

Attainment's

LIVING ON YOUR OWN

Lesson PLANS



Don Bastian • Tom Kinney

Living on Your Own Lesson Plans

Win/Mac CD

The CD contains printable PDF files of **Living on Your Own**; Survival Guide, Lesson Plans, and a Reader.

PDF reader software is required to view the PDFs. Acrobat® Reader® Software is included on the CD.

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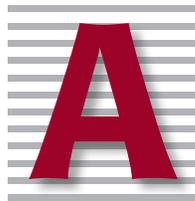
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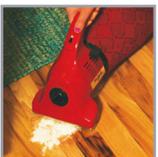
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Introduction

The goal of the Living on Your Own Program is to provide a structured, step-by-step training program in housekeeping, and other skills related to independent living, for students ages 14 and up who would benefit from this instruction.

Program Description

The Living on Your Own Program includes a student Survival Guide, a novella Reader, and a Lesson Plans book for instructors, along with a PDF CD and Classroom License for printouts that includes numerous reproducibles from all three books.

The Survival Guide features a large number of picture-based instructional cues in multiple formats to help students grasp the materials, and to help teachers reinforce activity performances. Original, hand-drawn visual cues (as well as photos) in the student books come in several forms:

1. Illustrated step-by-step cues for each activity;
2. Instructive photos of age appropriate models performing personal care activities;
3. And illustrated icons, or symbols, that appear above all text found in the student guides to aid student reading and understanding of the materials.

The student Survival Guide promotes the learning of essential, self-directed activities by tying together related skills in a set pattern or routine. (More about routines later.) As student skill repertoires grow, new skills can be introduced and taught. When deficits deter performance, students should be encouraged to practice that particular step or activity until it's mastered. Parent involvement in this process is critical, but easy to come by because parents have even more at stake here than do teachers when it comes to the student's ability to master these skills.

Long-Term Goals of the Program

Long-term goals are to help students living on their own:

1. To successfully complete routines in housekeeping and other independent living skills.
2. To understand the importance of improving and maintaining a good appearance throughout the day.
3. To be able to handle a wide variety of housekeeping and other independent living skills.

Introduction

How the Lesson Plan Works

The **Lesson Plan** manual presents an overview of the program itself, particularly the student Reader and Survival Guide.

The student-oriented **Survival Guide** is heavily illustrated and features key vocabularies for each activity, and step-by-step and steps-to-take sequences for performing each activity. Also each activity begins with a photo essay of age appropriate models performing each of the 34 activities in the student book. It also includes a Facts page that defines what's involved with each activity, and a Helpful Tips page with additional information. In both pages words are in appropriately large print with vocabulary highlighted in red and plenty of symbols to help students understand the text. Each activity ends with two comprehension quizzes: a Problem-solving Quiz and a fill-in-the-blank Quiz.

The **Reader** is a student-engaging, photo-illustrated novella that features young people about to graduate from high school, and deals with some of their typical issues. Issues—such as finding and succeeding at a job, having and maintaining relationships, abusive relationships, and appropriate social skills in a variety of scenarios—and many more issues for learning how to live independently. In it, each chapter ends with a set of comprehension activities, including: a Vocabulary Quiz, Emotion Word Quiz, and Sequence of Events Quiz.

To synthesize: In the student book, each activity begins with a photo essay, showing the supplies required to perform the activities, with age appropriate models performing the activities to serve as visual cues for students. On the next page are the six vocabulary words found per every activity along with their definitions. Next is the Facts page with icon-aided text that describes each activity. Then come the two Step pages with photos showing how to perform each activity, followed by the Helpful Tips page with more icon-aided text and additional information. There are three types of Step pages: The Step-by-Step pages follow sequenced performances of the activity; Steps-to-Take pages illustrate the required sequencing of steps to perform the activity, but not in such a tightly-directed order; and Choices to Make pages that are self-evident. Finally, two pages test the student's comprehension of the materials in each chapter: the Quiz, followed by the Problem Solving page. Ask students to circle the right answers in the Quiz page, and to give a brief essay on the Problem Solving page that requires students to problem-solve issues related to performance of the activity.

All 34 activities follow this same ordered sequence.

Vocabulary Index

At the end of the Lesson Plan, an icon-aided index is provided with all vocabulary words introduced in the activities, complete with their definitions, to allow teachers to hold students accountable for their understanding of the appropriate vocabulary in the Survival Guide and to use in IEPs.

Routines

A routine is a sequenced series of activities. An example would be a sequence of typical housekeeping activities linked together that students use to remember the various activities in a natural sequence they can learn to perform.

