like a short-sleeve shirt (however, you are better off using hangers -- equipped with clips for skirts).

Storing Clothes

1. Hang outerwear (overcoats, coats, jackets and vests) up on clothes-hangers and allow it to get some fresh air. Outerwear does not need to be cleaned after each wearing but does need to be hung to air out and dry out. Outerwear needs to be cleaned and hung on hangers before seasonal storage and given some fresh air.
2. Before putting clothes into the wardrobe, fasten all buttons and zippers.
3. The size of clothes-hangers must correspond to the clothes size: if it is wider, sleeves become deformed and if it is too narrow, the shoulders will sag.
4. Most garments are stored better in special paper or polyethylene sacks, to protect from penetration of dust. The exception to this is garments made from animals because they need to "breathe".
5. Neatly fold knitted garments and place them in the wardrobe. If hung, they will lose their shape.
6. Hang longer garments on the crossbeam of clothes-hangers, usually used for trousers.
7. Keep clothes in dry, ventilated wardrobes or closets. Special aromatizer against vermin (for example, moth balls are used to keep away clothes moth as they will eat the fabric) or perfumed one for nice smell can be placed in the wardrobe.
8. Before seasonal storage wash, clean and dry the garments well.



CARING FOR SHOES

Pre-Care

Leather shoes need to be polished and conditioned. It'll help prevent cracking, wrinkling, fading and flaking. Depending on how often you wear your shoes, leather polishing should become a regular routine. Apply a thin coating of shoe cream all around the shoe with a cloth and rub it in well. Then buff the shoe with a fine horsehair brush (or a soft cloth) until you can see no smudges or residual marks. Beeswax polish is great for protecting and nourishing your leather. When it comes to colour matching, your local shoe care seller should have a range of pots in different colours and shades to suit but if not, choose a transparent polish to hydrate the leather.

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Make sure you waterproof your leather, canvas, suede and nubuck shoes with spray-on water repellent. Just spray 15-30 cm from the shoe and leave to dry overnight. Repeat every couple of months.

Cleaning

Nubuck and suede are incredibly delicate. For regular maintenance, use a suede brush to remove any dirt and buff using the back (rubber) side of the brush if you have a stubborn mark. For dry stains try steam and a small amount of white vinegar and water on a nail brush to lift the dirt. Dab dry with a clean cloth, never rub and don't brush too vigorously.

If your **trainers** are in dire need of a wash, you can wash them. First of all give your trainers a wipe down with a cloth and if possible take out the insoles. Check the tag to see if your shoes can be machine washed. If so, place the trainers inside a pillowcase, with one or two towels and set your washing machine to a cold wash. Once they've been washed leave them out to air dry. If the tag on the shoes says that they can't be washed in a washing machine, wash them by hand using special shoe shampoo.

Do not wash **leather and suede trainers**. Care for them the same way you would care for other leather or suede shoes.

CARING FOR CLOTHING

ACTION PLAN

During the next week, plan to tidy up your wardrobe while you practice reading care symbols. Then answer the 10 questions of the Quiz by underlining the right answer.

Tiding up your wardrobe

1. Take out all your clothes from your wardrobe.
2. Sort out all your clothes according to the care symbols and colour.
3. Fold your clothes according to the space you have in your wardrobe.
4. Neatly put back all clothes into the wardrobe.

10 Question Quiz

1. When I wash my jeans, in the pockets I need to have
a) coins; b) paper; c) cookies; d) nothing.
2. I wash my jeans with:
a) bleach; b) washing powder; c) softener.
3. Woolen sweaters should be washed on:
a) 90°C; b) 60°C; c) 30°C .
4. When I wash my sweater on 90°C it will:
a) shrink; b) stay the same size; c) become bigger.
5. If I wash my white socks together with my red t-shirt, my socks in the end will be:
a) white; b) pink; c) grey.
6. To dry my sweater properly,
a) I use clothes-pegs; b) I hang it on a hanger; c) I put it on a towel to dry flat.
7. When I iron cotton, the temperature of the iron can be:
a) hot; b) warm; c) cold.
8. When I iron silk, the temperature of the iron can be:
a) hot; b) warm; c) cold.
9. Dirty clothes need to be stored
a) under my mattress; b) in my wardrobe; c) in the laundry-basket.
10. I store my clean clothes
a) on my bed; b) in my wardrobe; c) in the laundry-basket.

