

KS5 Life Skills - Household cleaning

In this unit pupils will develop their knowledge of why cleaning is important and how to recognise when an item needs cleaning. Pupils will identify what cleaning products are needed to complete specific tasks and how to use equipment/products safely. Pupils will be given opportunities to complete a range of cleaning tasks in a variety of settings.

RRSA articles:

This unit links to RRA articles:

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 24 (health and health services) every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

	<u>O&U WTE1</u>	<u>O&U E1</u>	<u>O&U E2</u>
Key learning: why and how we clean			
<u>Subject specific knowledge</u>	<p>Knows the difference between clean and dirty</p> <p>Knows that dirty items need to be cleaned</p> <p>Names at least 4 pieces of basic equipment used in cleaning tasks e.g. mop, brush, bucket, cloth.</p>	<p>Knows at least 2 simple reasons why it is important to clean an item e.g. remove germs, remove dirty</p> <p>Knows areas in the household that need regular cleaning e.g. bedroom, kitchen</p> <p>Knows the difference in chemical and physical objects used in cleaning. Pupils will recognise chemicals as dangerous.</p> <p>Identifies some of the equipment needed to complete a specific task.</p>	<p>Identifies the impact of not cleaning a specific item. E.g. mould may grow, may attract pests.</p> <p>Names specific items that need regular cleaning e.g. oven, bed. Pupils will give a reason why it is important to regularly clean these items.</p> <p>Identifies all the equipment needed to complete a task.</p> <p>Names at least 3 cleaning chemicals (bleach, window cleaner and furniture polish).</p>
<u>Subject specific skills</u>	<p>Is able to sort objects/images based on if they are clean or dirty</p> <p>Is able to identify items that need cleaning from a given choice</p> <p>Is able to use symbols, words or images to name a piece of equipment</p>	<p>Is able to use symbols to give simple reasons why it's important to clean an item</p> <p>Is able to sort products based on type.</p> <p>Is able to use images to identify areas that need regular cleaning</p> <p>Is able to choose the correct cleaning product</p>	<p>Is able to use images to communicate the impact of not cleaning</p> <p>Is able to match cleaning products to a task.</p> <p>Is able to find requested cleaning chemicals from a given choice.</p>

	Is able to find a piece of equipment using images/symbols as reference	needed to complete a task from a limited choice of objects/symbols/ images	
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Key Learning- Health and safety

<u>Subject specific knowledge</u>	<p>Understands that health and safety rules are put in place to protect people in the workplace.</p> <p>Knows why it is important to be safe when cleaning e.g. can get hurt.</p> <p>Understands that they need to wash their hands after completing a cleaning task.</p>	<p>Understands how to use cleaning chemicals safely</p> <p>Identifies some key safety signs and symbols on the cleaning product's label.</p> <p>Knows the correct PPE to wear for a cleaning task from a choice of two items.</p>	<p>Identifies the health and safety requirements when using chemical cleaning products.</p> <p>Understands how to dispose of cleaning solutions, equipment and PPE once they have completed a task.</p> <p>Understands the dangers associated with cleaning chemicals and how to keep themselves safe.</p>
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<u>Subject specific skills</u>	<p>Is able to follow simple rules</p> <p>Is able to follow verbal, visual or physical instructions to keep themselves safe.</p> <p>Is able to handle/hold equipment safely</p> <p>Is able to wash their hands by following verbal/ gestural prompts.</p>	<p>Is able to follow safety rules when using cleaning chemicals, with verbal, physical and/or gestural support.</p> <p>Is able to identify the danger/hazard/poison sign on cleaning products</p> <p>Is able to select what PPE to wear from a limited choice. Is able to put on PPE with support.</p>	<p>Is able to use cleaning chemicals independently and safely</p> <p>Is able to identify ways in which to keep themselves safe when completing a task.</p> <p>Is able to list examples of PPE to wear when cleaning and what task to wear the equipment for</p>
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Key Learning: Practical cleaning skills

