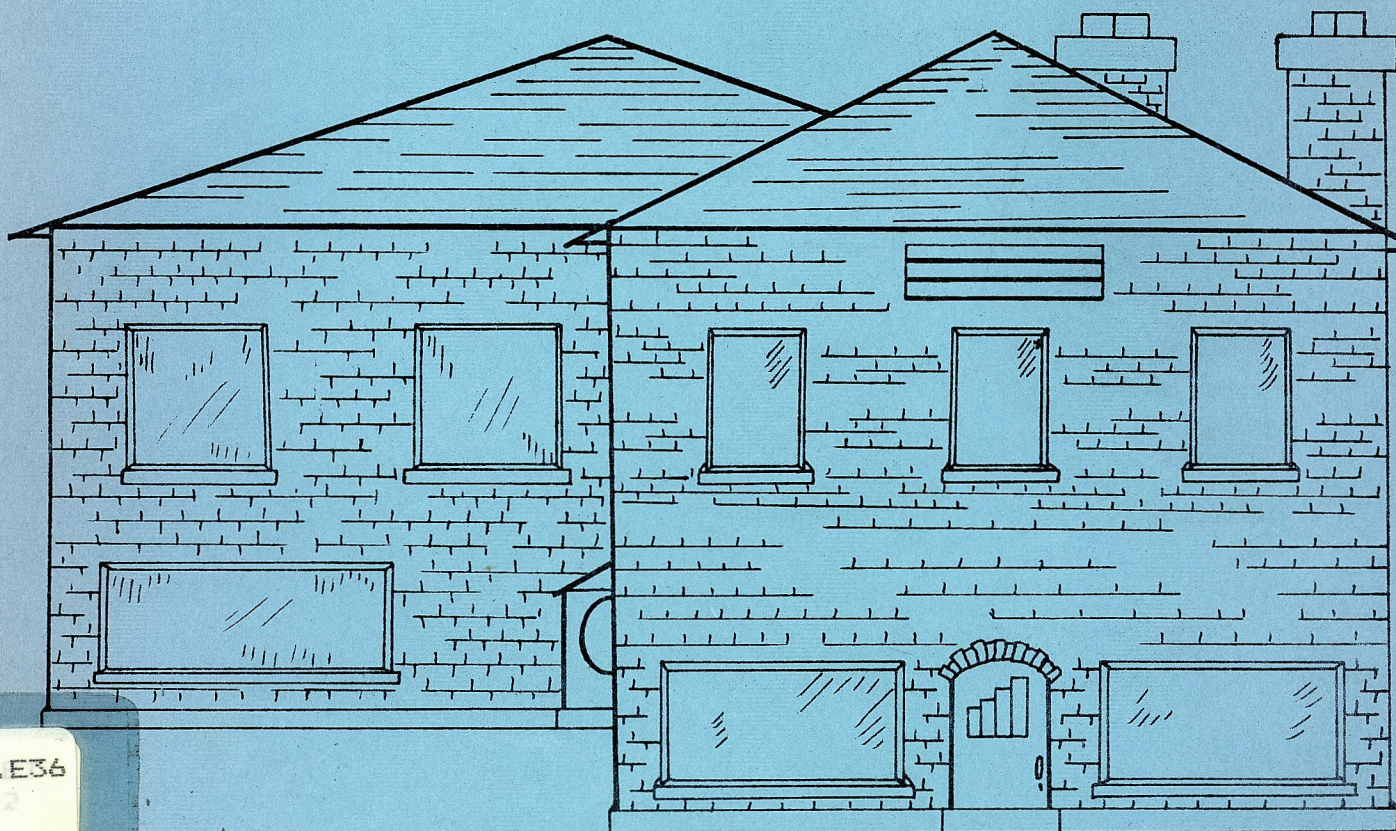


**A SUGGESTED
TRAINING
PROGRAM**

**The Homemaker's
Assistant**



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A SUGGESTED TRAINING PROGRAM

The Homemaker's Assistant

A pilot course was conducted at Frobisher Bay, N.W.T. October 1 to April 28, 1966-67 by Miss Ida Baxter, Home Economics Occupations teacher.

The purpose of the course was to enable trainees to become employable and to become better citizens.

This guide for the Homemaker's Assistant provides resource material from which a local training program can be developed. Trainees will vary in education, experience and ability, and the needs of employers may differ from community to community. The suggestions for training included in this training guide should be adapted to each group of trainees.

In the preparation of this guide extensive use has been made of the following publication:

U.S. Department of Health, Education and Welfare. Office of Education. Division of Vocational and Technical Education. A Suggested Training Program: The Homemaker's Assistant. Bulletin OE-87008.

Prepared by

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TRAINING PROGRAM FOR THE HOMEMAKER'S ASSISTANT

Job Function

Under the direction of a homemaker, the Homemaker's Assistant carries on the various responsibilities required for maintaining family life in a pleasant, clean, and orderly home.

Program Objectives

As a result of training as a Homemaker's Assistant, trainees should be able to:

1. Strengthen personal qualities required for job success
2. Assume the responsibilities of a Homemaker's Assistant
3. Perform housekeeping tasks
4. Care for children in the mother's absence
5. Care for sick persons in the home and prevent accidents
6. Plan, shop for food, prepare, and serve simple meals

Length of Course and Course Units

The course offered in Frobisher Bay was 850 hours, conducted over a seven month period. The time devoted to each of the seven units is indicated. The suggested time allotment may be used as a guide for planning a course to meet trainee and community needs.

<u>Course Unit</u>	<u>Title</u>	<u>Hours</u>
I	Personal Qualities for Job Success	90
II	Job Responsibilities: Orientation to Work	60
III	Housekeeping	200
IV	Child Care	100
V	First Aid: Home Care of the Sick	50
VI	Foods	200
VII	Academic Upgrading	150

TABLE CONTENTS

UNIT 1	DESIRABLE PERSONAL QUALITIES FOR JOB SUCCESS.....	1
	A. Good Grooming.....	2
	B. Health.....	5
	C. Clothing Selection, Care, Repair, Alteration.....	11
	D. Relationships with Others.....	20
	E. Management of Human and Material Resources.....	26
	F. Recreation and Leisure Time.....	33
UNIT 2	JOB RESPONSIBILITIES: ORIENTATION TO THE NATURE OF WORK..	35
UNIT 3	HOUSEKEEPING.....	37
UNIT 4	CHILD GUIDANCE.....	43
UNIT 5	FIRST AID: HOME CARE OF THE SICK.....	51
UNIT 6	FOODS.....	53
	Suggested Reference and Instructional Materials.....	56
	Guidelines for Planning Occupational Programs.....	59
	Planning Schedule for Homemaker's Assistant Course.....	60
	Information and Follow-Up Record Card.....	62
	Radio Interview.....	63
	Vocational Advisory Committee.....	64
	Work Experiences.....	65
	Work Experience Agreements.....	66
	Letter to Employer Explaining Training Program.....	67
	Letter Explaining checksheets for evaluating work experiences.....	68
	Checksheets for evaluating work experiences.....	69
	Performance Rating Report for Homemaker's Assistant.....	83
	Checksheets for Grooming, Health.....	85
	Checksheets for Food Habits.....	88
	Checksheets for Work, Care of Supplies.....	89
	Question sheets for Field Trips to Laundry, Power Plant.....	91
	Analysis of Laundry Procedure.....	93
	Case Studies: Interpersonal, job relations.....	95
	Suggestions for Teaching.....	97

UNIT 1: DESIRABLE PERSONAL QUALITIES REQUIRED FOR JOB SUCCESS

- A. GOOD GROOMING AND PERSONAL APPEARANCE
- B. HEALTH
- C. CLOTHING SELECTION, CARE, REPAIR, ALTERATION
- D. RELATIONSHIPS WITH OTHERS
- E. MANAGEMENT OF HUMAN AND MATERIAL RESOURCES
- F. RECREATION AND LEISURE TIME

1A: GOOD GROOMING

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Practice grooming techniques with some degree of skill.
2. Assume responsibility for her personal grooming.
3. Recognize the importance of grooming in gaining friends and employment.
4. Improve her personal appearance.
5. Co-operate with others in the use of the grooming facilities.
6. Understand the relationship of health to an attractive appearance.
7. Develop poise and confidence through good grooming.

1A: GOOD GROOMING
OPPORTUNITIES FOR LEARNING

Activities to get information

Examine pictures of well-groomed and poorly groomed girls. Each trainee may select the picture of the girl she considers most attractive. Discuss reasons for their choices. Reasons may include that the girl -

- is appropriately dressed
- is well groomed
- is healthy - bright and alert
- has good posture
- has an attractive figure

Photograph each trainee from front and side view. Enumerate ways to improve personal appearance. Rephotograph and evaluate progress at two subsequent intervals.

Develop and follow a routine for grooming. Demonstrate grooming practises. Repeat in class time to develop techniques and establish habits. For example:

follow a routine for showers, shampoos, hair setting, manicure, care of feet, care of brush and comb.

follow a schedule for laundering personal (family) clothing. Maintain clothing satisfactorily.

develop a routine for care of hands (washing before meals, food preparation, after toilet, sneezing), face, teeth, bathing, use of deodorant daily. Care for tooth brushes, hair brushes, combs, towels, sanitary napkins.

Trainees should become aware of when grooming is required. Routine may be kept flexible but still follow a regular daily - weekly cycle. Individual and group supplies and equipment may be kept in a designated area and the trainees encouraged and supervised in their use.

View film on filmstrip such as Seven Magic Mirrors or Heads Up for Beauty. Watch for all the ideas related to personal appearance and grooming. Discuss film; develop a list of all the topics presented in the film such as hair completion make-up and clothing.

Develop a checksheet on grooming. Record daily at intervals throughout the training period.

Discuss bathing; sponge; tub, shower. Show various kinds of equipment and its use. Frequency of bathing depends on facilities available; equipment, water supply, privacy, number of people using facilities, habits or values of family.

Pantomime bathing, draw figure on chalkboard to illustrate areas for daily bathing. Discuss bathing during menstruation, hair removal, use of deodorants.

Discuss the use and care of grooming products, e.g. nail polish remover- keep capped, avoid spilling on wood or plastic surfaces, keep out of reach of children.

1A: GOOD GROOMING
GENERALIZATIONS

1. Well cared for hands and fingernails are essential to being well groomed.
2. Brushing the teeth regularly helps prevent both tooth decay and unpleasant odor of breath.
3. Brushing the hair thoroughly each day helps remove dirt and increases the sheen and beauty of the hair.
4. Frequent bathing is necessary to remove dirt, perspiration, and body odors.
5. Good grooming is especially important during menstruation.
6. Clean hose and undergarments make one look clean, smell clean, and feel clean.
7. Following a daily and weekly grooming schedule aids in maintaining an attractive appearance.
8. Being well groomed means being neat and clean in body, face, hands, hair, and clothes.
9. Being well-groomed entails effort when facilities are limited.
10. Good health practices contribute much to an attractive appearance.
11. A girl can look attractive without a great deal of natural beauty.
12. Good health, good grooming, appropriate clothing, and a pleasing personality contribute to the attractiveness of an individual.
13. Being well groomed increases one's poise and self-confidence and effects one's acceptance for employment.

1B: HEALTH

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Comprehend basic bodily functions: use correct terms to discuss them.
2. Comprehend the diagnostic and preventative value of regular medical and dental examinations.
3. Practice sanitary precautions to reduce spread of infectious diseases.
4. Know factors associated with smoking, alcohol, drugs.
5. Recognize when a child or adult needs medical attention.
6. Maintain with self-discipline a healthful routine in eating, sleeping, bathing, resting, and recreation.

1B: HEALTH
OPPORTUNITIES FOR LEARNING

Activities to get information

Examine posture in front of mirrors; in photographs. Discuss posture and figure types, weight and muscle distribution with reference to health, nutrition, exercise, heredity.

Analyse improvements necessary. Identify possible causes and solutions.

Discuss how lack of sleep affects performance on the job, susceptibility to accidents, illness, long term effects on health and appearance.

Make appointments for medical examinations. Discuss the examination: its diagnostic and preventative purpose, tests, requirements of yearly examinations for persons in certain occupations.

Explain and illustrate menstruation and conception using charts and slides of female and male reproductive organs.

Demonstrate exercises that help ease menstrual pains, discuss grooming during menstruation.

Invite doctor or public health nurse to present venereal disease. View a film provided by I.N.H.S. Discuss using tape recorder or have recorder write down questions to ask doctor on his next visit.

Plan daily group exercise program with attention to individual problems. Use records or simple directions.

Questions by trainees may be discussed as they arise. For example:

I have pimples; what should I do? The improvement of complexion is of special interest and concern to practically all girls. Skin disorder usually is caused by a combination of several factors rather than just one.

Complete a chart showing all food eaten. Analyze charts and check that all essential foods were eaten in correct proportion.

1. Were fruits, vegetables and milk included?
2. Did one of the food groups in Canada's Food guide predominate?
3. Does the amount of fatty foods or starch foods need to be reduced, such as french fries, potato chips
chocolate bars
Bannock, jam.

Each girl compares her own diet with the recommended intake suggested in Canada's Food Guide. Help the group plan a day's food that is more adequate. Serve nutritious snacks to supplement their daily diet, such as dried fruit, cold cereal, cocoa, milk, etc. Each girl develops a specific plan for improving her diet.

"I wash my face every day, why do I still have black heads and pimples?"

Divide the class into groups according to types of skin, (dry, oily, normal, clean, pimples). Each group examines references to find out how their special type of skin should be cleansed. Demonstrate good methods for thorough cleansing of their specific type of skin. Recommend daily schedule to follow to keep the face clean.

Display materials used in each demonstration. Illustrate suitable foods for a day with posters, charts or food models, Use for periodic review.

To summarize the discussion of these two questions, display materials used in each demonstration, display posters or food models of suitable foods for a day's menu. Invite the nurse to discuss causes of and proper care of acne. Each girl should plan a chart for herself which will help her improve her complexion.

This chart may include

1. Changes she plans to make in her eating habits
2. Schedule she plans to follow in cleansing her face
3. Schedule she plans to follow to get enough exercise and sleep
4. Records she plans to keep of the improvements in her complexion

Invite the nurse to discuss the effect of prenatal health on the unborn child. Explain the purpose of the prenatal medical examinations; the importance of a good diet in the teen and childbearing years; postnatal care and diet. Invite the nurse to present statistics that show that teenaged and middle aged mothers have a higher proportion of birth problems: still births, birth defects. Discuss factors that contribute.

Invite the nurse to discuss the symptoms of pregnancy, stillbirth, dangers of abortion.

Discuss "You are what you eat"

Trace the use of food in the body; the digestive process, the part played by the circulatory system, the excretory system, muscular and skeletal systems, nervous system.

Bacteria are Tiny one celled plants.

There are many bacteria in a poorly ventilated room, some bacteria in a well ventilated room. Bacteria are responsible for the souring of milk and tanning of leather.

Soil bacteria decompose complex plants and animals into simpler substance.