LESSON 5

HOSPITALITY

Total Time: 1.5 hours, 90 minutes

Special Materials Needed for this Lesson

Competencies for Module 7: Homemaking

- Participants will know and understand how to plan a meal.
- Participants will know and understand how to prepare a meal.
- Participants will know and understand how to keep the kitchen clean and sanitary.
- Participants will know and understand proper food storage.
- Participants will know and understand how to wash, dry, iron and keep clothes.
- Participants will know and understand that different fabrics need different care.
- Participants will know and understand how to clean the bathroom and other rooms in the home.
- Participants will know and understand cleaning agents and tools needed for cleaning.
- Participants will know and understand hospitality in the home.

A. Welcome and Introduction

Time: 5 minutes

Welcome

Welcome the class back to another lesson on homemaking. Select a few volunteers to share their successes with their Action Plan from the previous week.

Introduction

Today's lesson will cover the following topics:

- What is hospitality and why is it important?
- How to be a good host or hostess.
- How to be a pleasant guest.

B. Lecturette: What Is Hospitality & Why It Is Important

Time: 20 minutes

What Is Hospitality

“Hospitality is about giving, serving, and loving people.”

Hospitality implies welcoming people into one's home for the purpose of meeting the guests' needs and making them comfortable. In this case the person is invited to participate in the host's personal lifestyle, whether it is for an hour or for many days.

Hospitality is more than entertaining. Generally speaking, it is done more to please

or impress guests, often with a focus on food and/or entertainment. Entertaining can be impersonal, without any emotional involvement, but a caring heart is crucial to hospitality.

The Bible emphasizes how important hospitality is in several places. One exciting and thought-provoking references found in the book of Hebrews is:

“Don’t forget to be kind to strangers, for some who have done this have entertained angels without realizing it.” Hebrews 13:2

What Does Hospitality Accomplish?

Hospitality is important for what it can do *for* people. Here are a few examples of things hospitality can accomplish:

- It refreshes people
- Provides rest
- Makes newcomers feel welcome
- Draws outsiders into a family atmosphere
- Creates a safe place to be and says “We value you”
- Provides a free space that the stranger can enter and become a friend
- Bonds people together
- Builds relationships between individuals
- Opens doors of opportunity.

If we want to be hospitable to people, we need to be available and take time. Often we must lay down our personal desires for the benefits of others and make them feel that we really want them to be our guests! By taking time for people, offering them a place of rest or a listening ear we create a cosy and warm atmosphere. Guests will come back for more when they feel valued.

To whom should we show hospitality? To everyone. This can be a friend, family member, stranger or even a poor and hungry person, who has no possibility to provide for himself.

How can we communicate love to our guests? We should show that we value our visitors by focusing our attention on them. Making eye contact is important, a handshake or perhaps a touch on the shoulder will make a visitor feel welcome.

Hospitality and friendship go hand in hand. Being a friend may involve listening to a neighbor’s troubles, offering a helping hand, assisting with a project, participating in activities of mutual interest (such as sporting events, hobbies, yard work, etc.).

Actions speak louder than words and actions often lay foundations for meaningful conversations.

It is a joy for a guest to be greeted warmly by a host or hostess who has prepared both heart and home in anticipation of the guest’s arrival. What makes an excellent host or hostess? The most vital characteristic is a desire to serve. It’s not what you have to offer but the offering of your heart that makes hospitality successful. Some people seem to be born hospitable, having natural tendencies towards nurturing and caring for others. For others, hospitality is more of a challenge. But hospitality is a skill that can be learned.

The key is a willingness to serve and to learn how to meet the needs of others.

Basic Elements of Hospitality

 Refer to Handout *Five Basic Elements of Hospitality*.

Hospitality engenders five basic elements. These elements are:

1. An Open Heart

An open heart is motivated by a love for people. Hospitality implies enjoyment. Our guests should feel that we care about them and want to spend time with them. If hospitality is important to us, people will recognize that immediately. All of this depends on the host's attitude toward guests. If we are not at ease, our guests will not be either.

2. An Open Home

A home or room is the physical place where guests may be refreshed and encouraged. It is the surrounding in which the guest will bond with the host individual or family. Our doors must be wide open. "It is not the house, but the people in it which makes a home," So hospitality is not dependent upon environment or possessions. It is the attitude of the host which makes hospitality succeed or fail.

3. Generosity

Being generous with our time and resources allows us to always make room for one more.

4. Creativity

We all express creativity in different ways because we are all different. Often one person's creativity is complemented by someone else's, and the end product can be truly unique.

Think of how you can be creative to decorate a room for a visitor or a table.

5. Cultural Sensitivity

If you are hosting people from different areas of the world, you can learn a lot from their cultures. In turn you can share your culture with your guests, making it special for them as well.