Some routines have just a few activities, but others can include many activities. A given routine is strictly up to the needs of each student, but the advantage is that doing them in a sequence helps students remember to do them all. Not everyone will perform the same activities in the same order, but that doesn't matter. For many students, certain activities will seem to follow a natural sequence. Let them decide what that sequence is.

Note that the following example of a suggested sequence is just that, a suggestion. Students don't have to follow these activities in this exact order. If some students find that different sequences are natural for them, praise them for their independent thinking, as long as they don't forget to include all essential housekeeping and safety activities involved.

Start by showing students several related activities, up to six at the most, that naturally occur in sequence. For example, follow this suggested routine at the beginning of the student book:

1. Straightening Up;
2. Emptying Wastebaskets;
3. Sweeping Floors;
4. Sponge Mopping;
5. Dusting;
6. Vacuuming the Carpet.

The following page shows a natural routine sequence via a series of photos.

Routines

A suggested routine:



1. *Straightening up*



2. *Emptying wastebaskets*



3. *Sweeping floors*



4. *Sponge mopping*



5. *Dusting*

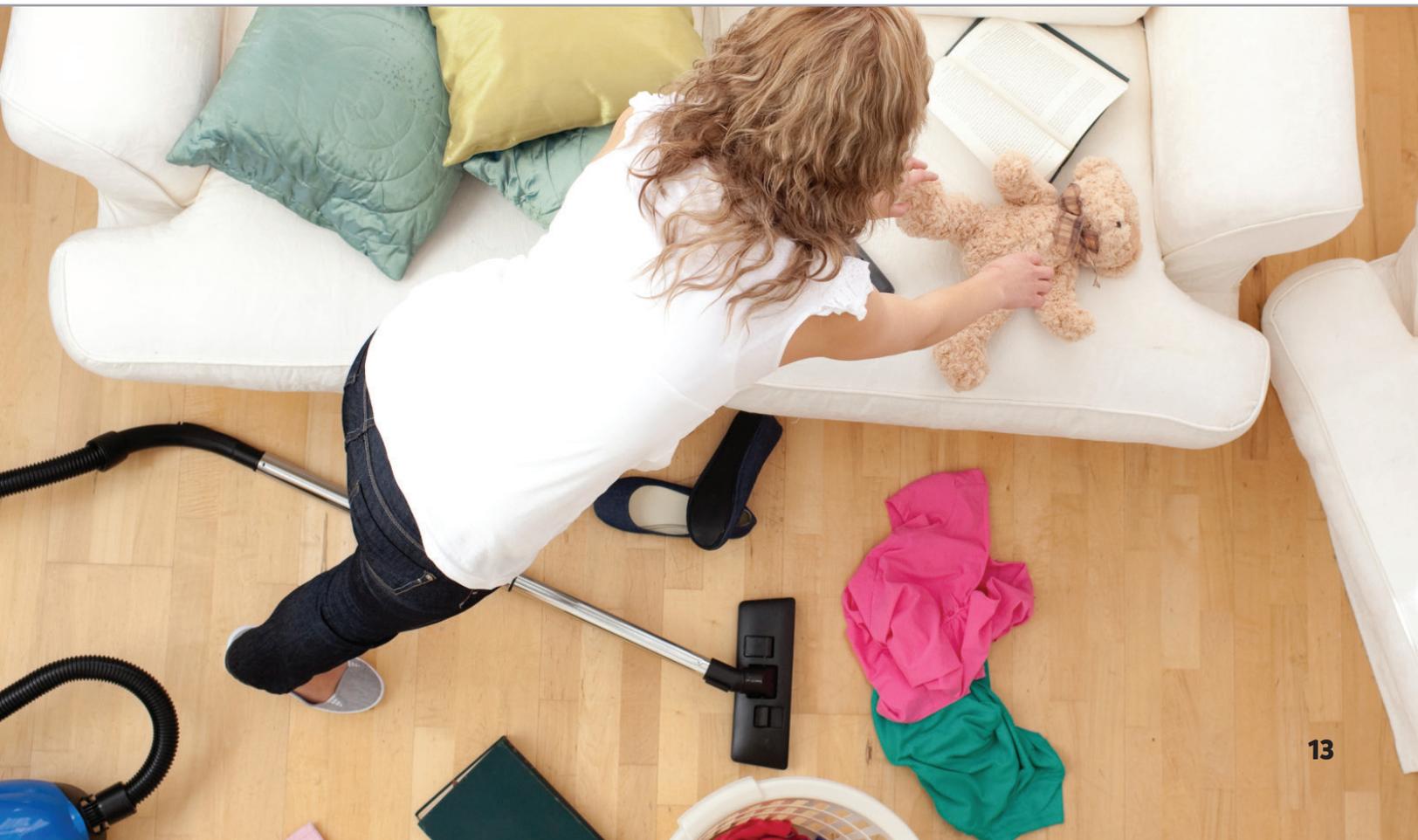


6. *Vacuuming the carpet*

CHAPTER 1

Housekeeping

Straightening Up
Emptying Wastebaskets
Sweeping and Dusting
Dust Mopping
Cleaning Smudges
Mopping the Floor
Sponge Mopping
Hand Scrubbing



Straightening Up

Narrative

Tell students that straightening up can apply to any part of their living space from living room to bathroom. It's generally the first activity students do when cleaning up their place. There might be a need to do just one room, or the entire place. That's their decision. They should start by having a plan. What are they going to do? And where? How much time do they have? And do they have the right supplies? When straightening a room, they might want to take a laundry basket along to put in things that they pick up.

Objective

S will decide on a plan as to where to straighten up based on what is needed and the time they have to do it.

Teacher's Script

Say, "Straightening up your living space can include doing just one room, or your entire place. Before you start cleaning, make a plan. How much are you going to do? How much time do you have? And do you have the right supplies to do it?"

Training Suggestions

- Suggest they start by removing items that don't belong in the room they're cleaning.
- Tell them to use a laundry basket to collect items that need to be picked up and placed elsewhere.
- Take photos of what the students' rooms should look like when straightened to help them understand what to put where, and show them the photos.



Emptying Wastebaskets

Narrative

Tell students that wastebaskets are a little like garbage cans, but are lighter to remove and carry. They can be found in most rooms and need to be emptied regularly. Students can keep extra liners in the bottom of each basket so they always have the next one there when they empty it. They can decide on a place to take all the bags, or put the bags into a larger container and take it all out at once. Some bags in some rooms will need to be taken out more often than others. The kitchen wastebasket, for example, will need to be removed more often.