Experiment:

Boil nutrient agar or beef broth with gelatin. Sterilize 3 saucers. Pour small amounts into 2 dishes. Cover one immediately, leave one exposed to air. Rub a little dust from a chair into one, place scum from teeth on one - Cover. Observe later under microscope.

Molds may be seen on bread, jelly, Roquefort or Blue Cheese. They destroy foods. Molds grow best where it is warm, dark and moist - All molds grow from spores, present in air - Molds are simple plants, the body is thread like. Penicillin is made from a mold.

Growing molds; obtain four wide mouthed glass jars and 4 slices of bread. Expose each slice of bread 20 minutes.

- a) Moisten one slice of bread, put it in jar one. Cover jar and keep it in warm, dark place.
- b) Moisten another slice of bread, put in jar two. Cover the jar and keep it in strong sunlight.
- c) Moisten another slice of bread, put in jar three. Cover the jar and keep it in a dark, cold refrigerator.
- d) Put the dry piece of bread in jar four. Cover it and keep it in a warm, dark place.

Observe each day for about one week:

- (1) Does mold grow better in warm or cold atmosphere?
- (2) Does mold grow better where it is moist or dry?
- (3) Does light help or hinder mold in growing?
- (4) Under what conditions do molds grow best?

Conduct a buzz session on such questions as: "Do I have difficulty staying awake during the morning?" "Do I get a tired, sleepy feeling in the afternoon?" "Do I get tired, even after working a short time on a job?" "If Mallee is healthy (never gets sick) she doesn't have to worry about what she eats".

A teenager who practises good nutrition should experience the energy and vigor that is an outgrowth of good health.

1B: HEALTH

Activities to use and organize ideasLanguage Arts:

Develop a rating scale for posture while sitting, standing, walking, stooping.

Record the number of hours of sleep received each day for a week.

Learn action words: bend, down, up, under, over

Sing popular songs, jingles, nursery rhymes, about health habits, grooming, exercises.

Develop a vocabulary about bodily functions:

e.g. reproduction, menstruation, vagina, uterus,
sexual intercourse, fertilization, penis,
venereal disease, etc.

Arithmetic:

Measurements: inch, foot, pound
 $\frac{1}{2}$, $\frac{1}{4}$, 12 inches in a foot
abbreviations
estimate measurements, practice
record measurements of various objects

Record height, weight, body measurements

1B: HEALTH
GENERALIZATIONS

1. Washing hands after going to the bathroom and before eating helps to reduce the spread of disease.
 2. Covering the mouth when coughing and sneezing and using a handkerchief or tissue sanitarly helps reduce spread of disease.
 3. Some mannerisms and habits, especially those affecting health precautions, irritate others and affect interpersonal relationships.
 4. When the rules of health are observed people are likely to maintain optimum physical and mental health.
 5. Good health contributes to the attractiveness of an individual.
-
- a) A clear, smooth skin usually accompanies good health.
 - b) The skin of a well nourished person is usually smooth, slightly moist and tinged with pink, and that of a poorly nourished person is likely to be dull and lifeless.
 - c) Although the acne of adolescence may be unrelated to nutrition a good all-round diet may be expected to help maintain a healthy condition of the skin and together with cleanliness may help to combat it.
 - d) For some people common foods, such as milk, eggs, or whole wheat cereal may cause a skin rash known as allergy and it becomes necessary to eliminate these foods.
 - e) Cleansing skin regularly is essential to keep the pores open and clean as clogged pores develop into black heads.
 - f) Most skin disorders can be improved by eating well-balanced diets and by using proper cleansing methods.
 - g) During adolescence oil glands are likely to be more active than at any other stage of life, therefore, adolescents need to work harder to combat any oily skin.
 - h) Many chronic cases of pimples are the result of an oily skin. When condition of the skin improves pimples are more apt to disappear.
 - i) Severe prolonged eruptions (acne) are the results of a glandular disturbance that may occur with the beginning of puberty.
-
6. The state of one's health affects one's ability to perform one's job and one's relationships with others.
 7. Exercise develops muscle tone in the body: physical activity, posture and appearance, and functioning of internal processes are improved.

1C: CLOTHING SELECTION, CARE, REPAIR, ALTERATION

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Select clothing which is becoming and appropriate for the individual and for the purpose required.
2. Select the best fitting size and type of garment and pattern: appreciate and apply criteria of good fit in a garment.
3. Alter patterns and ready-made garments to meet satisfactory standards of good fit.
4. Recognize characteristics of different fibers, and select and care for fabrics for various clothing and household uses.
5. Care for and repair clothing to maintain their attractive appearance.
6. Obtain clothing from different retail outlets using various methods of payment.
7. Plan the use of personal and family resources (money, time, skill) to meet clothing needs.
8. Appreciate different standards of workmanship appropriate under varying circumstances.
9. Repair and alter garments for gainful employment.
10. Judge possible serviceability and satisfaction anticipated by clothing purchases.
11. Understand that she is judged by the total picture that she presents to others, of which her clothing forms only one part, and to appreciate that it is in her own best interests to develop to the highest possible level those qualities of appearance that enhance this total picture.

10: OPPORTUNITIES FOR LEARNING

Activities to get information

Provide two pictures of costumes which might be worn to work or to Saturday night dance. One costume is appropriate and attractive; the other is inappropriate and unattractive in combination although each piece may be very attractive by itself.

Discuss which costume is more appropriate and why.
Discuss the question: Why do you suppose anyone would wear this combination of clothes to the movies (or to work)?

Trainees may suggest:

They were the only clothes she had.
They were her newest clothes.
She had them and had to get some good out of them.
She especially wanted to wear one of the garments
and had nothing else to go with it.

Trainees may learn to manage the training allowance paid to each trainee bimonthly. This is meant to cover living expenses while she is attending the course. A separate allotment is made for clothing. To make best use of the clothing allotment, a wardrobe should be planned and a record of expenditures kept. Clothing should be taught from the consumer's viewpoint as trainees learn to better care for the clothing they already have, and as new items are chosen, their needs will become obvious to the instructor and teaching can be geared toward these needs. The interests and abilities of individual trainees determine what and how much can profitably be covered.

Present information about specific articles of clothing and household textiles. Summarize with general statements to formulate basic principles that can be applied to new situations.

Plan a core wardrobe for work and social activities. Discuss probable activities and clothing requirements. What items are needed to round out a basic wardrobe? Include accessories. What garments or accessories might be constructed?

List clothing already owned under appropriate headings (see "Wearing Guide" H.F.C. booklet). Group articles which are wearable, those that may be made wearable by some alteration or renovation; and those which may be handed on, saved for dusters or rag rugs. Estimate the cost in time and money of needed renovations. Decide whether each article is worth renovating.

Discuss costumes appropriate to situations or occasions in which a girl might become involved. Consider appropriate clothes for a movie, dance, banquet-dance or tea, house party, casual get-together at someone's home, weiner roast, skating or toboggan party, picnic, church. What behaviour is expected? What to do or wear when in doubt. How do you find out what to wear? What do you wear if you cannot find out what others will wear? How do clothes affect the way one acts and thinks about himself.

Plan what articles of the wardrobe will be assembled now, what will be purchased later. Individualize the basic costume with accessories. Bulletin board may display some unique ideas for accessories. Allot a small proportion of clothing money to distinctive accessories - scarves, jewellery. Ensure that shoes and bag co-ordinate with all items in the wardrobe. Choose a neutral colour. Make best use of the clothing money by careful planning and selection.

Discuss use of jewellery, and make-up (including perfume) for various accessories.

Examine and discuss garments which may be considered satisfactory and unsatisfactory. Consider style, fabric, construction, features, trimming, care required, suitability, etc. in relation to specific garments examined in class.

Compare a good buy and a poor buy. Ask students to bring and explain why they consider a past choice of articles a poor buy. Make a bulletin display "What to look for when buying a dress (or a blouse, skirt, etc)". Use tags, arrows, string to identify feature of the garment.

As each garment or item is considered for purchase examine factors associated with care: fiber content, fabric finishes trimmings; wearing: comfort, size, serviceability, durability, suitability to individual and use; cost.

Select and care for various items in the wardrobe. Include outerwear, foot wear, accessories.

Look at same articles in various fabrics. Examine quality range, e.g. unsatisfactory to medium quality nylon slips. Price does not always indicate quality (Illustrate, perhaps with a cotton blouse of same price but different quality). Select correct size know size range and type available.

Examine and discuss the selection and wearing of slips, bras, girdles, panties, hose, dress shields, sanitary garments. Discuss care of these articles, how often to wash, where and how to wash and dry.

Discuss reasons for wearing foundation garments; how to select the best fitting garment. Discuss number of garments to be included in the wardrobe, fabrics available, price range of garments of various fiber content selecting suitable garments for a working girl's wardrobe. Precede any clothing purchase with careful planning.

Demonstrate the selection, care and repair of shoes, overshoes, kamiks. Discuss selection, wearing and care of gloves and handbags. Demonstrate washing and care of duffle liners and slippers.

Demonstrate and/or tell about care and selection of various items in the wardrobe. Class may evaluate a two or three minute dem or talk by a student formally (with a score sheet) or informally (by questions, comments, discussion with the speaker).

Plan the clothing wardrobe. Record expenditures as purchases are made. Re-evaluate and replan at intervals.

Examine pictures of various costumes; discuss the suitability of each for specified occasions, e.g. for working, for church, movies, dances, sports activities, etc.

Examine photographs or pictures of individuals illustrating varying degrees of appropriations and attractiveness in clothing and grooming. Discuss how appearance could be improved.

Discuss the factors that make a person attractive to others. Include: Appearance, personality, characteristics. Discuss such homilies as:

Beauty is only skin deep
Beauty is in the eye of the beholder
Handsome is as handsome does.

Discuss desirable characteristics of clothing for work: Include care, comfort, durability, cost.

Plan a core wardrobe. Discuss clothing needs for the activities engaged in. Begin with the minimum number of garments required for the activities. Illustrate how separates can be combined to expand the wardrobe and yet present a co-ordinated appearance. Illustrate with actual garments from your own wardrobe, garments class members are wearing, those available in the store, in the catalogue. e.g. Use 4 Basic garments

		1 Blouse
		1 pair slacks
Make 4 Outfits		1 straight skirt
		1 sweater
Make 4 Outfits	Add	1 A line skirt
Make 10 Outfits	Add	1 Pullover
Make 13 Outfits	Add	1 Pair shorts (or jumper)

Illustrate optical illusion in clothing through the use of line, colour and texture. Refer to McCall's Easy Sewing pages 2-5. Illustrate the effect of colour, of pattern on the figure. Dress shaped construction paper models may illustrate the effect of hue, value and intensity on the figure. Illustrate the effect of fabric design on the figure. Illustrate the effect of vertical, horizontal and diagonal lines on the figure. Examine magazine or newspaper pictures. Determine which way the eye moves along a garment. Refer to charts on line mounted for group viewing. Illustrate the effect of texture on the figure. Refer to McCall's Easy Sewing.

Discuss adequacy of amount of information on labels; information re properties and care.

Choose a garment (dress or blouse and skirt) appropriate for work, or some other situation. Use information from hangtags of several garments and make the selection on the basis of the information provided on the labels.

Reports on buying a specific item - availability, types, price, quality, etc. "Shop" in the local store, by mail order catalogue, by newspaper advertisements.

As garments are considered for inclusion in the wardrobe and as trainees learn to maintain garments in their wardrobe, information pertinent to the selection and care of clothing and household textiles may be offered.

Identify fiber content and characteristics and properties of various fibers commonly used for the garments and household textiles introduced, for example, select and care for sweaters; wool, mohair, orlon, perhaps cotton and nylon. 1. identify fiber content; source of fiber, how it is produced, for example wool from sheep, cotton from a plant, mohair from goat. 2. know properties of each fiber, how they determine suitability for use in garments. 3. care for sweaters of each fiber content. Summarize properties and uses by categorizing in two groups natural and man made fibers. Discuss properties and uses of blended fabrics. Discuss the properties of the new fabric that result when two different fibers are combined.

Examine fabrics woven in plain weave - the regular interlacing of threads. Show fabrics woven in twill weave, threads are closer together therefore fabric is more durable and more windproof, for example, serge and grenfell cloth.

Show fabrics woven in satin weave, filling threads "float" over lengthwise threads. Fabrics are less durable, more luxurious touch. Show terry towelling - identify fiber content (cotton) and another method of weaving (terry). Show cut pile fabrics - cord, velveteen. Identify fibre content (cotton).

Comprehend how fabrics are formed. Illustrate with items or fabrics that are woven, felted or bonded, braided, knitted, knotted or laced. (crochet, lace fabric, fish net).

Illustrate how color is added to fabrics vat dyed - (solid color on both sides of fabric) printing - roller, stencil, (design on one side) Yarn dying before weaving e.g. plaid, gingham.

Examine fabric finishes:

Compare mercerized with unmercerized thread and/or fabric. Sanforized - compare sizes of 12" samples after washing. Crease resistant - crush and twist tests. Colour fast - discuss or illustrate results of washing, of fading. Soil resistant, water repellent finishes - scotch guard, Koratron. Drip dry, wash and wear, non iron, easy care fabrics require minimum ironing.

Examine information on labels, hang tags, catalogue descriptions, garments in local stores.

Discuss how information given may be used by the consumer.

Use and care for sewing supplies and equipment. Demonstrate techniques for repair of garments and household textiles: Replace fasteners, buttons, snaps, hooks and eyes, zippers; patch; darn, mend; alter hems. Present opportunities for repair of garments and household textiles as paid employment in private homes, laundry, hostel or transient quarters etc.

Demonstrate the selection and use of washing supplies available in local area including; soap, detergents, starch, fabric softener, bleach, bluing. Demonstrate how to use and care for different types of irons; dry, steam dry, spray steam dry, sad irons, kerosene. Discuss advantages and disadvantages of different irons after each has been used. Discuss different types of ironing equipment; ironing boards with adjustable height, wood or metal frames, wall type, legless, ironing on a table, sleeve boards, pads or mitts. Use and evaluate various types of ironing board covers and pads.

Demonstrate methods of removing common stains from different fabrics. For example, blood, tea, coffee, lipstick, gum. Mount samples with the following information: Type of fabric, content of stain, what was used to remove stain. Demonstrate sponging, spotting, pressing of different garments, for example, skirts with pleats, slacks, etc. Use commercial spot removers for stains. Prevent perspiration stains by use of dress shields and deodorant. Remove perspiration stains by soaking washing with soap and water. Identify garments requiring dry cleaning.

Examine the effect of ironing temperature on fabrics of different fiber content. Fabric samples about 3" x 4" may be tested with too low optimum and too high ironing temperatures. Mount the results in notebook and label with information on fiber content and ironing temperature.

Perform burning tests on fabrics of various fiber contents. Mount small fabric samples on cards before and after burning. Charred samples may be covered with Saran wrap. Compare the performance of fabrics of different fiber content. Discuss uses of various fabrics. Include the following information:

State whether fabric burns, melts or supports burning when the flame is removed.