Successful Hosting Tips

 Refer to Handout: *Successful Hosting Tips*.

The five basic elements generally refer to your attitude and awareness of broad issues. So how do you practically apply these elements? We are going to discuss tips that will help you be successful as a host or hostess.

To Be a Successful Host/Hostess:

- Be alert to specific needs, and likes or dislikes of guests and try to quickly meet practical needs of the guests
- Serve without hovering
- Be flexible to deal with interruptions, distractions, changes in plans
- It is important to have a sense of humor, but do not use inappropriate jokes.
- Remember that people who visit your home are very important to someone. Make each person feel valued and special. Learn something new about each person.
- Ask questions and be interested in the answers. Find out what will make that person comfortable during his visit at your home.
- If you become aware of personal or private matters in the lives of your guests, use discretion and keep this knowledge to yourself.

- When inviting guests over for a meal or a celebration, give invitations at the same time. This will prevent confusion about the reason for the invitation. For example, a guest invited later than others may think they are only "filling in" for someone who had to cancel.
- When hosting a meal, serve your guests first. Use proper table manners and table settings (Module #2, Lesson #4).
- When people praise you saying how pretty and tasty everything is don't tell them how much it cost, where you got it and how much time you spent cooking. A simple, "Thank you." is sufficient.
- The hosts should be equally attentive to all their guests. It's appropriate to give a bit more attention to a new comer to help them feel more comfortable and adjusted.
- Try to cheer the bored one, encourage a timid person. Don't ask questions like "Why are you bored?" or "Why are you quiet?" This might make a person feel uncomfortable.

Receiving Guests and Making Introductions

Now let's briefly talk about appropriate and pleasant ways to receive your guests and make introductions. Let's begin with another Bible verse that emphasizes the importance of speaking pleasantly to others.

Pleasant words are a honeycomb, sweet to the soul and healing to the bones. Proverbs 16.24


- When waiting for guests, be physically, spiritually, and emotionally prepared to greet them. First impressions are long lasting, so let's make good ones. You can view the arrival of guests in two ways: "Oh no, not another guest!" or "Praise the Lord! Another person we can bless." Your attitude will come through, so **try to be positive**.
- The first physical contact between the host and the guest is often at the door. So **be on time** for your guest's arrival. Offer a smile, greet the person by name, and identify yourself. Saying "hello" is always appropriate.
- Be aware of **personal space**. The better you know somebody, the closer you can stand next to this person.
- Be careful of touching people you don't know. Shaking hands is generally acceptable. A touch on the elbow or shoulder might be okay. Touching heads or waists of strangers usually is not advisable. Hugs, embraces, or kisses might be a typical part of greeting, but it depends on the person and his cultural background. **If in doubt, wait to see what the other person seems to find comfortable**.
- Language may be a barrier. **If your guest speaks a different language**, don't raise your voice or start shout... your guest can hear your normal tone of voice and if he doesn't understand you, he will not start understanding you just because you say the same thing louder. Also, if possible, have an interpreter available so your guest can be involved in conversation with you.
- If you speak the same language as your guest, put your guest at ease by making "small talk", talking about light topics. Offer some information about yourself and your home and talk with guests about similar topics, for example: home, job,

family, and hobby. **Talk about things that may interest your guest.** Don't be afraid to use humor: laughter creates a satisfying bond between people.

- Remember: names can be challenging. Repeating a name several times makes it familiar. **Use the guest's name** frequently in conversation.
- Use discretion in your conversations with guests. If you have disagreements, decide if it is appropriate or necessary to debate. It is **better to be kind than right**. When problems arise, work through them. Learn the art of making apologies when appropriate.
- **All people are different** with their habits, culture, personalities, and tastes; therefore, we need to be careful with our guests. If something is good for us, that doesn't mean that it is good for others.

C. Practice Activity: Hospitality Situations

Time 20 Minutes

 Refer to Handout: *Hospitality Situations*

Set Up and Instructions

Divide the class into small groups of 3-4 persons. The group members are to imagine themselves as hosting a new friend into their home for the first time. They will read each of the situations from the handout and discuss what they would do if it occurred. They will write their answers and be prepared to report out.

The situations:

1. Your guest spills tea.
2. You received a telephone call.
3. Your guest arrives one hour early
4. Your water is unexpectedly turned off.
5. Your guest brings along two children you are not expecting.
6. Your guest does not like the food you prepared.

Process Activity

In turn have each group describe how they addressed one of the situations. Allow other groups to offer constructive feedback and approaches.