Objective

S will check wastebaskets on a regular basis and empty them when needed.

Teacher's Script

Say, "Check all your wastebaskets regularly, empty them when needed, and if it helps, put a new liner in each time you remove the old one. Some bags will need to be checked more often than others, like kitchen wastebaskets that need to be emptied more often."

Training Suggestions

- For some students, trash bags can be hard to close. Rehearse twisting ties until they master it.
- Every independently living student will have at least a slightly different pickup scenario, depending on where they live. Model several general types of pickup so they're ready for their specific scenario.



Sweeping and Dusting

Narrative

Start with a plan. One plan is sweeping from the edges of the floor into the middle of the room and picking it up with a dustpan. Or sweep in straight lines, piling the dirt near a wall where you pick up. When dusting, use a cloth or feather duster and remove dust from all surfaces as well as areas that are often smudged, like doorknobs.

Objective

S will learn to sweep the floors and surface areas clean following a given pattern, pick up the swept dirt with a dustpan, and get rid of it appropriately. Surface areas will be kept clean with regular dusting.

Teacher's Script

Say, "Two different ways of sweeping have been offered here and you can try whichever one you want, or try both to see which is better. Once you decide, use the approach you like to sweep your floors and then use a dustpan to pick up the debris. Remember to dust all surface areas.

Training Suggestions

- Explain that students should start with a plan. One is to sweep from the edges into the middle of the room where they pick up with a dustpan. Or sweep in straight lines, piling the dirt near the wall, to then be picked up with a dustpan.
- When they're done sweeping, tell them to deposit the dirt in a garbage can or wastebasket. Or pick up the dust as they go.
- If students need help, show them how to properly use a broom and dustpan.
- For dusting common surface areas such as end tables, students need to acquire a dusting cloth or a feather duster.
- Students should also know to dust frequently used items like doorknobs or light switches.



Dust Mopping

Narrative

If possible, students should use an angled broom to sweep corners and other hard-to-reach areas. Then use their dust mop to sweep the dirt into open areas where they can pick it up with a dustpan. Tell them to have a plan before they start and to stick with it. One way is to push the dust pile toward a central point in the room for pickup.

Objective

S will decide on a plan for dust mopping before they begin mopping.

Teacher's Script

Say, "Start out with a plan for how you will do your dust mopping. If you have an angled broom, use it to sweep corners and hard-to-reach places. Then sweep the dirt toward an area where you can pick it up with your dustpan."