Demonstrate care of clothing after laundering.

1. Airing.
2. Folding of various items to fit storage area.
3. Storing household textiles and clothing in dry area, free from dampness, convenient to use.

Woollens in plastic or newspaper.

Linens may be stored in black paper in a dark place; roll, do not fold.

Cottons, wash but do not iron if storing for a long time.

Metallic fabrics store in black paper or in a dark place.

Furs store in newspaper not plastic.

4. Mothproofing, use of moth crystals, newspapers, moth spray.
5. Dampening and ironing various types of garments of various fabrics: shirts or blouses, sheets and pillow cases, table linens, slacks, dresses.

Visit local dry cleaners, complete an observation sheet. After visit review observations. Add any further information that may be related to the trip.

Complete a self evaluation, Your Dollar Sense p.18, H.F.C. Money Management for Young Moderns.

1C: CLOTHING

Activities to use and organize ideasLanguage Arts

Using socio-drama, ask for information about an article, where to obtain, and care required; order by telephone; return a garment; report to store or friends on satisfactory and unsatisfactory clothing purchases, or purchase of other consumer goods.

Choose a garment (dress or blouse and skirt) appropriate for office work, or some other situation. Use information from hangtags of several garments and make the selection on the basis of the information provided on the labels.

Complete a catalogue order form.

Write the personal shopper at a department store describing a desired item.

Creative Arts

Mixing water colors - combining hues, mixing tints, shades.

Mathematics

Measurements

totalling clothing spending plan.

1C: CLOTHING
GENERALIZATIONS:

1. Clothing that is suitable to the individual and to the occasion contributes to the mental, social, and physical well being of the individual.
2. Personal appearance will be enhanced by the understanding and application of elements of design: color, line, texture.
3. Good posture, careful grooming and selection of clothing becoming to the individual contribute to her attractiveness.
4. Appearance forms a part of the total picture an individual presents to others.
5. Skill in buymanship is developed through experience and knowledge.
6. The purchase and use of clothing and household textiles involves weighing resources of time, money, energy, materials.
7. Performance of fabric is determined by a) fiber b) construction, c) finishes d) care.
8. Fabric should be suited to the end product for which it is used.

1D: RELATIONS WITH OTHERS

OBJECTIVES: on completion of this unit the trainees will be better able to

1. Comprehend cultural similarities and differences.
2. Recognize some of the complexities of living; know what is expected of her on the job and in the community.
3. Conduct herself in a socially acceptable manner on the job and in the community.
4. Gain insight into her own behaviour, the behaviour of others.
5. Communicate with others; express opinions, accept criticism.
6. Make decisions, solve problems, know where to seek guidance and advice.
7. Identify personal and family values.
8. Recognize and develop capabilities, talents, interests.
9. Identify and formulate personal goals.
10. Develop a feeling of self-worth and self-identity.

ID: RELATIONS WITH OTHERS
OPPORTUNITIES FOR LEARNING

Activities to get information

Examine reasons for housekeeping, social practises. Identify own values, attitudes.

Compare according to cultural backgrounds.

Discuss agencies within the community.

Read newspaper ads - help wanted, board and room.

Discuss good manners: consideration of others. Practise good etiquette at every opportunity, for example, remind trainees to say please and thank you by saying it for them when they forget. Provide as many opportunities as possible for trainees to observe the social interactions of others. Discuss these later, for example, how guests thanked their hostess for various kinds of hospitality, for a kindness shown by someone.

Examine private ownership. What do some people consider private, to be used only by themselves; by their family? Enumerate: tooth brush, hair brush, comb, cosmetics (show different attitudes toward use of lipstick and use of hand lotion) clothing, letters, personal papers, a wallet or handbag are considered private as is the use of the bathroom, the bedroom. Indicate how attitudes vary among individuals and families.

Discuss such homilies as: "Neither a lender nor a be"
"Loan money and lose a friend".

Contrast concepts of sharing and "mooching" or "sponging". Build a series of situations around "Minnie the Moocher" and "Sweet Sue". Discuss factors that may make Sweet Sue a more desirable friend.

Present case studies: a brief description of a specific situation illustrating conflict or difficulty. Use newspaper or magazine articles, syndicated columns (e.g. Ann Landers, Dear Abbey) comic strips or cartoons, radio programs, autobiographies. Consider all factors objectively. Identify and solve the problem.

Case Situations in Teaching¹

Case studies are brief descriptions of specific situations. Many facets of the situation are presented so that problems to be solved and factors to be considered when making decisions are not always evident until the situation has been analysed.

The situation should be described objectively. This means that what individuals say or do is reported accurately without interpretation. This same objectivity is necessary when describing any other factors in the situation. The factors described will depend upon the purpose for which the case study is to be used. For example, one objective of senior homemaking is to develop ability to use resources to achieve goals and values. When this is the purpose the situations you use should include specific information about goals of the people involved; amount and sources of income; possessions such as a house, appliances, furniture, demands upon the homemaker's time; financial obligations and money available; community facilities; means of transportation;

recreational and community activities; education and background of relationships with parents or other older people. Describing some of these factors objectively is very difficult but necessary if discussions are to encourage thinking.

When the case study does not provide all of the information needed for analysis, pupils should be guided to discover what additional data are needed to make sound decisions. If the required information is not available, pupils can recognize how their understanding of the situation is limited.

Use of Case Situations In Teaching

The case situation may be used throughout a unit of teaching (1) as an introduction (2) for evaluation or (3) to focus attention in discussion.

When case studies introduce an area of study they are a useful tool for teacher-pupil planning. The complexity of situations can be pointed up so that pupils are aware of the many factors to consider when making decisions. Pupils can identify problems to be solved and issues to be resolved as well as some knowledge, abilities and attitudes needed to cope with the situations described.

Case situations may be used as a bases for test items. They are useful when you want to measure such abilities as: seeing relationships among several factors; selecting pertinent information or generalizations for the solution of problems; selecting alternative solutions to problems and anticipating consequences of each alternative. When you use results of such tests to guide pupils to recognize what they need to learn as well as what has been learned, evaluation can be another basis for pupil-teacher planning.

Case studies can be used to provide concrete situations for discussions. In this respect they serve some of the same purposes as films, but have the advantage of being available whenever needed.

When analyzing a case situation opportunities are provided for identifying the factors that may influence behaviour. As part of this analysis students can be expected to find appropriate information that will help them clarify issues, discover relationships between factors in the situation, select alternative solutions to problems and anticipate probable consequences of each solution. Even when consequences of alternative solutions have been considered another step is needed before wise decisions can be made. Only when values to be furthered by each of the solutions have been identified and decisions made in terms of the values most important to individuals involved can the decision be satisfactory to them.

If data about the situation do not include the values of persons involved in the decision this, too, should be recognized. Failure to recognize and consider values may explain why some solutions to problems are not really accepted by the persons involved. Thus students have opportunities to recognize the role of values in decision-making; to appreciate how conflicting values can block

selection of satisfactory solutions to problems and comprehend why individuals in the same situation may make decisions that are different but appropriate for each of them.

Selection of Case Situations

The selection of case situations appropriate for a specific class is crucial to the success of this method of teaching. The problems recognized by pupils, their anticipated roles and their readiness for the learning needed to satisfactorily solve the problems involved are important bases for judging the suitability of a case situation.

Pupils are likely to learn difficult things when they recognize that such learning will help them solve problems that are important to them now or that they are likely to encounter in the near future. Acceptance of this importance is basic to motivation. Since some problems that you think are important may not be recognized as such by pupils, you may have to guide analyses until this importance is evident.

One way to show pupils that problems are important is to relate them to the competences expected either in the roles they have now in their families and among peers or in roles they anticipate in the future. Such relationships may not be evident until situations have been studied to discover the kinds of decisions likely to be made by the people who are successful in these important roles. Thus the case situations should be concerned with roles similar to those pupils expect to fill in their own lives.

Some pupils are ready to consider problems involved in case situations, others are not. Pupils who have responsibilities for tasks at home such as housework, guidance of young children, preparation of meals, buying of food and clothing are likely to be aware of many difficulties in meeting desired standards with the resources available. Those who lack experiences such as these may have difficulty participating in discussion or even understanding the discussions of others.

For this reasons many experiences have been suggested in the guide to supplement the actual experiences of pupils and give them a common background. Some of these are: observations of films, of children in various activities or of demonstrations in the classroom; interviews with young people or other adults who are in situations similar to those anticipated by pupils.

1. Iowa. Department of Public Instruction,
Division of Vocational Education.
A Guide for Developing a Curriculum
in Senior Homemaking. Des Moines
1961, pp.7-9.

Problem Solving Technique

Consider carefully each step in solving the problem. When the method becomes a habit steps and logical thinking will not have to be emphasized so explicitly. To facilitate the development of logical thinking and problem solving, a mimeographed form may be given to each student. If space is provided for writing a form sheet may be used for each problem.

Steps in Problem-Solving

1. Recognize and define the problem.
2. Propose possible solutions.
3. Assemble all facts that seem related to the problem.
4. Analyze to see how they are related to the problem.
5. What resources are available to help solve the problem?
6. Decide which values would be furthered by each solution.
7. Make decisions in terms of value believed most important.
8. Estimate all possible results of selected solutions.
9. Will the anticipated result be satisfactory?
10. If not, do you need to change solutions?

Form should be mimeographed leaving space for writing. These sheets should be used for each problem.

As an evaluation measure to discover if steps in solving are learned, give each student a problem and then give only numbers on sheet and have students fill in steps as they solve the problem.

LD: RELATIONS WITH OTHERS
OPPORTUNITIES FOR LEARNING

Activities to use and organize ideas

Language Arts

- Socio-drama - going to a job, asking for instructions, solving difficulties.
- making conversation, introductions, expressing appreciation.
 - using the telephone, taking messages.
 - meeting callers, welcoming guests.
 - behaving on a date in various social and work situations.

Tape recorder, play telephone may be help reduce any intial reluctance to act out situations.

Use dictionary for spelling and word meanings.

1D: RELATIONS WITH OTHERS:
GENERALIZATIONS

1. Being well-groomed, having job skills, knowing what behaviour is expected increases one's opportunity to obtain and keep a job.
2. Many difficulties may be avoided by realizing or finding out what is expected and explaining (preferably beforehand) why one cannot comply with the expectations.
3. Knowing the reasons for differences helps one accept the customs and attitudes of others.
4. Good manners are a consideration of other people.

LE: MANAGEMENT OF HUMAN AND MATERIAL RESOURCES

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Be aware of time; follow a time plan; formulate a time plan.
2. Manage her personal allowance.
3. Comprehend a family spending plan.
4. Select, use and care for supplies and equipment.
5. Identify personal and employer goals.
6. Formulate and follow a plan to use resources of time, money, energy, skills to achieve personal and employer goals.

Activities to get information

Record spending for 1 week. Itemize under headings:

Board or expenditures for family's food, clothing
Snacks
Entertainment (movies, bingo, dance admissions)
Cigarettes
Grooming Supplies
Transportation

Examine record of expenditures; evaluate satisfaction received from each expenditure. Discuss the activities or expenditures that brought the most satisfaction; those that resulted in the least satisfaction. Identify individual values, set goals for future spending, formulate a spending plan for a period of two weeks. Record expenditures, examine the plan and record of spending. Was the plan realistic? Did it help you spend money on the things that bring you the greatest satisfaction? Was it flexible? Did the plan allow for unexpected expenditures? Replan for 1 month. Plan savings to reach long-term goals.

Open a savings account at the bank.

Discuss purchasing by cash, money order, charge account, credit account. Invite a store manager, bank manager to present information about kinds of credit available, cost, etc.

Discuss family money management. Consider expenses a family might incur, for food, rent, fuel, electricity, household supplies, clothing, entertainment, etc.

Present hypothetical families with varying incomes. Use dried beans or tokens to represent a unit of money (\$1.00). Decide how to divide the income among fixed and flexible expenses. Changes or corrections may be made by rearranging the tokens.

Discuss the values and goals individual families might hold. Show how their values affect the way a family uses its income and therefore how it should plan its spending.

Individually plan the spending of a family for a 2-week period.

Demonstrate equipment and products available locally. Introduce products available through catalogue or special ordering if it seems desirable to promote a local demand for new products: e.g. instant skim milk powder
sponge mops
wax
ammonia, etc.

Illustrate or explain improvisation of any piece of equipment.

Record how time is spent in one 24-hour period under headings: 28
work, sleep, eating, travel, leisure, etc. Evaluate the record.
Are there surprises about the way you spent your time? How could
you have used your time better?

Plan a schedule for 1 day. Record time used for each activity.
Did you have time for all activities that were planned? If not,
why?

A plan for use of time helps one do the things one would like most
to do. A time plan must be flexible to allow for the unexpected;
to avoid a feeling of frustration at not having accomplished what
one planned.

Discuss factors that affect the way one uses time; influence of
family and friends, family chores, activities, demands of work,
recreational activities, hobbies, state of health and energy level.

Analyse various food service, laundry, janitorial, craft industry,
fishery, cannery job. Completing an observation sheet may assist
identifying steps in a job or jobs.

Observe an individual (or group) carry out a task. Record steps
taken to do the job in sequential order.

Analyse jobs or tasks such as bed making, setting a table, clearing
and washing dishes, sweeping a floor, cleaning a room, preparation
of a lunch or a quick bread (muffins, bannock,) etc.

Find ways to improve the job to save time and energy. Apply principles
of work simplification:

1. eliminate - leaving out (as in omitting rinsing dishes)
2. combine - putting together (pressing all at once)
3. rearrange - changing the order (laying all top covers on
bed and tucking at once).
4. simplify - doing the job an entirely different way (using a
sponge and a squeegee for washing windows and
mirrors).

Discuss and analyse tasks or jobs performed at the training centre, and observed during field trips. Make statements about work simplification, making work easier or "Use your head and save your feet". These might be added to a chart as trainees make them. For example:

Generalizations for Work Simplification

- a. Eliminating unnecessary steps, stooping, bending and reaching saves energy.
- b. Assembling all materials for a particular kind of work before beginning saves time and avoids confusion.
- c. Selecting and using properly the best equipment available for the purpose saves time and money.
- d. Routing work from right to left (right handed person) makes more efficient motions possible and reduces time and energy.
- e. Time is saved by doing a task when and where it is easiest to perform and when it makes later tasks easier.
- f. Time is saved when one uses smooth circular motions and works continuously with both hands at the same time.
- g. Using both hands to perform a task reduces motions and saves time.
- h. Combining jobs which can logically be done together may save time in food preparation and clean-up.

As more jobs and tasks are done, trainees will be able to summarize about work simplification, enlarging their concepts, and stating them in new more comprehensive ways.

A general statement or overall generalization about the ideas for making work easier (state in the trainees' own words):

Making work easier depends on eliminating, combining, rearranging and/or simplifying probable steps in the job.

Anticipate the steps required to carry out a project, formulate a plan and then carry it out.

