

KS5 Life Skills - Home management/ Living independently

Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In life-skills pupils will gain the knowledge to make a full contribution to their lives as adults.			
Intent for this topic:	In this unit pupils will understand how to identify different household cleaning tasks, recognise when tasks need to be completed and how to initiate starting a task. To complete various household tasks following a given structure e.g. visuals, TSI. To identify dangers within the household and how to minimise the risk. To identify basic repair jobs required within a home.			
Core vocabulary needed for this subject/topic:	Hygiene, cleaning			
Vocabulary pupils will have accessed in other topics or subject areas:	Chemical D2 D10			
Key vocabulary taught within this topic:	Key vocabulary, used in context, spoken, signed or symbols: Anti-bacterial Spray Cloth Sponge Health and safety Safe Germs Bacteria Liquid			
Big Questions	What is an emergency? What would you do in an emergency? Give situations for students to problem solve.			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	Food technology	Food technology	Carousel	Basic cleaning skills e.g. wiping surfaces.
KS4	Science	Chemistry In Our World.	Spring year 1	Basic information on the use of chemicals in the home.
Links to other subjects: English				

**RRSA articles:** This unit links to articles 5 and 23

Article 5 (child's evolving capacities) - Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices and independence.

Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

	<u>O&amp;U WTE1</u>	<u>O&amp;U E1</u>	<u>O&amp;U E2</u>	<u>OU E3</u>
<b>Key learning: To identify different cleaning tasks within a household.</b>				
<b><u>Subject specific knowledge</u></b>	<p>Understands that cleaning tasks occur at home</p> <p>Knows at least 3 different household cleaning tasks</p> <p>Understands where different cleaning tasks occur within the home. E.g. make bed in the bedroom.</p> <p>Understands what basic equipment is required to complete a specific cleaning tasks.</p>	<p>Knows at least 6 different household cleaning tasks</p> <p>Knows at least 3 different cleaning tasks that can occur in a specific room,</p> <p>Understands what equipment is required to complete specific cleaning tasks and that the equipment/chemicals used can be dangerous.</p> <p>Understands how to keep themselves safe when cleaning</p>	<p><i>Knows at least 10 different household cleaning tasks.</i></p> <p><i>Understands that the same cleaning tasks can occur in different places in the home e.g. cleaning windows.</i></p> <p><i>Understands what equipment/cleaning chemicals are required to complete a specific cleaning task</i></p> <p><i>Understands the dangers associated with cleaning chemicals and how to keep themselves safe.</i></p>	<p>Understands how often a particular area needs to be cleaned e.g. the bathroom.</p> <p>Pupils will be able to explain the reasons why it is important to be safe with cleaning equipment.</p> <p>Knows the correct PPE to wear for each specific cleaning task.</p> <p>Knows how to dispose of cleaning solutions, equipment and PPE in an environmentally friendly way.</p> <p>Understands the importance of placing hazard warning signs when cleaning e.g. mopping the floor.</p> <p>Understands why they need to clean certain areas of the house and can give specific examples of their reasoning e.g. I clean the fridge to reduce the risk of cross contamination and bacteria spreading</p>
<b><u>Subject specific skills</u></b>	<p>Is able to select a requested cleaning task from a choice of images/symbols</p> <p>Is able to identify at least 3 cleaning tasks from images and communicate their understanding using actions, key words or symbols.</p>	<p>Is able to observe a image/video/ situation and communicate what cleaning tasks they can see (symbols to support)</p> <p>Is able to observe a given situation and identify what cleaning tasks might occur in that room.</p>	<p>Is able to observe a image/video/ situation and communicate what cleaning tasks they can see (word bank to support)</p> <p>Is able to identify a cleaning task and name multiple areas in the house where that task might occur.</p> <p>Is able to identify and name different pieces of cleaning equipment and chemicals.</p>	<p>Is able to independently select the correct cleaning agents and equipment for a specific cleaning routine.</p> <p>Is able to independently clean the area.</p> <p>Is able to use a recommended programme on a washing machine.</p>

	<p>Is able to identify different areas within a home and communicate what occurs in each room e.g. kitchen is for cooking.</p> <p>Is able to use a 'house map' to match a cleaning task to correct area in the home</p> <p>Is able to match symbols of cleaning materials to the correct items/ image</p>	<p>Is able to identify and name different pieces of cleaning equipment.</p> <p>Is able to use single words/short phrases to describe how pieces of equipment might be used.</p> <p>Is able to communicate an awareness of which pieces of equipment are safe or have the potential to be dangerous e.g. bucket - safe, bleach - dangerous.</p> <p>Is able to identify at least 2 pieces of PPE to wear when cleaning - gloves and apron.</p>	<p>Is able to identify and name what pieces of equipment/chemicals are required to complete a specific task.</p> <p>Is able to use a symbol grid to communicate what specific danger a cleaning chemical might have on the body e.g. bleach - poisonous if swallowed, irritant if on the skin.</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: To identify dangers within the household e.g. electrical items, medication, open windows  
To identify and follow steps to leave the house safely. E.g. lock windows, turn off lights, keys.**