Training Suggestions

- If possible, stage a session with students to show them how to use a dust mop and a dustpan on a school floor.
- Explain why having a plan to follow will help them stay on track while dusting floor areas.



Cleaning Smudges

Narrative

Tell students that smudges occur most often in high-use areas, like doorknobs and light switches. Let them know they will need a spray cleaner and a cleaning cloth. Emphasize that they need to define high-traffic areas but should not ignore lower-use areas.

Objective

S will locate the appropriate supplies and spray and wipe off high-traffic areas but will also clean low-use areas on occasion.

Teacher's Script

Say, "Smudges appear most often in busy parts of your home. Look for high-traffic, high-use areas, like doorknobs and light switches. But don't ignore low-use areas and find a regular time to clean them as well."

Training Suggestions

- Explain the concept of high-use areas to students and how they need more attention than areas less traveled. But emphasize that less busy areas also need occasional cleanings.
- Acquaint students with the supplies needed to clean smudges.
- Caution students on the amount of spray they use so that they don't overdo it.



Mopping the Floor

Narrative

Tell students that if there is flooring that isn't covered by carpets, it will need occasional wet mopping. As with vacuuming, mopping is needed more frequently in high-traffic areas than in other rooms where traffic is lighter. To mop floors, instruct students to get the following: bucket, cleansing agent, and mop.

Objective

S will have the appropriate supplies at hand and will mop, when necessary, flooring not covered by carpets.

Teacher's Script

Say, "Not all floors are covered with carpets, so it's likely you will have some exposed wood floors in your place. Learning how to wet mop your floors will be a key skill. Some parts of your place may need more regular mopping than others. Be aware of areas that draw heavier traffic than others and mop them more often."

Training Suggestions

- Show students the different kinds of flooring typical in housing units so they understand the need for mopping vs. vacuuming.
- Explain the difference between high- and low-traffic areas and why the former will require more frequent mopping.
- Orient students to where the door is when mopping and point out how it should be the last area to mop and left open, so they may leave the room without walking on already mopped areas.
- Students should know to make sure the mop water is warm so as to be effective for cleaning their floors.



Sponge Mopping

Narrative

The kind of mop students use will depend on the job to be done. Wood and some tile floors can have lots of texture and might be better done with a rag mop. But for most smooth floor surfaces, a sponge mop is better. It's also wise to sweep or vacuum before mopping to remove excess dirt. Tell them to look for sticky spots like gum that a mop can't handle and to scrape them off first.

Objective

S will determine the right type of mop for the floor, fill a bucket with hot water and a good cleaner and mop until the floor is clean.

Teacher's Script

Say, "Find the right mop for the job, because floors have different surfaces. Fill your bucket with hot water and a cleaner, but don't use too much cleaner fluid. And consider that you may have to hand scrub some areas like around table legs. Then mop back and forth until you've cleaned the whole floor."

Training Suggestions

- Explain to students why some areas get more traffic than others and that those areas need to be cleaned up more frequently for that reason.
- Tell students that non-carpeted floors differ in surface texture and that they may need different types of mops depending on what kind of floors they have.
- Using the right amount of cleaning solution is something students should also consider. Using more solution than necessary is wasteful and can be expensive.
- Instruct students to pour warm to hot water into the bucket, and caution them not to scald themselves.



Hand Scrubbing

Narrative

Tell students that vacuuming and mopping will clean most of their wood floor space, but there are always some areas that will require hand scrubbing. They include areas around chair and table legs and hard-to-clean spots next to walls. Students can either hand scrub following a back-and-forth motion, or use a circular style of scrubbing. The more stubborn the debris, the harder they must scrub.

Objective

S will muster up supplies and hand scrub those unreachable areas.

Teacher's Script

Say, "Some areas of your floors you will have to hand scrub, because you can't get at all the dirt any other way. These areas include around chair and table legs and hard-to-clean spots next to walls. And other areas. This isn't the most pleasant job, but it must be done to keep your place clean."