More capable trainees have greater opportunity for organizational experience, the less capable need more guidance, but have the opportunity to carry out a plan they have helped to outline. Projects might include: refreshments for a tea for mothers, for a party; costumes for a Christmas pageant, for a Halloween skit, housecleaning the kitchen area of the training center, the community hall.

Evaluate learning about work simplification: Solutions given provide an opportunity for self evaluation at various levels of learning:

- Knowledge - recall or recognition of facts
- Comprehension - recall and make use of some ideas
- Application - recall and apply methods, processes, generalizations to a new situation.

Knowledge Level

1. Illustrate principles of work simplification with reference to dishwashing.
2. Describe the ways you may have used or seen people use their heads and save their feet.

Comprehension Level

Solve the problem. Describe procedure.

1. Fanneak has two friends help her prepare to move to a new house. Her husband and his friends will move their belongings the next day.
2. Twenty shop aprons (or blackout curtains) have to be prepared for the school.
3. Annie complains of the rush after work each night preparing dinner. Help her.

Application Level

1. Describe how you would make 3 loaves of sandwiches.
2. What steps would you take in storing the family clothes after laundering?

PRINCIPLES OF MANAGEMENT

1. Identify goals in order of importance to individual or family.
2. Identify resources available.
3. Formulate a plan for use of these resources to achieve goals.
4. Carry out plan. Evaluate periodically, replan to better meet goal.

Carry out skill. The work and time required for a job may be reduced if skill in using equipment is developed so the job becomes routine. Jobs repeated frequently are those for which skills should be developed. Often better methods of working may be developed for job done frequently. Skill and speed following these methods may be gained through practice. Reduced to routine, these procedures cut down the time and effort required to do a job.

use of a spoon with dry ingredients

use of a measuring cup with dry ingredients

use of a measuring cup with liquid ingredients

use of a thimble with a needle

(practice pushing the needle through 8 or 16 thickness of paper).

use a folded cloth to wipe a flat surface

use a broom to sweep a floor

use a spoon and a bowl (real or imagine) to pantomime mixing techniques for example, cut in, blend, stir, mix, beat, whip, cut and fold.

Go over such steps as: setting and testing temperature, holding the iron, gliding the iron over cloth, setting the iron on the board, cooling and storing the iron.

use a cold iron and a flat article (e.g. tea cloth) and later a garment (e.g. shirt or blouse).

use shears to pantomime cutting long smooth strokes

use pins on double thickness of fabric

Formulate a plan describing your solution to various problems.

1. Children and husband will arrive home for lunch at 12.00 noon. You have the following items to prepare: bannock, dehydrated noodle soup, instant pudding mix, milk. What will you do?
2. What advice will you give a friend moving into a new house to help her decide where to put foods and utensils?
3. The recipe for muffins says to measure and sift dry ingredients into a bowl then add melted fat and milk. What will you do?
4. Making thread markings, tailor's tacks, are required by the pattern for a jacket. You are using a heavy cotton for your jacket. What will you do?

Activities to use and organize ideas

Language Arts

Report on job analysis
Plan spending for 1 week, 2 weeks.
Prepare an order for replacement parts,
for repair of an article.

Mathematics

Record personal spending.
Compare costs of various articles.
Evaluate performance and cost of various supplies
and equipment.
Complete a bank deposit slip.

1F: RECREATION AND LEISURE TIME

SUB-OBJECTIVES: one completion of this unit the trainee will be better able to

1. Use leisure time wisely to maintain good mental health.
2. Participate in a variety of activities.
3. Appreciate and create beauty in one's surroundings.

OPPORTUNITIES FOR LEARNING

Prepare a baby layette to give to a less fortunate mother.

Improve the appearance of the training centre or home through the use of pictures, wall hangings, curtains cushion and bed covers, etc.

Collect flowers, berries, weeds, grasses, mosses, stones, driftwood, etc. and make a decorative arrangement.

Make a bag to carry shoes, embroider and/or applique a distinctive design.

Construct an apron, a laundry bag, a hanging storage bag for shoes and small items.

Explore various handicraft media: applique and embroider a cushion cover, a wall hanging; embroider an old fashioned type sampler; knit slippers, hat, baby garments; construct duffle liners, mitts, slippers; construct and/or individualize (with stitchery) a parka.

Challenge another adult group to a bowling, curling, broom ball match. Plan refreshments to follow.

Wrap gifts, make candles, simple wreaths and decorations at Christmas. Point out opportunities for making this paid employment.

Language Arts:

Write letters to pen pals, friends or relatives in other parts of Canada.

UNIT 2: JOB RESPONSIBILITIES:
ORIENTATION TO THE NATURE OF WORK

OBJECTIVES: on completion of this unit the trainees will be better able to

1. Discover what occupational training is available; what employment opportunities exist and where.
2. Analyse requirements and conditions of employment for a variety of jobs.
3. Be aware of the personal requirements for various occupations; for various environments.
4. Recognize what vocations are open to her.
5. Comprehend her own role as a homemaker's assistant and the role of the employing homemaker or agency.
6. Comprehend employment agreements, Government benefits and employment laws.

2: JOB RESPONSIBILITIES: ORIENTATION TO THE NATURE OF WORK OPPORTUNITIES FOR LEARNING

Activities to get information

Invite placement officer to talk on job opportunities and occupational training available.

Field trips to analyse jobs in laundry, dry cleaners, catering, kitchen, D.N.A. Shops, power plant, water plant, fire department, offices, bakery, bank, craft industry, fish cannery, etc. Discuss the requirements: academic, manual skills, intellectual, social, personal qualities. Discuss the conditions of various jobs observed. Trainees might ask employees what they like, what they do not like about their job. Interview employers and supervisors. What qualities are desirable in employees?

Ask the trainees to think about and discuss with others in the community, the question:

Why are certain individuals hired for a job but not others?
Discuss the following day. The reasons they offer may include the following ideas:

- that the person -
- actively seeks work
- knows how to do a job; can work without too much direction
- is a willing worker
- is neat and clean looking, wears appropriate clothing
- is co-operative, easy to work with
- speaks English
- is polite, friendly, tactful
- is honest, reliable, prompt
- has good personal habits in speech, mannerisms, co-operativeness and methods of work.

Record suggestions on a newsprint chart. Add to it at a later interval. As the question: Which qualities do you feel you need to strengthen in order to become a good homemaker's assistant?

Relate subsequent learnings to the qualities on the chart with which the trainees have indicated they need help.

Ask the trainees what responsibilities they might be expected to assume as a homemaker's assistant. Record their suggestions on newsprint chart; add to the list at intervals. Examine progress at monthly intervals; more often at beginning and near the end of the training program. Refer to the two charts which are the trainees objectives and the evaluation devices developed to measure personal qualities, knowledge, understandings and skills.

What difficulties might a girl encounter who works as a homemaker's assistant in a society different from her own. Consider hypothetical situations using the **case study** technique.

Invite the placement officer and others to tell trainees about employment agreements, Government benefits and employment laws:

- hours of work
- compensation
- unemployment insurance contributions and benefits
- hospital and medical coverage
- termination of service
- wages
- income tax
- health requirements
- kinds of work and working conditions

Activities to use and organize ideas

Language Arts:

Complete an income tax form

Write a letter of application; of termination

Socio-Drama - interview for a job. Discuss terms of employment with employer, including hours, rate of pay, duties, etc.

Apply for accommodation

Use newspaper advertisements for information about employment opportunities, conditions, accommodation.

UNIT 3: HOUSEKEEPING

OBJECTIVES: on completion of this unit the learner will be better able to

1. Maintain a healthy, safe and attractive home under direction of a homemaker.
2. Recognize values of a family which determine their physical setting.
3. Develop personal and family goals.
4. Recognize the effect of surroundings upon individuals.
5. Develop aesthetic discrimination and enjoyment; create beauty in one's surroundings.
6. Use resources wisely: time, energy, skill, interests, money (supplies and equipment).
7. Select and use equipment and supplies for home care.
8. Perform daily, weekly, seasonal maintenance in a household.

3: HOUSEKEEPING OPPORTUNITIES FOR LEARNING

Discuss the home; its function, importance to family members, importance of home and family living to society.

Recall sayings and songs about home;

home is where the heart is
keep the home fires burning
home, sweet home
There's no place like home
Show me the way to go home
Little grey home in the west
Home, home on the range

How does one perceive oneself?

When you think of yourself, close your eyes and try to see a picture of Joan (or Sally, etc.). How do you see yourself in the picture you are imagining? Where are you? What are you doing? Who are you with? Ask each girl how she perceives herself - ask where she is, what she is doing, who she is with. The teacher may initiate response by telling how she perceives herself; describing the setting, where she is, what she is doing, who she is with, or near.

Ask the question "Who makes a home?".

Parents, children and perhaps grandparents and relatives may make a home. Father provides the food, and the fuel to keep the house warm, and the house itself. He may build the house himself from snow, from stones, of skins, or of wood. Or he may pay money to someone else to live in the house owned by that person. This is called renting a house. Discuss the importance of the home or the family unit to people everywhere in the world. The psychological concept of home is perhaps more significant than physical setting.

Discuss the role of various members in a home, in the traditional Eskimo, the rural, the modern, changing urban home.

The father may provide food for his family by hunting for it, or by working and receiving money and buying food at the store.

The mother may look after the family members by preparing food, washing dishes, caring for the clothes, caring for the baby, caring for the house.

Ask what the mother and father do for the family.

Mother and father are called "homemakers". Together they make a home - a place where the family grows and lives together.

Sometimes when there are many children, when the mother is ill, or when both homemakers go out to work at a job, the mother may like to have someone help or assist her. A homemaker's assistant is a girl who helps or assists the father and mother make a home for the family. This course will help you learn some ways to assist in a home.

Examine the need for a homemaker's assistant in various situations.

Identify the job function.

Examine differences and similarities in various homes. Family's value or hold different things in life to be important to them; they set and accept different goals in life. Their habits and customs contribute to their values and goals.

Make a field trip to the store; list trade names of products available for home care. Discuss the use of each product.

Examine the content and price of various products. Complete cost comparisons. Discuss factors affecting the size of product one might purchase: money available, individual requirements, shelf life, convenience of container and/or storage available, etc.

Assess adequacy of cleaning equipment and supplies available in the training centre. Formulate a shopping list for needed supplies.

Assemble cleaning supplies and equipment for the class. Consider cartons that could be carried to various cleaning jobs.

Discuss commercial and "home" cleaning agents: e.g. use of commercial oven cleaner or ammonia, baking soda, vinegar, salt, etc.

Complete work sheets including places for names, prices of various types and qualities of equipment, e.g. brooms - push, household, corn, nylon, natural bristle. Discuss the characteristics, properties, use of each. Use local stores, catalogues, newspaper ads for reference.

Use various types of equipment, various cleaning supplies for home care tasks. Evaluate the effectiveness of each piece of equipment or product in terms of money, time, energy required.

examples:

Clean windows and/or mirrors using various products: vinegar, ammonia, soap and water, cleanser such as Bon Ami, commercial cleaner such as Windex.

Sweep floors (around furniture as found in a home environment) using various types of brooms.

Wash floors using sponge, string mops, scrub brush, cloth, electric polisher.

Clean rugs or carpets using corn broom, carpet sweeper, vacuum cleaner (upright and tank types), shaking, beating, tumbling in the automatic clothes dryer.

Set up a consumer education display of cleaning agents used for a particular cleaning purpose. Indicate the suitability of each product. Rate performance in relation to price (similar to Consumer Reports' Rating scale). Indicate a "Best Buy".

Examine the community recreation hall or kitchen, staff room, the conference room, the library, a classroom, a staff washroom. Discuss the care required to keep a room attractive and orderly. List care needed for each room. Which tasks will be carried out as daily, weekly, seasonal care? Plan the order of doing tasks. Estimate the time for completing each task. Plan a work schedule allocating tasks to individuals.

Demonstrate method of performing a task. Analyse motions or steps required. Demonstrate each task: ensure that students are aware of each step. Trainees may practise by explaining, pantomiming, actually performing the task. Develop a check test for each task for scoring by teacher, trainee and homemaker.

Demonstrate use of equipment for example, how to hold a broom, how to use a dustpan, how to wipe with a cloth.

Demonstrate the use of supplies eg. how to measure soap, how to pour furniture oil, how to use a spray can.

Demonstrate individually or in pairs for example:

simple household jobs

bedmaking and care

dusting

waxing and polishing

window care

sweeping, mopping, polishing, vacuuming

Look for hazards in various situations. Complete a list of "Hazards in the Home" eg. poisons within reach of children

medicines within reach of children

broken steps or flooring

slippery steps or flooring

loose or slippery carpets, mats

small objects within reach of infant

(smaller than baby's fist)

Look around the training center. What might be dangerous to a 3 year old? Compile a list of hazards.

Consider precautions for the home.

For example:

Clear passage ways

Closet doors and drawers kept closed

Placement of lights

Lifting heavy furniture

Wise use of extension cords

Use of step ladders for high storage

ways to keep rugs from slipping.

Display pictures of types and sizes of sheets, pillows, mattress covers, pads, blankets, and bedspreads and curtains. Use catalogues, newspaper ads, actual samples when possible.

Analyse and re-arrange grooming drawer space and closet area. Report on improvements. Consider accessories that might be bought or made.

Laundry Bag

Drawer dividers

Cases for small items

Shoe bag

Discuss reasons for performing tasks in the demonstrated method. Show or explain less desirable ways of doing the task. Illustrate why these ways are less desirable. Compare work procedures and results whenever possible so student has a basis for developing judgement and discernment.

Examine the physical setting in which a household task is carried out.
 ★ Analyse motions or steps required to do the job. Discuss how the job might be done more efficiently with rearrangement of equipment.

★ Pictures, sketches, floor plans or an actual arrangement of equipment might be used. For example: an awkward arrangement of ironing board and iron in relation to the worker, electrical outlet, and counter surface or hanging space for items before and after ironing may be illustrated in any of the above ways.

Select and care for various surfaces:

Care for floor coverings, discuss various kinds of floor coverings for different areas in the home. Refer to newspapers, catalogues for prices, texts, resource material for information.

Care for table and counter surfaces.

Care for interior walls, ceiling and woodwork.

Care for windows, mirrors, porcelain, various metal utensils and equipment.

For example:

Use, clean and store pots and pans of various metals: cast iron, tin, aluminum, stainless steel.

Use, and clean pans with teflon finish. Discuss factors associated with teflon finish.

Use, and clean melmac dishes; avoid breakage, bleach, scouring, powders and pads.

Demonstrate on sections of floor covering (sample pieces might be used) the softening effect of ammonia on vinyl and asphalt tile.
 the action of wax removers, protective qualities of various products, etc.

Select, care for an repair furnishings and furniture.

Select and care for kitchenette table and chairs, repair chairs.

Select, care for and repair beds for adults, children and infants.

Care for and repair wooden furniture: shelves, tables, chairs, chests.

Care for, renovate and repair upholstered furniture.

Care for and improvise various types of lighting fixtures.

Plant, provide and use sales factory storage for foodstuffs, household equipment and supplies, clothing, household textiles.