<b><u>Subject specific knowledge</u></b>	<p>Understands the difference between safe and dangerous</p> <p>Knows if an action is safe or dangerous</p> <p>Knows key people who help them in the home</p> <p>Understands how to use a visual checklist to leave an environment safely.</p>	<p>Knows at least 4 dangers found in the home</p> <p>Understands the consequences of a specific danger</p> <p>Knows key people who help them in the home and knows how these people help them.</p> <p>Understands how to create and follow a visual sequence of steps to leave an environment safely</p>	<p>Knows at least 6 dangers in the home and the consequences of a specific a specific danger.</p> <p>Understands how to make a dangerous situation safe.</p> <p>Understands what to do if you find a dangerous situation.</p> <p>Understands how to create and follow a written checklist to leave an environment safely.</p>	<p>Knows that electrical appliances should be unplugged after use.</p> <p>Knows that electrical appliances can cause fires if they are not properly maintained or if they are faulty.</p> <p>Knows that doors and windows need to be locked.</p>
<b><u>Subject specific skills</u></b>	<p>Is able to observe an image/situation and communicate using symbols if an action is safe or dangerous</p> <p>Is able to identify appropriate adults to ask for help</p> <p>Can use appropriate language to ask for help.</p>	<p>Is able to apply the above knowledge when observing real life situations or situations as shown in images/ videos</p> <p>Is able to communicate the impact of a situation using a symbol bank</p>	<p>Is able to apply the above knowledge when observing real life situations or situations as shown in images/videos</p> <p>Is able to communicate the impact of a dangerous situation on an individual and give verbal instructions how to make a situation safe.</p>	<p>Is able to plug in and unplug items</p> <p>Is able to check an electrical product for faults.</p> <p>Is able to use a key</p> <p>Is able to use a window lock and catch</p>

	<p>Is able to identify a task from a visual checklist</p> <p>Is able to complete a single task from a visual checklist</p> <p>Is able to listen to instructions and follow verbal/gestural prompts when given.</p>	<p>Is able to effectively communicate how to ask for help.</p> <p>Is able to use a symbol based planning template to create a checklist based on a given household situation</p> <p>Is able to show signs of initiating a task once a checklist is given to them</p> <p>Is able to follow and complete a visual sequence of at least 3 steps with appropriate prompts when required.</p> <p>Is able to independently move onto the next step in a familiar sequence</p>	<p>Is able to effectively communicate how and when to ask for help and describe why help is needed.</p> <p>Is able to identify appropriate adults to ask for help.</p> <p>Is able to use a text based planning template to plan and create a checklist.</p> <p>Is able to independently complete all the steps in a written checklist.</p>	
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**Key Learning: To identify essential household tasks e.g. paying bills, basic maintenance.**

<p><b><u>Subject specific knowledge</u></b></p>	<p>Understands the vocabulary "switch on" and "plug in" using sign or images.</p>	<p>Understands that when living independently they have to pay 'bills'</p>	<p>Understands the term 'bills' and can choose the utilities they think they have to pay for from a choice of 6 e.g. internet, electricity, rent</p> <p>Understands what at least 5 home appliances are used for and can operate them independently</p> <p>Understands why they need to manage a small budget and can talk about how they can earn money and how they can allocate money to different things e.g. entertainment, food etc</p>	<p>Understands who they need to contact if something in their house breaks e.g. the tv, sink, alarm</p>
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	<p>Is able to recognise when a household appliance is not working e.g. a light is out, the tv won't turn on</p> <p>Is able to plug in a small appliance for somebody to use e.g. vaccum, kettle, whisk</p> <p>Is able to close the window, turn off a light</p>	<p>Can recognise when items in the home are broken and give at least one reason why they think it is broken e.g. the microwave light does not come on.</p> <p>Is able to operate a small appliance in the home following a set of instructions e.g. turning on a computer and logging in</p> <p>Can follow a set of instructions of at least 5 steps to complete at least 2 household tasks e.g. cleaning a sink, vacuuming the floor</p>	<p>Is able to explain the steps required to live independently e.g. finding a home, going shopping, keeping things tidy</p>	<p>Can undertake basic house maintenance of specific items e.g. changing a lightbulb, building a flat pack table</p> <p>Is able to research and compare items they would use in their house if living independently e.g. washing machines, cookers, fridges etc</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.

- leaving the house—interactive can they spot what's dangerous—can they make it safe e.g. close windows.
- 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.

**E1/2/3**

- 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, frequency.
- Create visual/ written check lists to use in school and at home when cleaning/ leaving the house.
- **Film it** - create a filmed instruction manual/ poster on how to complete different tasks or how to leave the house safely use of I-pads to either film pupils or to take step by step images of each other for posters.
- **Homework** - Pupils keep a log of household tasks they complete at home - turn it into a class competition—who can

<p>complete the most tasks at the end of each half term.</p> <p><b>Suggested cleaning activities</b>—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.</p> <p><b>Teaching strategies</b></p> <p><b>Use of TSI</b> - 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</p> <p><b>Use of visuals</b> pupils to recognise what is next can they move on independently.  Visual schedules  Visual sequence of each step of task.</p> <p>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</p>	
<p><b>Online resource:</b>  <a href="https://www.goodhousekeeping.com/uk/house-and-home/">https://www.goodhousekeeping.com/uk/house-and-home/</a>  <a href="https://www.systematicinstruction.com/what-is-tsi">https://www.systematicinstruction.com/what-is-tsi</a>  <a href="https://cleaning.lovetoknow.com/Household_Chore_List">https://cleaning.lovetoknow.com/Household_Chore_List</a></p>	
<p><b>Evidencing Work:</b>  All practical tasks to be evidenced via annotated photographs which are marked following assessment guidelines.  TSI data collection sheets can also be used to record pupil progress</p>	