Training Suggestions

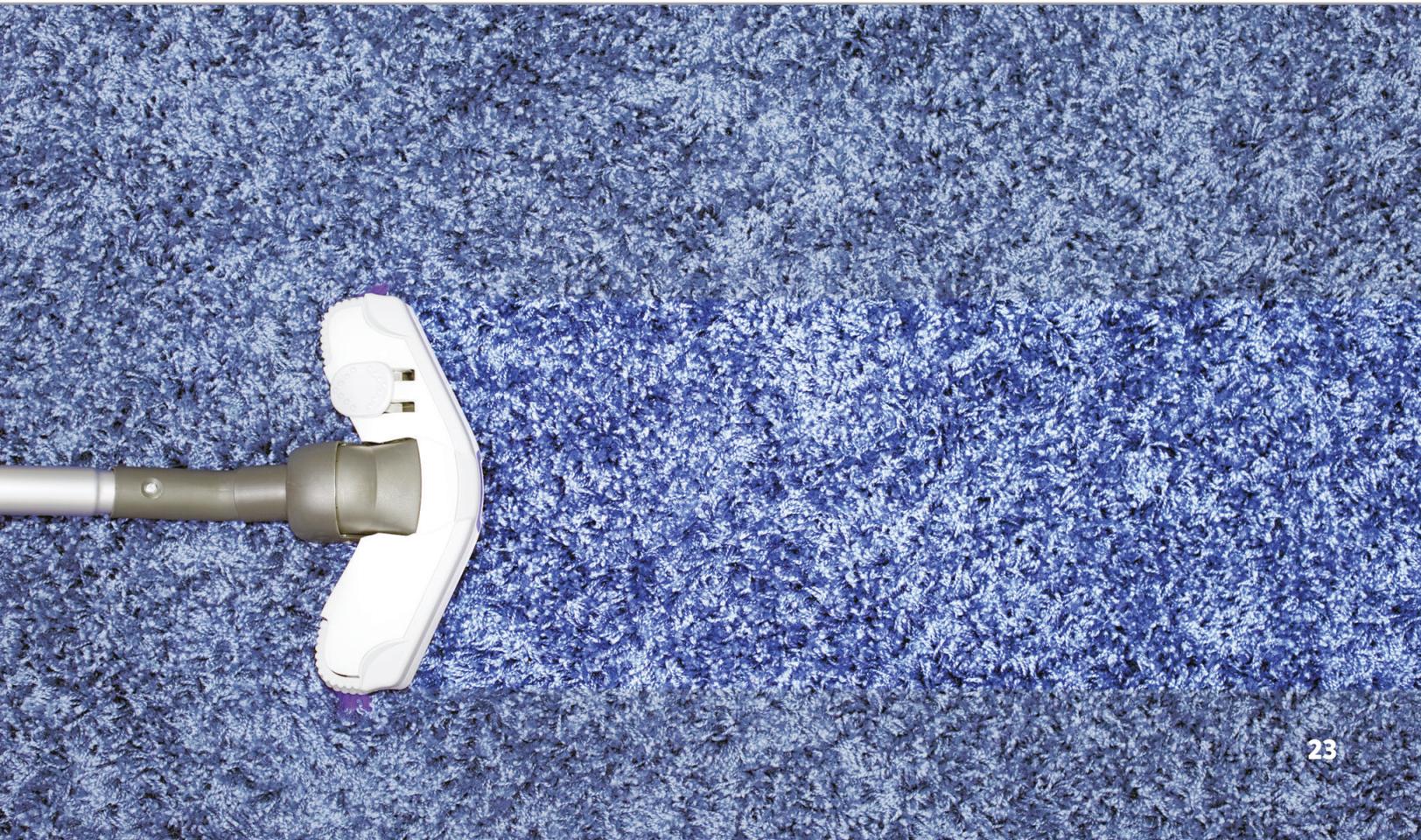
- Tell students they sometimes need to move items like chairs and rugs so they can wipe the floor with a dry dust mop.
- Sometimes students will need a putty knife to scrape off stubborn grime that remains after mopping. If necessary, suggest they use knee pads to project their knees while scrubbing.
- Instruct students to use scrub water that's somewhere between warm and hot to optimize results.



CHAPTER 2

Vacuuming

Vacuuming Wood Floors
Vacuuming Carpets
Vacuuming Furniture
Using a Hand-Held Vacuum



Vacuuming Wood Floors

Narrative

It's important for students who have wood floors to vacuum them at least weekly or else grit will damage them. In open areas students should decide how they will vacuum. In open areas, they should vacuum in straight lines using a back-and-forth movement to cover the entire floor. Tell them to use the hose attachment to get at hard-to-reach areas like baseboards and furniture.

Objective

S will vacuum all wood floors at least weekly without missing any spots.

Teacher's Script

Say, "Vacuum all your wood floors at least weekly and try not to miss any spots. Don't worry about moving heavy furniture every time you vacuum, but try to do it a couple times of year. If you need help to move large pieces like a couch, ask family or friends for help."