Select, use, care for, repair and improvise equipment for home care:

For example:

Operate vacuum cleaner efficiently,

Use attachments for various purposes.

Change the lint bag when necessary, clean and store attachments and cleaner.

Operate and store a floor polisher, assemble, remove and clean brushes, care for the cord.

Use a carpet shampoo machine. Mix correct portion of shampoo and water, assemble and operate the machine, remove and clean brushes, store.

Use various types of equipment and detergent for shampooing carpets include corn broom, scrub brush.

Select an appropriate iron from the various types available, select the correct ironing temperature, use correct amount of water in steam irons, empty after use, clean steam iron, clean the sole plate, repair the electrical plug, store.

Use an electric frypan, select appropriate size and model, assemble, clean, clean and use teflon coated pan.

Use, empty, clean, store an electric toaster.

Select, use, clean, store an electric hair dryer.

Demonstrate the wetting action of detergents: syndets and soaps. One disadvantage of soap as a detergent is its tendency to form curd soap in hard water. This curd makes it difficult to rinse dirt from clothes which are being washed. Synthetic detergents combine with the materials which make water hard without forming a curd.

Detergents (syndets) are a wetting agent. They actually make water wetter, that is, they reduce the ability of molecules to stick together. Because the water becomes more fluid, it can soak down into the fibers of cloth.

Place some water in two jars. Add a small pinch of a synthetic detergent to one jar. Place an equal amount of fluffed up cotton on the surface of each jar. Keep track of the time needed for each piece of cotton to sink into the water. Is the detergent an effective wetting agent?

Demonstrate the effect of detergent on grease

Place warm water in two jars. Add detergent to one jar. Place in each jar an equal amount of fat, or a piece of cloth rubbed with fat. Agitate equally by shaking one jar in each hand. What happens to the fat or the grease stained cloth?

Demonstrate effectiveness of warm water in removing grease stains by agitating pieces of cloth in hot and cold water. Use an equal amount of detergent in each jar.

UNIT 4: CHILD GUIDANCE

OBJECTIVES: On completion of this unit the trainee will be better able to

- A. Be aware of the basic needs of children
- B. Accept the duties and responsibilities of a babysitter
- C. Perform the physical care required by an infant
- D. Care for and guide the physical, social, mental and emotional growth of children
- E. Recognize that children's development follows a sequence
- F. Realize that each child is a unique individual shaped by his total environment
- G. Gain insight into childrens behaviour and its causes; gain insight into her own behaviour

CHILD GUIDANCE 4OBJECTIVE A: Be Aware of the Basic Needs of Children

Discuss basic needs of all children: food, rest, love, friends.
Discuss the importance of happiness to good physical development.

Observe children at play. Observe differences in their ways of responding to people and things. Discuss individual differences; individual needs.

Discuss the routine care of a child: rest, cleanliness, exercise, posture.

Discuss the importance of routine in a child's life. Consider the questions: Why does a child like to listen to the same stories again and again? Why does a child like to play the same games, hear the same songs?

Plan a schedule for the daily care of a child.

OBJECTIVE B: Accept the Responsibilities and Duties of a Baby-sitter

Discuss the responsibilities of a reliable babysitter. Refer to "Your Responsibilities as a Babysitter". Twelve essentials for babysitters.

Compile a "Babysitter's Kit": stories, games, pictures, toys, list of telephone numbers to contact in case of emergency, fire, sickness.

Discuss arrangements with employers regarding hours, rate of pay, travel, privileges, telephone contact in case of need, hostel approval, unexpected delays, etc.

Post a question box for babysitters.

Questions may include: How much should I get paid? What should I do if the employers do not return home at the appointed time?

As work experience proceeds: Should I be paid extra for washing dishes or other chores? What should I do if a child refuses to go to bed? How should I settle arguments between children?

The questions may be considered and dealt with by incorporating the question to start class discussion or in a case study. Students should indicate possible solutions and their reasons for each suggested solution.

Role play an interview for a babysitting job.

Compile a list of personality traits a babysitter should possess.

Observe children at play when babysitting, on the playground, in the community. Relate observations as oral or written reports of incidents. Look for kinds of play in which children engage, types of toys and play materials, kind of behaviour, etc.

Accompany children on a field trip to the library to visit the store, the snack bar, movie, etc.

Plan and conduct a party for a group of children. Assist at or conduct birthday parties, develop a birthday party repertoire of games, entertainment, perhaps refreshments.

Arrange and participate in a music and game hour for children.

Make picture books for children in the local hospital, sanitarium, or northern school.

Compile a booklet "Babysitter's Handbook". List responsibilities of the sitter, information to obtain from the employer, emergency telephone numbers, steps to take in case of emergencies.

Read stories and poems to children. Lead group children singing. Play active and passive games with children. Explore various handicraft and art activities for children, such as finger painting, plasticine moulding, soap carving.

Construct and assemble toys for children at various ages e.g. pull-toys, stuffed toys, puzzles.

Reminders:

schedule films
collect plastic containers, empty spools, nylon hose
look for toy ideas
assemble poster points, paper, plasticine
arrange for visit of public health nurse.

OBJECTIVE C: Perform the physical care required by an infant.

Invite the public health nurse to demonstrate baby care: bathing and bath equipment, care of diapers, pretreating, washing, drying, storage, treatment and avoidance of diaper rash, preparation of formula, feeding, preparation and introduction of solid foods.

Discuss routine care for the child. Consider the value of regular rest, sleep, feeding, elimination.

Consider a schedule for a day for a 6 month old baby, a toddler.

Plan a layette within cost limitations. Plan a toddlers wardrobe. Select, care for an repair childrens clothing appropriate to age and activity of the child.

Investigate beds and bedding for a baby, for a toddler.

Discuss food habits, establishment of a meal routine, introduction of new foods, use of snacks, sweets.

OBJECTIVE D: Recognize that a Child's Development Follows a Sequence

1. Comprehend steps in a child's learning in motor, cognitive, affective areas of development.

Refer to the Scheme for Education Objectives by Bloom, Kwathohl, Simpson.

Discuss learning a behaviour in the psychomotor domain, e.g. following or observing moving objects, walking, writing, etc. Sequence in each is as follows: awareness, (perception), readiness (set), trial and error (guided response), habitual response (mechanism), automatic performance (complex over response).

Plan this unit with students giving each student an opportunity to indicate her own questions through use of a pretest, questionnaire, check sheets or a question box.

Discuss the development of a child from conception to maturity, outlining development in general at first, in more detail as the unit progresses.

Include physical (motor development - nervous and muscular systems; glandular, reproductive, digestive, mental systems, etc.)
emotional development

View a film showing activity of children at various ages. Watch for different levels of motor development. Discuss motor development from birth to a particular age. Review the film, watch for, more closely, indications of sequential development of motor skills.

2. Recognize that play contributes to a child's development.

Select play materials that contribute to a child's social, physical, mental growth.

Guide a child's activities with various activities: games, stories, music, creative arts.

Explore various creative arts: painting, modelling, (plasticine, paper mache, etc.), sociodrama (finger play, puppets, role playing with the use of clothing and other props).

Observe how children use props for play, e.g. fireman's hat, purses, dolls, cooking utensils, cowboy hats, guns, etc. Discuss the kind of materials children use for play. What kind of toys encourage or inhibit the use of imagination in play? What kinds of things do children learn from play? Discuss with reference to learning in three areas of development, psychomotor, cognitive, affective, emotional, social, psychological, mental, physical growth.

Discuss how children gain a concept of self, learn role expectations - male-female, child-parent, child-adult, pupil-teacher, social role.

Examine suitable toys for children in relation to various stages of development. Observe how children use these toys. Record observations.

Discuss different types of toys: group according to the way these contribute to a child's development. Make a display chart, poster.

Dramatic - encourage imagination or make believe: dolls, fireman's hats, guns, telephones.

Physical - develops muscles and co-ordination: sled, slides, swing, skates, puzzles, scissors.

Social - encourages awareness of other children: doll dishes, house, teeter-totter.

Creative - gives children an opportunity to express their own feelings, discover more about the world they live in: music, books, art.

Examine toys, books, art or play materials for children. Categorize for age groups. Discuss how each contributes to the child's development. Discuss standards for testing toys. For example, toys should be easily cleaned, safe, suitable to age and development, conducive to learning through its use.

Evaluate toys

Plan a selection of toys for a child within cost limits. Investigate ideas for toys that can be made at home.

Collect and renovate toys for distribution to the hospital, transient centre or village.

3. Select or adapt a safe environment in which children may play.

Have a Hazard Hunt in the classroom, at the home of an employer. List hazards present, or potentially hazardous situations. Examine the classroom: what would constitute hazards if a three year old were to come to visit the class? Prepare a similar list from observations in a home.

Discuss how hazards may be eliminated; how potentially dangerous situations may be improved; what constitutes a potentially dangerous situation. Discuss ways children may be guided to look out for danger, for example, hot stove, knives, guns, dogs, traffic, water, etc.

Discuss dangers to children in the home, in the community. Look for hazards in various situations. Formulate a list of "Hazards in the Home", for example, poisons, medicines within reach of children, loose slippery rugs, slippery floor, steps.

View the filmstrip "Child Safety at Home, at Play, on Outings". Make safety posters.

OBJECTIVE E: Care for and Guide the Physical, Social, Mental and Emotional Growth of Children.

1. Observe and assist in the kindergarten.

Review the sequence of growth up to five years. Discuss kinds of behaviour that may be expected of a five year old child. Begin a chart, add to it at intervals after individual student research and observation.

Discuss a child's first experience with school. Students may relate incidents or recollections from their own or siblings experiences; discuss a case study; interview mothers or young school pupils.

How did you feel the first day (or week) of school? (happy, frightened, confident, insecure, compliant, rebellious, or restless, etc.) Contrast desirable with undesirable reaction: discuss reasons for different kinds of reactions. How can the teacher and student assistant promote the most desirable behaviour and attitudes among kindergartens?

Discuss some causes of behaviour at home or at school. Discuss ways to prevent undesirable behaviour, such as: anticipate, divert, and substitute. Stress more do's and fewer don't's. Discuss appropriate and inappropriate kinds of punishment.

Examine the layout of the kindergarten room and the schedule the class follows.

Discuss the objectives, aims or goals of the kindergarten. Interview the kindergarten teacher, the school principal.

Discuss the safety and physical welfare of the kindergarten. Include getting to and from school, on the playground, in the classroom.

Discuss activities in which trainees may participate while in the kindergarten:

- organizing materials for free play
- preparing materials for art work
- telling or reading stories
- singing or playing musical instruments or records for children
- while children sing, clap, skip, dance or listen quietly
- taking one or two children on a trip to the gym, principal's office, library.

Discuss characteristics desirable for working with children.

The students may decide to:

- keep an affectionate easy attitude in relationships
- respect each child as a person
- see things from the child's point of view
- be quick to understand and slow to condemn
- be positive rather than negative
- never use fear as a means of controlling a child
- play, talk and laugh with the child at his level of experience

make an honest endeavour to answer children's questions
use a tone of voice which will help the child feel reassured.

Form a children's story hour in connection with the library, elementary school or community centre. Practise telling stories, rhymes and children's songs. Use a tape recorder to help gain confidence.

Arrange and participate in a music and game hour for children.

2. Care for and guide the growth and development of infants.
Observe public health nurse bathe a baby. Practise bathing an infant sized doll.
Diaper a doll, a baby.
Pantomime feeding a baby, practise feeding an infant.
Prepare an infant's formula.

Discuss the diet of an infant. List food groups that are gradually added to baby's first food, milk. At what age range is each food added? Show how the infant's food pattern soon follows Canada's Food Guide.

Examine commercially and home-prepared foods for infants. Discuss factors of:

- cost
- time
- ease of preparation
- toleration by an under-developed digestive system.

Hold a taste panel of commercial and easily prepared strained and/or chopped foods.

Examine prenatal diet requirements. Review chart showing the build-up of an infant's diet. What nutrients are missing from milk? What nutrients must the mother provide for her child before birth; after birth as breast feeding, as the infant's stored reserve?

View films on venereal disease, Birth of a Baby,
Invite the nurse to introduce films and follow with discussion.
Further discussions may follow each film at a later time.

OBJECTIVE F: Realize that each child is a unique individual shaped by his Total Environment.

1. Examine ways of bringing up children in other cultures, other countries. Discuss eating habits, toilet training, social development, male-female role, socially acceptable behaviour, etc., in various cultures.

Compare patterns among food gathering people, technologically advanced societies, culturally sophisticated societies, western and occidental, European and North American societies, middle and lower class cultures, etc.

e.g. China: no toilet training
 wealthy women have wet nurse to
 suckle their babies, while the child
 of the wet nurse is fed rice water.

Food gatherers: emphasis on food, on feeding, attention centered on the mouth rather than other areas of the body or other aspects.

Discuss readiness for bladder and bowl control. Compare toilet training, or the lack of it, in other cultures.

How do children learn?

Discuss forms of guidance in various cultures from imitative behaviour on the part of children with little overt control by adults but close supervision or attention, to more overt control of children by most Euro-Canadian parents. Discuss reasons for such differences. Are these differences really necessary? What happens when a family expects children to learn by imitation in a highly technological society? What happens when parents can no longer provide imitative behaviour appropriate to the changing culture?

OBJECTIVE G: Gain insight into children's behaviour and its causes; gain insight into her own behaviour.

Consider situations trainees meet during their experience observing and assisting at kindergarten; with story or music groups; baby sitting. Discuss possible reasons for the behaviour and how situations might be handled. Anticipate problems, examine cartoons or comic strips: analyse problem, attempt to determine what factors led up to the situation.

Observe films showing shy, anxious, frustrated, negative, withdrawn, attention seeking behaviour. Discuss possible reasons for such behaviour. How might each kind of behaviour be handled. Discuss satisfactory and less satisfactory solutions.

Analyse behaviour of children during experience with babysitting, kindergarten or children's groups.

Analyse own behaviour. What are the reasons for these reactions? How might one avoid reacting in this way if a similar situation arises?

Analyse the behaviour of another individual. Identify possible reasons for his behaviour. How might one react to such behaviour from another person?

UNIT 5: First Aid
Home Care of the Sick

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Recognize symptoms of illness and determine when medical attention may be required.
2. Treat and prevent infections, diseases, common illnesses.
3. Handle emergencies and accidents.
4. Plan, prepare and serve food for the sick and convalescent.
5. Be aware of the individual's role in family and community health.

5. FIRST AID: HOME CARE OF THE SICK
OPPORTUNITIES FOR LEARNING

Invite medical staff, RCM police officers, fire chief to present information on safety, first aid and home care of the sick.

Discuss general care of bed patients and convalescents. How does one feel when one is ill? What practises should be avoided in a home where someone is ill? What practises or conditions make a patient more comfortable? Take temperature, prepare and serve sick trays, make and change the sick bed, bathe the patient, air the patients' room, entertain a child, an adult.

Recognize signs of illness. Practise or secure treatment.