<u>Subject specific knowledge</u>	<p>Knows when an item requires cleaning</p> <p>Knows how to complete least 1 stage of a task independently e.g. remove items from a table to be cleaned.</p> <p>Understands how to use a visual checklist to clean at least 2 items.</p>	<p>Understands how to follow a simple sequence to complete at least 3 steps in a single task. E.g. remove items from table, wipe table and replace items.</p> <p>Knows what equipment is needed to complete a task e.g. bucket and mop.</p> <p>Knows how to create and use visual checklist to clean at least 3 items</p> <p>Knows how to keep themselves safe when cleaning</p>	<p>Understands how to complete at least 4 cleaning tasks e.g. clean floor, load and turn on a washing machine, clean and sort fridge,</p> <p>Knows how to create and use a written checklist to clean at least 4 items.</p>
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<p><u>Subject specific skills</u></p>	<p>Is able to observe staff complete a task</p> <p>Is able to recall at least 1 step in a given task</p> <p>Is able to communicate effectively if an item is dirty.</p> <p>Is able to use the symbols on the checklist to identify and locate what equipment is needed to complete a task.</p> <p>Is able to seek help from appropriate adults.</p> <p>Is able to use appropriate language to ask for help.</p> <p>Is able to listen to and follow verbal/ gestural instructions/prompts to complete a task.</p> <p>Is able to refer to visual checklist when prompted.</p>	<p>Is able to observe staff complete a task and demonstrate at least 3 steps.</p> <p>Is able to follow verbal/gestural prompts if corrections are required.</p> <p>Is able to communicate appropriately if help is required.</p> <p>Is able to use equipment correctly and safely.</p> <p>Is able to collect PPE to wear when prompted by staff</p> <p>Is able to observe a situation and use symbols to identify tasks that need to be completing</p>	<p>Is able to observe staff complete a task and demonstrate the whole task back again.</p> <p>Is able to independently identify and self-correct errors in their work</p> <p>Is precise and accurate in their actions.</p> <p>Is able to use equipment correctly and safely and independently return equipment once used.</p> <p>Is able to independently identify if/what PPE is needed to complete a task</p> <p>Is able to observe a situation and identify tasks that need to be completing using a written checklist</p>
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Suggested activities

WTE1 (sensory based learners)

- **Sensory stories**

- character discovers a mess—can pupils problem solve how to sort the mess. E.g. character spills a cup of water, what do we do, pupils to recognise we wipe up the mess using a cloth. Duvet is in a pile at the end of the bed, pupils to put it straight.

- Explore images linked to different cleaning tasks - discuss what they can see use symbols to support answers. Can pupils match items in images to the physical item can pupils demonstrate what each one is used for e.g. cloth = wipe. Broom =sweep.
- Use of visual schedule to develop independence when identifying what to clean next - can they move on to the next task? Can they find the equipment based on the image in schedule? Can they recall 1 step from task demonstration/complete task simultaneously with staff.

Suggested cleaning activities—cleaning tables, cleaning drawers and cupboards, removing, cleaning and replacing cutlery in tray, sorting clothes based on colour, using broom/ hoover, making bed—putting pillows and duvets in correct places.

E1/2

- Ask it/circle time—discuss what cleaning jobs do they help with, who does the rest? How can they help more?
- Show pupils images of items not cleaned properly—bed bugs, bacteria - do they help or harm us? What is the impact to our health? What do we need to do to remove the germs and bacteria from household items.
- Sort and sequence activities - matching cleaning jobs to rooms, equipment needed,
- Create visual/ written check lists to use in school and at home when cleaning

Suggested cleaning activities—sorting laundry, loading and setting washing machine, making bed - putting sheet on bed, duvet and pillows in cases, sorting and cleaning cupboards and fridge, using hoover/broom, removing rubbish from bin and putting clean bag in the bin.

Teaching strategies

Use of TSI - to develop independence in completing practical cleaning tasks.

Staff work to the side of the pupil demonstrating task

Staff to use gestural prompts to correct pupils actions, limit verbal communication (where suitable)

Tasks to be repeated to gain independence and reinforce skills

Use of visuals pupils to recognise what is next can they move on independently.

Visual schedules

Visual sequence of each step of task.

If pupils require high levels of physical support to complete practical tasks encourage use of communication skills e.g. AAC device to describe what to do next, what equipment is needed, what action is to be used

Evidencing Work:

All practical tasks to be evidenced via annotated photographs which are marked following assessment guidelines.