Training Suggestions

- If possible, show students how to vacuum properly on any available floors you have at school.
- Explain how they should use a back-and-forth movement to cover the whole floor.
- Discuss the need for them to use various attachments to get at hard-to-reach areas.



Vacuuming Carpets

Narrative

Let students know that their vacuum cleaner comes with various handy attachments for different uses. These are especially good for cleaning furniture and hard-to-reach areas. For wood furniture they can use a dusting brush and for sofas a crevice tool, to get between the cushions and into other tight spots. Tell them that if they spill liquids or food on their couch, to blot up the spill but to avoid scrubbing or rubbing it, as this will spread the damage. Then when it dries, you can vacuum it.

Objective

S will be adept using a vacuum cleaner including all of its attachments.

Teacher's Script

Say, "Your vacuum cleaner will save you a lot of time, but you have to learn how to use it properly. You can clean wood floors or carpets with it, and with its attachments you can also get into tight spots and areas that are otherwise hard-to-reach."

Training Suggestions

- Tell students they need to establish a vacuuming routine: how often will they vacuum, and which high-traffic areas will they need to vacuum more frequently?
- Emphasize the importance of knowing how to change vacuum cleaner bags.
- Show students how to follow a back-and-forth motion, going over the same area twice.
- Suggest to them that it's not necessary to move larger pieces of furniture every time they vacuum, but instead to establish a routine in which they move them once or twice a year.



Vacuuming Furniture

Narrative

Tell students that to vacuum furniture, it's important to have a full array of vacuum attachments to get into the tight areas, like sofas. A crevice tool is a necessity. And when they are vacuuming wood furniture, or wood parts of furniture like sofas, a dusting brush can be used. But also there is a brush attachment that comes with their vacuum cleaner that can be useful.

Objective

S will understand the use of vacuum attachments and other tools necessary for vacuuming furniture.

Teacher's Script

Say, "You will need to use vacuum attachments to reach some areas when you are vacuuming your furniture. A crevice tool is important to doing the job. But also use either a dust brush or the brush attachment that comes with your vacuum to do wood areas of your furniture."

Training Suggestions

- Suggest a vacuuming routine for students to use when vacuuming furniture.
- Show students the vacuum attachments that come with their vacuum cleaner.
- Explain what the attachments are for and, if possible, show them how to use them.



Using a Hand-Held Vacuum

Narrative

Handheld vacuum cleaners are small, portable, and easy to use. Tell students they are handy to have around. They can use them for small jobs that don't require vacuum cleaners, like cleaning the car and vacuuming hard-to-reach areas. They're also great for messes like Christmas tree needles and dirt dragged in from outside.

Objective

S will be adept at using a handheld vacuum cleaner and knows when it's appropriate to use it.

Teacher's Script

Say, "handheld vacuums are light and easy to carry, as well as easy to use. But you can't vacuum a floor with them. They are for doing special jobs, like cleaning your car, or for small jobs and difficult-to-reach areas."

Training Suggestions

- Find an appropriate use for a handheld vacuum to demonstrate it to the student.
- Make it clear to students that handheld vacuums aren't appropriately used to vacuum large areas or floors.
- Handheld vacuums need to be regularly recharged to be usable. Demonstrate to students how to plug them in for a recharge each time after being used.



CHAPTER 3

Miscellaneous Housekeeping Tasks

Watering Plants
Shaking Throw Rugs
Cleaning Windows



Watering House Plants

Narrative

Let student know there are no set rules for how often to water all houseplants because they have different needs. Consider choosing plants that can be watered once a week, or they will have to water them at different times. Tell them when planting or transplanting to avoid filling the pot all the way up with dirt, and to leave room for water. Caution them against letting plants sit in water, and encourage them to add just enough water to each pot so that it leaks a little out the bottom.

Objective

S sets up a weekly schedule to water plants, knows how much dirt to put in each, doesn't over water, and transplants carefully when and if necessary.

Teacher's Script

Say, "Taking care of houseplants isn't hard, but you need to set a weekly watering schedule. When planting or transplanting, don't overfill with dirt. Leave room for water. But don't overwater, or they can drown. Put just enough water in each pot so a little leaks out the bottom."

Training Suggestions

- Students learn to consistently follow a weekly watering schedule.
- If a student wants plants like cacti, needing a different watering schedule, it is wise to put them in a different area so they don't overwater them.
- One way to remember to water all plants is to move around each room clockwise, hitting each plant as you go.