Discuss the spread of communicable diseases, immunizations available.
Discuss the high incidence of respiratory infections, pneumonia, tuberculosis.

Demonstrate the use of Eskimo family medical pack.

Demonstrate the care of burns, dog bites, frost bite, nose bleeding, cuts, infections, fractures, poisoning. Act out the meeting of emergencies and accidents in and out of the home.

Practise artificial respiration, bandaging and dressing infections.

UNIT 6: FOODS

OBJECTIVES: on completion of this unit the trainee will be better able to

1. Plan nutritionally adequate meals within limits of available resources

Comprehend nutritional requirements for various age and activity groups
Comprehend and formulate a time plan.

2. Select food wisely

Read recipe or menu
Prepare food list (order)
Judge time required for preparation (skill versus money).

3. Prepare simple nutritious meals

Follow a time plan; formulate a time plan
Apply basic principles of food preparation
Maintain sanitary techniques.

4. Serve meals and snacks attractively and on time

Use appropriate table habits.

5. Clean up after meals

Select and improvise, use and care for equipment and utensils
Store dishes and utensils.

6: FOODS OPPORTUNITIES FOR LEARNING

Select or plan meals from food models, pictures, can labels. Discuss the contribution of each food to the daily nutritional requirement. Group foods into "Foods that supply heat and energy" and "Foods that build and repair the body". Refer to Canada's Food Guide as a way of including all the nutrients required.

Meal plans may be done in notebooks using can labels and crayoned pictures. Necessary corrections may be made easily if plastic "Stickum" is used to attach the pictures.

Food in the morning must be easy to get. Tea and bannock is the breakfast pattern in many homes. Show how milk may be added to bannock, and to the tea, and juice added to provide a more complete meal. Juice, milk for children, tea with milk for adults and cooked cereal is a reasonable goal.

Select and prepare food for lunch. Estimate time needed for preparation. Formulate and follow a time plan.

Discuss and practise table setting, service, etiquette and conversation. Point out reasons behind rules and customs.

Shop for various foodstuffs. Store food in dry, cool, refrigerated, frozen storage.

Study menus from restaurants. Practise ordering, know what is expected when eating out.

Demonstrate techniques needed for lunch preparation. Lunches may become more complex once time management has been thoroughly mastered.

The big meal might include meat with vegetables. Demonstrate various methods of cooking meats.

Demonstrate the economical use of tinned meat and fish with extenders e.g. milk sauce, vegetables, bannock topping, casseroles, etc.

Demonstrate the use of meat substitutes, beans, cheese sauce, (for macaroni or bannock).

Posters may be made showing correct mixing of milk, good meal patterns etc. These might be posted in the store, school or community hall, as well as the kitchen area of the training center.

Introduce suitable snacks - dried fruit, puffed wheat, milk, drinks, etc.

Demonstrate mixing of milk at every opportunity and encourage the use of milk for drinking, in tea, in flour mixtures (bannock, muffins) and in puddings.

Compare the cost of milk in various forms: canned evaporated, dried instant skim, dried whole.

Plan lunches for one week, post on the bulletin board for trainees to follow. Lunch is prepared by trainees working individually or in pairs.

Typical lunch menus might incorporate:

soups and crackers	canned beans, chile, etc
sandwiches	bannock
milk	milk
canned fruit	pudding mix
tea	tea

After trainees gain proficiency with time management, greater variety may be introduced:

- soup with variations
- casseroles with variations
- sandwiches with different fillings
- grilled cheese sandwiches, fried bread, French toast
- muffins, bannock, baking powder biscuits, yeast bread
- and buns, pies with variations, Christmas fruit cake
- various mixes - cake, muffins, pancake
- canned and packaged luncheons - macaroni, wieners and beans, etc.
- eggs, bacon, meat cookery
- tea, coffee, milk, cocoa, juice.

Follow recipes in Foods for Health, directions on packaged and canned foods. Use standard measures, basic methods of measuring, preparing and combining foods.

Evaluate progress with check sheets and rating scales. Consider time management, table setting, kitchen management, etc.

Record daily food intake. Compare with Canada's Food Guide. Complete the Score Sheet for each day's meals. Score and analyse.

Visit various food service kitchens serving - single staff, hospital, transient, tourist, commercial snack bars, restaurants, bakery. Discuss menu offered, facilities, sanitation factors, analyse jobs of employees.

Learn the names and use of utensils and equipment as each is used in meal preparation and clean-up. Complete a work sheet with names and prices of utensils. Improvise substitutes for various items with resources found in the home.

Formulate a list of safety rules for the kitchen. Set standards for personal grooming, clean, safe clothing and habits. Develop a routine for safe and clean work habits through self-evaluation and checksheets.

Plan and arrange areas for storage.

SUGGESTED REFERENCES AND INSTRUCTIONAL MATERIALS

- Fitzsimmons and White Management for You Lippincott \$6.60
- Barclay and Champion Teen Guide to Homemaking McGraw-Hill \$6.90
- Reiff, Florence M Steps in Home Living Chas.A.Beneett. Peoria, Ill. \$5.20
- A Guide Book to Beauty, Charm, Poise Milady Publishing Co. \$7.99
- Canada. Department of Indian Affairs and Northern Development.
Education Division Foods for Health
- Canada. Department of Indian Affairs and Northern Development.
Welfare Division Oaujivaallirutissat
- Canadian Red Cross, Alberta Division, 1504-1 Street, S.E. Calgary,
Alberta Home Nursing Manual 35¢
- St. John's Ambulance, 110 Street Jud Jasper Avenue, Edmonton,
Alberta Junior Home Nursing 25¢
- McCall Corporation, 230 Park Avenue, New York 17, N.Y.
McCall's Easy Sewing Book 50¢
- Household Finance Corporation, 85 Bloor Street East, Toronto 5.
Money Management Booklets: Your Budget; Children's Spending,
For Young Moderns, Your Food Dollar, Your Clothing Dollar, Your
Shelter Dollar, Your Home Furnishings Dollar, Your Equipment Dollar,
Your Shopping Dollar.

15¢ each or set of 12 booklets \$1.50

SUGGESTED SOURCES FOR INSTRUCTIONAL MATERIALS

1. Associated Milk Foundation of Canada, 86 Isabella Street,
Toronto 5, Ontario
Milk Foundation Food Models
Facts and Figures About Foods
Posters: Meal Patterns, The Food Chain,
Milk Builds Bones
2. John H. Breck Inc., Springfield, Mass.
The Story of Beautiful Hair
3. Campbell Soup Company, Home Economics Department, New Toronto,
Ontario
Modern Meal Planning with Convenient Foods

4. Canada. Department of Agriculture
Eggs
Meats, How to Buy, How to Cook
Home Canning of Fruits and Vegetables
5. Canada. Department of Fisheries
Canadian Fish Cook Book (\$1 Queen's Printer)
Let's Serve Canned Salmon
6. Canada. Department of National Health and Welfare
Good Food, Good Health (with syllabics)
How to Plan Meals for Your Family
Healthful Eating
Canada Food Guides (with syllabics)
Is Your Drinking Water Safe?
Some ways to Prevent Sickness
Tuberculosis Can be Cured
The Pre-Schooler
Baby's First Year
Each Year too many Babies are Sick with Colds
Keep Them Safe
7. Canadian Spool Cotton Company, 421 Pie IX Boulevard, Montreal, P.Q.
Stitch in Time
8. Carnation Company Limited, Toronto
Go, Grow, Glow (filmstrip)
9. J. and P. Coats (Canada) Limited, Box 519, Montreal, P.Q.
Embroidery Stitches and Sewing Secrets \$0.05
10. T. Eaton Company Limited, 800 Warden Ave., Scarborough, Ontario
or Winnipeg, Manitoba.
Mail Order Catalogue and Order Forms
11. Gerber Products Company, Freemont, Michigan
Infant Nutrition
Sitting Safely
12. 5 Magic Mirrors Box 6953 Cleveland, Ohio 44101
Filmstrip, record, teaching guide, wall chart,
student booklet on good grooming U.S. \$2.50
13. Martha Logan, Swift Canadian Company Limited, Toronto 9, Ontario
Meat Handibook
14. McCall's Pattern Educational Service, 230 Park Avenue, New York 17
15. Patons and Baldwin Limited, Toronto 10, Ontario Easy Lessons in Knitting
16. J.C. Penney, Educational Relations, 1301 Avenue of the Americas,
New York, N.Y.
Consumer buying teaching kits including film strip, teaching guide,
wall chart, student leaflets, labels, etc. U.S. \$3.00 packet

How to Buy Shoes
How to Buy a Slip
How to Buy a Sweater
How to Buy Sheets and Pillowcases
Understanding Today's Textiles

17. Robin Hood Flour Mills Limited, P.O. Box 8505, Montreal, P.Q.
Art of Table Setting
18. Simplicity Pattern Company, 120 Mack Avenue, Scarboro, Ontario.
19. Simpson - Sears Ltd., Toronto, Ontario
Mail Order Catalogue and Order Forms
20. Singer Sewing Company
21. Standard Brands Limited for Fleishmann's Yeast, 550 Sherbrooke Street,
Montreal, P.Q.
When you Baker with Yeast: charts, booklets, posters
22. Toni, 155 Cote de Liesse, Montreal 9, P.Q.
Beauty on a Budget
23. Wool Bureau Inc., 16, West 46th Street, New York 36

GUIDELINES FOR PLANNING OCCUPATIONAL PROGRAMS

- * Become acquainted with local employment needs, through the Dept. of Manpower local federal agencies, business organizations, selection and placement officer and lay leaders;
- * Organize a local advisory committee;
- * Develop a job analysis, identifying the functions the course will serve and define the responsibilities of the job, so the content will be relevant;
- * Develop a curriculum specifically for a certain occupation and to meet local needs, by identifying the goals and anticipated learnings;
- * Carefully plan the learning experiences to be challenging but practical;
- * Make arrangements to use available resources pertinent to the training for the specific occupations being learned;
- * Plan for the length of the course, considering prerequisites and follow-up;
- * Consider the qualifications necessary for the teacher;
- * Survey present school facilities for space and then plan for additional equipment;
- * Estimate the cost of the course and plan the budget;
- * Select students on the basis of interests, abilities and attitudes;
- * Arrange for an actual work experience with business, industry, or institutions outside the school, considering hours, working arrangements, supervision, insurance, and other problems which may develop in co-operative work programs;
- * Establish criteria for determining when a student has developed to a place that the teacher or supervisor would consider recommending him for employment;
- * Organize a plan for follow-up of students to determine the effectiveness of the program;
- * Plan for a sound public relations program.

PLANNING SCHEDULE FOR HOME MAKER'S ASSISTANT COURSE

- View training center
- Interview prospective trainees in their homes
- Obtain cumulative records
- Complete follow up card
- Visit trainees in their homes
- * Establish entrance requirements: select trainees
- Notify trainees of acceptance for training,
of date and time course begins
- x Arrange medical examinations
- x Explain training allowance, clothing allowance,
penalties regarding tardiness and absenteeism

Set up an inventory of supplies and equipment
 Requisition supplies and equipment
 Draw supplies from school, home economics department, DIAND stores
 Arrange local purchase procedure.

Arrange publicity for the training program in English and Eskimo

Become aware of kinds of facilities in local homes and institutions where work experience and future employment may be arranged.
 Observe cleaning procedures in institutions carried out by Eskimo employees, interview employers to determine some of the problems they encounter.

Meet various persons, visit institutions and facilities to become oriented to the community and secure resource personnel. Include the laundry, bakery, center for medical transients, various food service kitchens in the community, janitorial services in various buildings, retail and co-operative stores and organizations, recreation facilities, government agencies and personnel, other resource persons in community such as those with training or interest in hairdressing, cosmetics, modelling, foreign cooking, flower arranging or arts and crafts, first aid, etc.
 RCM Police officers and fire department personnel are trained St. John's Ambulance Instructors.
 The public health nurse, other medical personnel, DIAND servicemen may be willing to contribute to the program if times for their participation can be kept flexible.

Arrange field trips and invitations and resource persons through the established lines of communication.

Outline the program for the year. Prepare lesson plans,
class records, daily attendance checksheets,
progress, record form.

Submit lesson plan outline for the first month

Submit a progress report at the end of each month. Include checksheets
used.

Meet weekly with Education staff (principal, selection and placement
officer).

- x Form a vocational advisory committee. Meet 6 to 8 times throughout
the year.
- x Meet with District Vocational Superintendent, Home Economics Consultant
at beginning, termination and 2 to 3 times during the course
to evaluate progress, adequacy of planning, of objectives,
competencies expected, resources needed for the program,
academic upgrading aspect of the program,
criteria for employment readiness, examine plans for next period.

Set date for work experience to begin.

Meet with participating homemakers. Accept suggestions for work
experience activities.

- x Arrange work experiences
Develop checksheets, rating devices.
Prepare a work agreement form outlining responsibilities of
trainee, employer, and instructor.

Make final evaluation of trainees. Leave record of lessons,
progress of trainees.

- x Arrange job placement. Provide liason with employer and graduate.
- x Arrange for presentation of certificates to graduates.
- x Plan a follow up Study of Trainees with placement officer.
Consider further training for a later time.
Discuss this in your report.

Prepare a short summary to the monthly reports. Include recommendations.

Prepare requisition for following year. Check inventory,
close the training center.

- x In consultation with Regional Superintendent of Schools
- x In consultation with Selection and Placement Officer

Name _____ Disc Number _____ Age _____
 Address _____ Birthday _____
 Father _____ Reading Level _____
 Mother _____ Grade Level _____
 Number in Family _____ Age Range _____ Years in School _____
 Number living at Home _____ Age Range _____ Termination Date _____
 Religion _____ PREVIOUS WORK EXPERIENCE:
 Medical History of Individual and/or Family; Type of Work _____
 Other Information Time employed _____
 Salary _____
 Type of work liked Reason for leaving _____
 Type of work disliked _____

Name _____ Live in _____ At Home _____ Other _____ Late _____ Absent _____
 Employer _____ Seldom → Frequently
 1st Quarter _____
 2nd Quarter _____
 3rd Quarter _____
 4th Quarter _____
 _____ Quarters 1 2 3 4

TIME WORKED
 WAGE

Type of Work:

CHILD CARE
 HOUSEKEEPING
 FOOD PLANNING
 BUYING
 PREPARATION
 SERVING
 CLEAN UP
 INTERPRETER
 DEMONSTRATOR

Mark on 1 - 5 scale to indicate limited → full responsibility. Include comments.

RADIO INTERVIEW

To introduce the Regional Superintendent of Schools, Placement Officer and Home Economics Occupations Teacher, explain their roles, and secure the support of the community for the girls' occupational training program in the community.

Placement Officer:

Employment opportunities, full and part time, in Frobisher Bay.
Increase in employment opportunities for service occupations in southern Canada.

Teacher:

What girls will be trained to do,
role of the homemaker,
assistance given to homemakers in other cultures, in other times.
Growth of service occupations.