D. Lecturette: Overnight Guests

Time: 15 minutes

"Do not withhold good from those whom it is due, when it is in your power to do it." Proverbs 3:27

This is another example of the Bible addressing hospitality. It tells us that we should provide good things for people as much as we are able. Let's discuss how this applies to overnight guests.

Before Each Guest's Arrival

Often we take our surroundings for granted, yet they have a great effect on us and others. It is important to create a pleasant, cheerful, and beautiful room that is warm, inviting and a refreshing atmosphere for our guests. To do this, consider all our **five**

senses (visual, smell, taste, sound, touch) and apply them to home and your guestroom:

- Visual effects: Does the room look neat and tidy?
- How does the room smell, fresh and clean or musty and dusty?
- Is there something to taste, fresh fruit, a sweet treat?
- Sound: Is there a quiet relaxing atmosphere in your house? Is the TV or radio constantly “talking” or is quiet music playing somewhere in the background?
- Touch: appropriate fabrics and textures included in the décor?

Guests feel most welcome and comfortable in places where the needs of all five senses are being met.

Preparing a Guest Room

 Refer to Handout: *Preparing a Guest Room*

When preparing your guestroom, consider the points on the following list. Apply them according to your possibilities and homes.

- Each time you expect a guest, clean the guest room thoroughly
- Make the bed with freshly washed sheets
- Put out fresh towels. Prepare two set of towels per person and fold them neatly and creatively, with no tags showing
- Add flowers (or some beautiful decoration)
- Good source of light (overhead and reading lamps)
- Alternate light source in case of power outage (flashlight or a candle and matches)
- Comfortable chair (a place to sit other than the bed)
- Place to sit and write (desk or table and chair)
- Correct number of beds (children’s beds/cribs if needed)
- Extra blankets and pillows
- Drawer and closet space, coat and clothes hangers
- Large mirror
- Waste basket with plastic liners
- Alarm clock
- Special needs for climate: mosquito netting, fan, heater, hot water bottle, extra blankets
- Iron and hair dryer
- Adequate supplies of toilet paper
- Small sewing kit
- First aid kit
- Nearby shower, toilet, and sink with plug
- Key to room
- Guest book for memories and reflections

- Interesting magazines and books
- Stationary and postcards
- A snack and something to drink
- Prepare a toiletry basket
- Write a welcome card

The last two points, a toiletry basket and welcome card deserve special attention. We will discuss each in turn.

Toiletry Basket

A toiletry basket is a container or basket filled with items your guest may have forgotten or would be useful to them during their stay.

The following are some items to consider for your toiletry basket:

<ul style="list-style-type: none"> • Toothbrush • Razor • Pack of tissues • Deodorant • Insect repellent • Bandages 	<ul style="list-style-type: none"> • Toothpaste • Bar of soap • Hair shampoo • Nail file • Sun block or sunscreen lotion • Hand cream
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Personal Welcome Card

 Refer to Handout: *Personal Welcome Card*

A personal welcome card is a handwritten note to your guest welcoming them to your home.

A welcome card should express the following general thoughts:

- Welcome to our house
- I'm / We're glad you're here
- We want this stay to be special for you
- We are honoured to have you with us

A welcome card may also advise the guest of information such as:

- Times that meals will be served
- Your work schedule

Tip: Oftentimes, foreigners and even out-of-town guests like to see postcards, stationary, etc. that are native to the country/region they are visiting, so writing the welcome on something like this would be a gift to them.

Sample:

WELCOME ANNA

Dear Anna

I'm so excited to have you over for the next two days. We will be serving breakfast at 7:00 a.m. each morning. I must leave for work at 8:15 and will return by 5:45. Please make yourself at home while I am gone. You can call me anytime 555-5555. May God richly bless you during your visit. It's a pleasure having you with us.

Julie

E. Welcome Card Practice Activity

Time: 10 minutes

 Refer to Handout: *Personal Welcome Card Practice*

Set Up and Instructions

Each participant will work independently to write their own personal welcome card. They should be prepared to share them with the class. Allow the class members to choose any one of the situations listed on the handout. Instruct them to write a personal welcome card for their guest(s). Remind them to include all of the elements listed above.

The situations:

1. A husband and wife missionary team are visiting from a Central American country. They will be your guest for 3 days while they are participating in local mission events.
2. Your mother-in-law is visiting for one week. She is from a different region of the country and this is her first visit to your home.
3. A distant cousin from Europe is visiting for a week in order to attend a family reunion. He/she does not speak English.
4. The new pastor of your church will be your guest for 2 days until his home is prepared.
5. You have invited a homeless elderly person to be your guest until he/she can find other housing.