Superintendent:

Working as a mother's helper, babysitter or homemaker's assistant as a stepping stone to further education or training, learning language and habits of another country or culture.
Academic upgrading portion,
description of training program,
reasons for unemployment,
difficulties encountered by youth seeking employment,
special difficulties of Eskimo youth, particularly girls.

VOCATIONAL ADVISORY COMMITTEE

Suggested personnel:

Principal
R/Superintendent of schools
Placement Officer
R/Administrator
Laundry Manager
Welfare Officer
INHS representative
Inuk janitorial service
Employee of janitorial service
Representative of the Eskimo council
Homemaker
Lay person
Home Economics Instructors
Community Association Representative
Justice of the Peace
R.C.M. Police

WORK EXPERIENCES

Work Experience locations may be selected with the assistance of interested individuals who are able to involve others from various groups within the community.

After an initial training period trainees may be sent to homes for on-the-job work experiences.

On-the-job work experiences help trainees:

1. Understand what employers expect while they are still under the protection and guidance of the training program;
2. Meet and adjust to different employers and environments;
3. Gain self-assurance and confidence.

How it functions:

1. The employer agrees to take the trainee for work on days convenient to her.
2. No pay is given to the trainee. Employers may provide lunch or coffee if they wish. However, these benefits are not expected.
3. The employer is asked to evaluate each trainee on a check sheet supplied by the school.
4. The instructor should visit the trainee on the job as frequently as possible.
5. The employer should be at home during the time the trainee is on the job so that accurate evaluation and supervision of the work may be done.
6. Check sheets in two colours are used: one for the employing homemaker and the other for the trainee. Trainees should return to the training center after each work experience and complete the self-evaluation. Early work experience should follow a short, simple or straight forward procedure which will vary little with equipment, supplies or standards of different homemakers.

The Trainee Agrees to:

1. Be punctual and regular in attendance in training center and at Work Experiences.
2. Learn to accept constructive criticism and help from the employing homemaker and instructor.
3. Complete a checksheet on the completion of each Work Experience.
4. Perform on the job in such a manner that will reflect growth and maturity as well as responsible citizenship.
5. Assume responsibility for notifying the employer and instructor if she is unable to work because of illness or other emergency.

The Participating Homemaker Agrees to:

1. Complete a checksheet with comments after the completion of each work experience.
2. Be at home during the time that the trainee is on the job so that accurate evaluation and supervision of work may be done.
3. Take the trainee for work experience on days and time convenient to her.
4. Expect the instructor to visit the trainee on the job as frequently as possible.
5. Offer no payment for work done in school time during training program.

The Instructor Agrees to:

1. Give adequate notice to the participating homemaker about the work experience.
2. Arrange work experience at a convenient time to the participating homemaker.
3. Visit the trainee on the job as frequently as possible.
4. Supply checksheets to the participating homemaker and trainee for each work experience.
5. Encourage the participating homemakers to give comments at the end of the check sheets; these can be useful for evaluation.
6. Discuss work experience with the trainee individually and as a group.
7. Maintain complete records of the progress of each trainee in all areas of training, all work experiences.
8. Arrange work experiences beginning with simple tasks taking a short period of time. As the course progresses the tasks and time on the job will be lengthened.

Department of
Indian Affairs and
Northern Development

Northern
Administration
Branch

Ministère des
Affaires indiennes et
du Nord canadien

Direction
des régions
septentrionales

Dear Employer,

The Vocational Section of the Department of Indian Affairs and Northern Development is offering a training course to prepare young women for the occupation of an assistant to a homemaker. This course offers actual work experience in the training center and in homes and institutions in our community.

This co-operative program will be of service to our community by helping young women develop skills, interests and attitudes that will enable them to gain and retain a job, become aware of possible job opportunities, improve personal characteristics that are necessary to work and live in a wage earning society and to become a better family and community member in both the Eskimo and Euro-Canadian societies.

The training program will provide homemakers and agencies or institutions with competent assistants and will allow future employers and other interested individuals to participate in the training.

Job Function

Under the direction of a homemaker, the Homemaker's Assistant carries on the various responsibilities required for maintaining family life in a pleasant, clean and orderly home.

Program Objectives

As a result of training as a Homemaker's Assistant, trainees should be able to:

1. Strengthen personal characteristics necessary in the world of work.
2. Assume the responsibilities of a Homemaker's Assistant.
3. Perform housekeeping tasks.
4. Care for children in the mother's absence.
5. Care for sick persons in the home and prevent accidents.
6. Plan, shop for food, prepare and serve simple meals.

Organization of the Program

Trainees will be given instruction in the training center to meet the program objectives. After each aspect of work has been performed within the training center, the trainee will repeat the task as a work experience in the community. The instructor will make on-the-job visits to co-ordinate work experience with the training center instruction.

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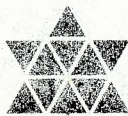
our file/notre dossier
your file/votre dossier
date

Thank you for participating in this work experience portion of the Training Program for Homemaker's Assistants.

Your co-operation is appreciated in completing the attached check sheet. These will be used to help evaluate the trainee's progress: to pin-point difficulties and determine where more training is needed.

The points listed on the check sheet follow the method used in training. Please mark the appropriate column with an "X". If items not used, check the column "do not need".

Home Economics
Occupations Teacher.



The checksheets that follow indicate work experiences that were carried out in Frobisher Bay.

Work experiences may include:

- Cleaning silver
- Cleaning a stove, refrigerator or a freezer
- Cleaning table and washing dishes
- Vacuuming and/or shampooing carpets and rugs
- Vacuuming and/or shampooing upholstered furniture
- Preparation of noon day meal or supper
- Personal laundry
- Family laundry
- Washing and waxing floors
- Shopping errands - if possible send trainees shopping for needed supplies with money to purchase them. (They should follow instructions and return within an allotted time).
- Mending - general family mending such as repair of hems, button holes, hemming dish towels, etc. This will require supervision
- Cleaning walls, doors and paint walled trim
- Cleaning windows and mirrors
- Daily, weekly and seasonal cleaning of different areas in the home: living room, bedroom, kitchen, bathroom
- Cleaning lights and fixtures
- Babysitting
- Assisting in kindergarten classes with story telling in English and Eskimo languages; play time, painting, serving milk, etc.

CHECK SHEET FOR CLEANING OF SILVER

TRAINEE

EMPLOYING HOMEMAKER

Date	Please mark the appropriate column with an X	Check Yes	No	Do Not Need
	1. Did the trainee arrive on time.			
	2. Were boots, coat and scarf removed and put in a suitable place.			
	3. Did the trainee change into her uniform.			
	4. Were all cleaning supplies and the silver gathered together before beginning the job.			
	5. Did the trainee ask for any items she needed.			
	6. Were supplies and silver placed on the work surface so it could be handled easily.			
	7. Did the trainee collect tarnished silver on one side, then placing it to the other side after cleaning.			
	8. Was the work surface covered with newspaper or a plastic cloth.			
	9. Were spills wiped up right away.			
	10. Was a tray or a bowl used to carry silver to the sink.			
	11. Was hot water and soap used to wash silver.			
	12. Was silver rinsed with very hot water.			
	13. Was silver dried thoroughly with a dry cloth.			
	14. Was silver handled carefully so not to scratch it.			
	15. Was silver grouped together on the counter as each piece was dried.			
	16. Was silver put away in its correct place.			
	17. Were supplies and equipment put away.			
	18. Was the work surface cleaned.			
	19. Was the garbage disposed of (including Kleenex).			
	20. Were chairs straightened and everything left tidy.			

COMMENTS:

CHECK SHEET FOR CLEANING REFRIGERATOR

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1.	Did trainee arrive on time?			
2.	Were boots, coat, and scarf removed and put in a suitable place?			
3.	Did trainee change into her uniform?			
4.	Were all cleaning supplies gathered together before beginning the job? If not, did the trainee ask for them?			
5.	Did trainee do the following in the listed order:			
6.	Put kettle on to boil and put newspaper on floor in front of refrigerator?			
7.	Switch off refrigerator?			
8.	Empty freezer and wrap all food, place on tray or basin and put in a cool place?			
9.	Remove all other food and stack neatly on counter beside refrigerator?			
10.	Place bowl of boiling water in freezer?			
11.	Remove all shelves and drawers from refrigerator and close refrigerator door?			
12.	Wash all shelves, draws etc., in sink, rinse and dry; working in a right to left sequence?			
13.	Clean inside and outside of refrigerator. Dry thoroughly?			
14.	Replace all shelves drawers, etc., in correct place?			
15.	Switch on refrigerator?			
16.	Replace food into freezer and all other foods into the refrigerator?			
17.	Were all supplies and equipment put away and wash surfaces cleared, the garbage disposed of (including Kleenex) chairs straightened and everything left tidy?			

COMMENTS:

CHECK SHEET FOR CLEANING A STOVE

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat, and scarf removed and put in a suitable place?				
3. Were all cleaning supplies gathered together before beginning the job? If not, did the trainee ask for them?				
Were the following done in the listed order:				
4. Check to make sure stove is switched off, and place paper on floor around stove.				
5. Remove burner pans from top of stove and shelves from oven. Place at right side of sink.				
6. Spray or put on oven cleaner and close door.				
7. Wash and clean completely all shelves and burner pans in sink.				
8. Wash stove: top, sides, door, clean rings where burners fit.				
9. Clean oven thoroughly wiping first with paper towels then hot soapy water, dry thoroughly.				
10. Put foil into trays if required.				
11. Replace shelves and pans into stove and wipe over surface.				
12. Were all supplies and equipment put away, wash surfaces cleaned, garbage disposed of (including Kleenex), chairs straightened and everything left tidy.				
COMMENTS:				

CHECK SHEET FOR WEEKLY CLEANING OF KITCHEN

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform?				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them?				
Were the following done in listed order?				
5. Wipe surfaces of stove, change foil in burner trays? If necessary, wipe out oven and door, also clean kettle.				
6. Wipe outside of refrigerator top, sides and door.				
7. Tidy counter ready for cleaning.				
8. Wash woodwork, doors, etc. of cupboards above and below counter, dry thoroughly.				
9. Wash counter, wall around sink area, taps, window ledges, dry thoroughly.				
10. Empty toaster and wipe clean also any other electrical appliance stored on counter.				
11. Wipe canisters and place back on counter along with all other things.				
12. Wash kitchen table and chairs (if in kitchen area); dry thoroughly.				
13. Sweep, wash, wax and polish floor.				
14. Empty all garbage and wash garbage can.				
15. Wash cleaning cloths and hang to dry.				
16. Clean sink thoroughly and dry.				
17. Put away all cleaning supplies and equipment. Everything left tidy.				
COMMENTS:				

CHECK SHEET FOR WEEKLY CLEANING OF LIVING ROOM

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform?				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them?				
Were the following done in listed order?				
5. All furniture polished - top, side, front, legs, shelves, etc.				
6. Clean mirror (if there is one)				
7. Dust lamps, polish stand, if wood.				
8. Dust window ledges and frames.				
9. Vacuum any upholstered chairs, stools and chesterfield.				
10. Furniture moved onto carpet or off floor area of room (where possible) and small rugs rolled up.				
11. Vacuum carpet.				
12. Floor area swept, washed, waxed and polished.				
13. Furniture moved back into place.				
14. Shake any small rugs outside and place back on floor.				
15. Put away all cleaning supplies and equipment. Garbage baskets or cans emptied and washed. Everything should be left in place.				
<u>COMMENTS:</u>				

CHECK SHEET FOR SHAMPOOING A CARPET OR UPHOLSTERED FURNITURE

TRAINEE: _____

EMPLOYING HOMEMAKER: _____

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat, and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform.				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them.				
5. Did trainee vacuum carpet or chairs thoroughly?				
6. Did trainee mix shampoo and water in correct parts?				
7. Was a shampoo or soft cloth and brush used to apply shampoo?				
8. Did trainee use wax paper under furniture legs if necessary?				
9. Was carpet or furniture re-vacuumed when dry? (If time allowed for this)				
10. Were all supplies and equipment put away and work surfaces cleared. The garbage disposed of, including kleenex. Chairs straightened and furniture put back in its place. Everything left tidy.				

COMMENTS:

CHECK SHEET FOR WEEKLY CLEANING OF A BEDROOM

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform?				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them?				
Were the following done in listed order?				
5. Any small rugs or mats taken outside to shake and then left in hall, rolled neatly until work is finished.				
6. Hang up any clothes left on chairs.				
7. Remove sheets and pillow cases from beds. Roll up and place in laundry area.				
8. Make up bed with clean linen placing bed blankets with mitred corners. The bed cover placed on top and smoothed out neatly.				
9. Remove all things from top of table, chest, dressing table and all furniture. Polish each including wood bed head and bottom. Put back all things carefully and neatly where found.				
10. Wipe window ledges with a damp cloth.				
11. Clean mirrors.				
12. Move furniture off floor area, sweep, wash, and polish.				
13. Vacuum carpet and any upholstered furniture thoroughly.				
14. Replace rugs from hall.				
15. Empty garbage and wash garbage can.				
16. Were all cleaning supplies and equipment put away? Cleaning cloths washed and hung up to dry? Kleenex disposed of and everything left tidy?				

COMMENTS:

CHECK SHEET FOR FAMILY LAUNDRY

77

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Did trainee arrive on time?				
2. Were boots, coat and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform?				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them?				
5. Was laundry sorted into different groups e.g. coloured, very dirty, cleanest, machine and hand washing?				
6. Was the correct amount of water put into washing machine?				
7. Was the water the correct temperature for the clothes to be washed?				
8. Was the correct amount of agents used e.g. soap, bleach and any others?				
9. Were all clothes washed and rinsed thoroughly?				
10. Were clothes sorted for drying and dried at correct temperatures e.g. light things dried first and woollens not put in drier?				
11. Was ironing started whenever things were dry?				
12. Was the ironing board used at the correct height for worker? (If adjustable board)				
13. Was the correct amount of water used in steam iron (if used)?				
14. Was the correct temperature of iron used for different fabrics?				
15. Were all clothes folded or hung up after ironing.				
16. Was washing machine emptied, dried and wringer loosened?				
17. Was iron emptied after use and board put away?				
18. Was lint removed from drier?				
19. Were all supplies and equipment put away and work surfaces cleaned? Garbage disposed of including Kleenex; everything left tidy?				

SPRING CLEANING DIFFERENT AREAS IN A HOME

TRAINEE:

EMPLOYING HOMEMAKER:

Date:	Please mark the appropriate column with an X	Check		Do Not need
		Yes	No	
1. Did trainee arrive on time?				
2. Were boots, coat and scarf removed and put in a suitable place?				
3. Did trainee change into her uniform?				
4. Were all cleaning supplies gathered together before beginning the job? If not, did trainee ask for them?				
5. Were the carpets vacuumed, rolled up and moved out of the room? Vacuum under felt roll up and cover.				
Were the following things done.				
6. Move all furniture to center of room and cover.				
7. Take down drapes, shake outside, fold up and place in laundry area (if they are to be washed).				
8. Dust ceiling, then walls.				
9. Wash walls from bottom to top.				
10. Wash paint and around windows, doors, etc. Rinse and dry thoroughly.				
11. Wash curtain rod.				
12. Wash lights and lamps (carefully).				
13. Wash all furniture before polishing.				
14. Vacuum all upholstered furniture.				
15. Sweep, wash and wax floors.				
16. Move all furniture back into place.				
17. Place back felt and rug and return vacuum.				
18. Empty and wash garbage containers.				
19. Hang drapes.				
20. Put away all clothing supplies and leave everything tidy.				