Process Activity

Ask for volunteers to share their welcome cards. Invite constructive feedback from other class members.

F. Lecturette: Being a Guest

Time: 10 minutes

So far, we have been discussing the importance of hospitality and how to demonstrate that to others. Now let's take a few minutes to look at things from the opposite perspective: being a guest in someone's home.

When you consider being a guest in someone's home, think about the behaviors that you would like your guests to exhibit. You will want to be courteous and place your host/hostess at ease.

- Respect the privacy of your hosts. It is not appropriate to go through their personal items.
- Be pleasant to everyone present, even if you do not get along.
- Compliment your host or hostess on the meals.
- Don't compare your visit or your host and hostess with others.
- Be aware of the topics of conversation. Choose topics that are positive and non-controversial.
- Use proper table manners.
- Be sure to thank the host or hostess for their hospitality.

G. Action Plan and Closing

Time: minutes

Action Plan

 Refer to Action Plan: *Personalizing Your Welcome*.

Imagine you are living in a two-bedroom apartment and will be hosting a pastor from Spain for one week. He will be working in a Boy's Rehab Center. This is his first time to your country. Describe what you would do to prepare for his visit. Use the elements in this lesson and be creative by adding your own personal touches.

Closing

Thank the participants for their great participation and encourage them to keep up the great work.



HOSPITALITY BASIC ELEMENTS AND TIPS

Five Basic Elements of Hospitality

1. An Open Heart
2. An Open Home
3. Generosity
4. Creativity
5. Cultural Sensitivity

Successful Hosting Tips

The following are some tips to assist you as you welcome others into your home.

- Be alert to specific needs and likes or dislikes of guests and try to quickly meet practical needs of the guests.
- Serve without hovering.
- Be flexible to deal with interruptions, distractions, changes in plans.
- It is important to have a sense of humor, but do not use inappropriate jokes.
- Make each person feel valued and special. Learn something new about each.
- Ask questions and be interested in the answers. Find out what will make that person comfortable during his visit at your home.
- If you become aware of personal or private matters in the lives of your guests, use discretion and keep this knowledge to yourself.
- When inviting guests over for a meal or a celebration, give invitations at the same time. This will prevent confusion about the reason for the invitation. For example, a guest invited later than others may think they are only "filling in" for someone who had to cancel.
- When hosting a meal, serve your guests first. Use proper table manners and table settings (Module 2, Lesson 4).
- When people praise you saying how pretty and tasty everything is don't tell them how much it cost, where you got it and how much time you spent cooking. A simple, "Thank you" is sufficient.
- The hosts should be equally attentive to all their guests. It's appropriate to give a bit more attention to a newcomer to help them feel more comfortable and adjusted.
- Try to cheer the bored one, encourage a timid person. Don't ask questions like "Why are you bored?" or "Why are you quiet?" This might make a person feel uncomfortable.



RECEIVING GUESTS AND MAKING INTRODUCTION

- When waiting for guests, be physically, spiritually and emotionally prepared to greet them. First impressions are long lasting, so let's make good ones. You can view the arrival of guests in two ways: "Oh no, not another guest!" or "Praise the Lord! Another person we can bless." Your attitude will come through, so try to **be positive**.
- The first physical contact between the host and the guest is often at the door. So be **on time** for your guest's arrival. Offer a smile, greet the person by name, and identify yourself. Saying "hello" is always appropriate.
- Be aware of **personal space**. The better you know somebody, the closer you can stand next to this person.
- Be careful of touching people you don't know. Shaking hands is generally acceptable. A touch on the elbow or shoulder might be okay. Touching heads or waists of strangers usually is not advisable. Hugs, embraces, or kisses might be a typical part of greeting, but it depends on the person and his cultural background. **If in doubt, wait to see what the other person seems to find comfortable**.
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HOSPITALITY SITUATIONS

Imagine you have invited a new friend to your home for the first time. Describe what you would do if the following situations occurred.

1. Your guest spills tea.

2. You received a telephone call.

3. Your guest arrives one hour early.

4. Your water is unexpectedly turned off.

5. Your guest brings along two children you are not expecting.

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PERSONAL WELCOME CARD

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Julie

HOSPITALITY

ACTION PLAN

PERSONALIZING YOUR WELCOME

Imagine you are living in a two-bedroom apartment and will be hosting a Pastor from Russia for one week, who will be working in a Boys Rehab Center. This is the first time he has been to your country. Describe what you would do to prepare for his visit. Use the elements in this lesson and be creative by adding your own personal touches.