COMMENTS:

CHECK SHEET FOR MANAGEMENT OF CLEAN UP

TRAINEE: _____

EMPLOYING HOMEMAKER: _____

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not Need
1. Was a tray used to carry dishes to the sink?				
2. Were unnecessary trips made in clearing the table?				
3. Were dishes scraped before stacking?				
4. Were dishes stacked in order, at the sink?				
5. Were dishes washed from right to left in the sink? Was the correct amount of soap and hot water used?				
6. Were dishes washed in correct order? (glasses, silverware, china, cooking utensils)				
7. Were the dishes rinsed with very hot water?				
8. Were the dishes placed on a tray before taking them to the cupboard?				
9. Were accessories returned to the proper place?				
10. Was the kitchen and dining area left clean and orderly? counter floor stove table and chairs cupboards lights refrigerator				
11. Was a suitable method used for cleaning the table surface?				
12. Were crumbs and/or stains removed from the tablecloth or mats?				
13. Was tablecloth or mats stored appropriately?				
14. Were leftovers stored adequately?				
<u>COMMENTS:</u>				

CHECK SHEET FOR SETTING AND SERVING THE TABLE

TRAINEE: _____

EMPLOYING HOMEMAKER: _____

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1. Was a tray used in collecting all dishes, glasses, and silverware?				
2. Were any unnecessary trips made in gathering table accessories?				
3. Was one place completely set at a time?				
4. Was only one trip around the table necessary?				
5. Were glasses filled with water, juice or milk just before serving?				
6. Was food placed on the tables correctly?				
7. Was a tray used for the removal of dishes?				
8. Were the dishes removed neatly and quietly?				
9. Were the dishes scraped and stack between courses?				

DRAW A DIAGRAM OF A ONE PLACE SETTING:

CHECK SHEET FOR MANAGEMENT OF MEAL PREPARATION

TRAINEE: _____

EMPLOYING HOMEMAKER: _____

Date:	Please mark the appropriate column with an X	Check Yes	No	Do Not need
1.	Were all supplies and equipment assembled at one time for a job?			
2.	Was the best equipment selected and used for the job?			
3.	Were pieces of equipment reused?			
4.	Was equipment and supplies placed on the work surface so it could be gotten easily?			
5.	Were both hands used whenever possible?			
6.	Did you use smooth circular motions?			
7.	Did you use right to left hand sequence?			
8.	Were spilled ingredients wiped up immediately?			
9.	Were preparation dishes washed?			
10.	Were preparation dishes soaked?			
11.	Was any time spent hunting for things?			

Write the menu.

CHECK SHEET FOR CARE OF CHILDREN
2 to 5 years

TRAINEE: _____

EMPLOYING HOMEMAKER: _____

DATE: _____

A good babysitter with children 2 to 5 years of age needs to be able to help with their activities. A number of these are given for you to mark.

	CHECK:	Can do well	Needs to learn to do better
1.	Read stories suitable to their age.		
2.	Tell stories suitable to their age.		
3.	Play games with them.		
4.	Listen to child tell stories.		
5.	Sing to children.		
6.	Do finger play.		
7.	Use clay, cartons.		
8.	Supply materials to play "make believe", such as school, grocery store, house, doctor.		
9.	Help child dress himself for outdoor play.		
10.	Put child to bed.		
11.	Attend to toilet training.		
12.	Prepare meal for child.		
13.	Bathe child.		
14.	Help child learn to share toys.		
15.	Help children settle arguments.		

COMMENTS:

PERFORMANCE RATING REPORT FOR HOME MAKER'S ASSISTANT

Trainee's Name..... Date..... Rating Period Covered.....

Instructions: Place a check below the statement that best describes the trainee; underline any statement that is especially applicable.

I. Co-operation

Has "that's not my job" attitude--won't do more than the minimum.	A valuable worker, goes out of her way to make home run smoothly.	Can't always be sure--may or may not co-operate.	Willingly does her work and often more.	Usually willing and able to operate with faculty members.
---	---	--	---	---

II. Interest in Doing a Good Job

Can always be found working diligently at assignment.	Kills time or loaf--requires constant watching.	Carries out assignments without constant supervision.	Stays busy if closely supervised.	Never wastes time a real "self-starter".
---	---	---	-----------------------------------	--

III. Initiative

Sometimes hesitant to accept suggestions--will try if shown how.	Follows new methods willingly--makes good suggestions.	Resists trying new methods--shows no interest in job improvement.	Finds better ways to do work--seems eager to try new methods.	Plans own work satisfactorily--will follow new methods when requested.
--	--	---	---	--

IV. Following Directions

Carries out instructions completely--knows when to ask directions and when to go on her own.	Follows procedures and directions satisfactorily--seems to understand instructions.	Can be depended upon to follow instructions and work methods carefully.	Does not follow instructions or procedures consistently--sometimes acts on her own without proper authority.	Follows procedures to best of her ability--needs repeated instructions.
--	---	---	--	---

V. Maintenance of Safety Standards

Has demonstrated carelessness in housekeeping or cooking procedures--ignores safety precautions.	Notices and remedies potentially hazardous conditions. Uses safe practises.	Not attentive to safety precautions or hazardous conditions.	Good interest and knowledge of safety--uses safety methods and precautions well.	Follows established cooking and housekeeping routines, sometimes unaware of hazards.
--	---	--	--	--

VI. Housekeeping

Never waits to be told about housekeeping duties--takes pride in appearance of home.	Works neatly and cleans up as tasks are performed.	Sometimes avoid tidying up after tasks.	Good work habits, tidies up as she goes along, follows housekeeping routine diligently.	Work habits are careless or untidy. Ignores responsibilities for keeping house tidy.
--	--	---	---	--

VII. Attention to Detail

Works with care--seldom makes mistakes.	Produces satisfactory work on routine tasks.	Makes more errors than normal--work needs careful checking.	Makes too many mistakes --works carelessly or ignores details of job.	Works with consistent accuracy--rarely makes errors--is alert in discovering and reporting problems or errors.
---	--	---	---	--

VIII. Relations with Supervisor or Employer

Goes out of way to co-operate--can always rely on receiving his support.	Seems un-co-operative or antagonistic.	Keeps supervisor informed of important details--co-operate willingly.	Seems willing to work with supervisor.	Shows little interest in co-operating with supervisor--may or may not co-operate.
--	--	---	--	---

IX. Sensitivity to Needs of Family Members.

Does not use acceptable methods of dealing with children.	Handles children with maturity and understanding.	Seems willing to do all she can for family members.	Is not sensitive to children's needs. Looks out for self.	Is well liked by children and adults. Makes a good impression on family members
---	---	---	---	---

X. Relations with Visitors

Deals with people outside the home with proficiency, tact and friendliness.

Seems rude or antagonistic to telephone callers or visitors.

Is alert about getting messages, goes out of way to be helpful.

Usually accepts message or visitors to home satisfactorily.

Frequently fails to get name of caller or take message.

XI. Personal Appearance

Usually neatly groomed.

Somewhat careless; occasionally must be reminded.

Outstanding in personal habits.

Always neatly groomed.

Personal neatness must be improved.

XII. Personal Conduct

Has not shown mature behaviour--sulks, has shown temper, deliberately disobeyed rules, has disputes with others.

Shows mature behaviour--respected by others.

Needs occasional reminder about rules of conduct.

Always even-tempered and well-mannered--helps to boost morale of others.

Shows good manners at work--tries to follow job requirements.

XIII. Dependability *

Tends toward incorrect usage of leave privileges --examples:
...Absences before or after day off
...Absences on week-ends and holidays
...Habitually late
...Fails to communicate with supervisor properly when absent.

Good attendance record. Rarely late.

Attendance record is average.

Frequently tardy--attendance record could show improvement.

Takes personal responsibility for seeing that job is covered--never abuses leave privileges.

* If you believe that you have not had enough evidence to mark accurately on one of the listed characteristics, write the letters IE (insufficient evidence) in the left margin beside that item, and leave that scale unchecked.

OVER-ALL SUMMARY:

Instructor's Signature

Date

Trainee's Signature

Date

GROOMING

TRAINEE:

DATE:

What colour is your hair? _____

What colour is your skin? _____

What colour are your eyes? _____

How tall are you? _____

My measurements are: Bust _____

Waist _____

Hips _____

Thigh _____

Neck _____

What is your favourite colour? _____

Do you like to wear slacks or a skirt? _____

Do you set your hair in rollers? _____

Do you go outside with your hair set in rollers? _____

Do you think that this is good grooming? _____

How often do you wash your hair? _____

Have you ever been to a hairdresser? _____

Do you cut your own hair? _____

Have you ever used a permanent? _____

CHECK SHEET FOR PERSONAL GROOMING

TRAINEE

These factors are necessary to maintain a safe food preparation area.

HAND AND BODY CARE

1. has clean hands
2. has clean nails
3. wears no nail polish
4. has no open sores, cuts and
does not wear soiled bandages.
5. uses a deodorant

CLOTHING CARE

1. wears a reasonably clean uniform
2. wears a reasonably clean apron
3. wears suitable shoes and hose
4. wears a hair net to cover hair
5. wears no jewellery on the job
6. wears no sweater or jacket on the job.

A Healthy Girl

Never Sometimes Usually Always

It is easy to me to stand correctly.

I sit with my back against the back of the chair.

I do some exercises every day.

I am a good winner and loser.

I play games as well as possible.

I get up in time to eat a good breakfast every day.

I have at least 4 cups of milk every day.

I eat food every lunch time.

I drink at least 6 to 8 cups of water every day.

I go to the toilet every day.

CHECK SHEET FOR PERSONAL RELATIONS

A Pleasant Girl

Never Sometimes Usually Always

I am always polite to every one (Family too).

I can laugh at myself.

I am kind to other people.

I know when, where and how to chew gum.

I try to think of others first before myself.

I do not do things that will hurt other people.

I always try to do what I said that I would do.

I always think before I act.

I am happy at home.

I always tidy things after using them.

CHECK SHEET FOR FOOD HABITS

TRAINEE: _____

DATE: _____

Check with an X the foods you eat in one day.
Use one X for each serving.

Milk

Fruit or Juice

Vegetables

Cereal

Bread or Bannock

Margarine

Meat

Fish

Bird

Eggs

Cheese

Beans

Vitamin D capsule

See Score Sheet for Each Day's Meals, Nutrition Division, Department
of National Health and Welfare.

CHECK SHEET FOR WORK

Yes

No

Did you find something else to do when finished?

Did you talk all the time?

Did you do your best work?

Did you tidy up after your work was done?

What was the finished result? Very Good Good Poor

Job Done _____

Name _____

CARE OF WASH SUPPLIES AND EQUIPMENT AFTER USE

MOPS

Washed and placed in convenient place to dry.

BUCKETS

Emptied, rinsed, stored.

CLEANING CLOTHS

Washed and hung up to dry.

SINKS

Empty, rinsed and dried;
Clear drains
Taps not dripping and dry

GARBAGECONTAINERS

Empty

BRUSHES

Washed if required and returned to storage area.

All supplies and equipment cleaned and returned to storage area.

QUESTION SHEET FOR TRIP TO LAUNDRY

TRAINEE: _____

DATE _____

1. How was laundry received? _____

2. How was laundry marked? _____

3. How was laundry grouped or sorted? _____

4. Mark with an X those items which would not be washed by machine:

_____ cotton sheets	_____ nylon stockings
_____ wool sweater	_____ men's cotton shirts
_____ denim jeans	_____ towels
	_____ plastic table cloths
5. How many times was laundry washed? _____
6. How many times was laundry rinsed? _____
7. How were shirts ironed? _____
8. How were skirts ironed? _____
9. How were pants ironed? _____
10. Was any clothing ironed all by hand? _____

11. Was any repairing done in the laundry? If so, what repairs were made?

12. Write the cost of laundering:

2 sheets _____	white shirt _____
pillow case _____	pants _____
towel _____	sports shirt _____
	socks _____
13. If you take your clothes to the laundry _____ morning at 9.00 o'clock when will it be finished?

QUESTION SHEET FOR TRIP TO POWER PLANT

TRAINEE: _____

DATE: _____

Where does the water come from _____
_____How is water delivered to houses?

_____How is water treated before it is ready to be used by people
in the settlement?

_____Why don't the pipes carrying water freeze when it is very cold?

_____What is done to prevent the water freezing in the water truck?

LAUNDRY PROCEDURE

SORTING CLOTHES

white cottons
colored
non-fast colors
heavily soiled
delicate

PREPARING CLOTHES FOR WASHING

close zippers
empty pockets, turn down cuffs
turn sweaters, socks inside out
repair rips
pretreating heavily soiled areas
stain removal
soaking

WASHING MACHINE

check drain hose
handling plug, cord
filling machine
water temperature
measuring soap
measuring bleach or household ammonia.
(Never combine ammonia and chlorine bleach).

washing time - soil
 - delicacy of fabric
 2 wash cycles for heavily soiled clothes.

loading washing machine
maximum load - 2 large sheets
 (1 large and several smaller items wash better)

wringer - pressure, feeding through, jamming

RINSING

CLEANING machine, care of cord, wringer

SAFETY

wringer
electrical plug
overloading

DRIER

loading - distributing weight evenly (no rubber)
temperature - fibre content, delicacy of fabrics and articles
time required
over drying
closing door carefully
removing lint
folding clothes
storage

DEMONSTRATE THESE PRINCIPLES

effect of detergent on grease
 wetting action of detergent, Refer Notes on Nutrition p.6
 difference between soap and detergent in hard water (a light duty liquid detergent may best dramatise this).
 effect of hot water (or high temp) on wool
 effect of agitation on wool (rub one wool sample to shrink, wash other sample correctly).
 effect of bleach on colored fabrics when added improperly.
 effect of hot water on elastic
 effect of hot water on non-fast colors
 easy work flow pattern
 convenient arrangement of equipment
 efficient work habits
 Soaking greasy, grimy work clothes in warm water with kerosene. (10 gal: 2 cups).

SUGGESTED WALL POSTERSSort Clothes

white
 colored
 non color fast
 very dirty clothes
 delicate

Before Washing Clothes

close zippers
 empty pockets, turn down cuffs
 turn sweaters, socks inside out
 repair tears
 remove stains
 soap very dirty parts

DON'T wash woollens in hot water
 pull out plug with wet hands
 pull plug out by cord
 overload machines
 leave an untidy room for your neighbour

LESSON PLAN

sort, fill tubs	}	20 min
measure soap, etc.		
demonstration of 1 or 2 principles	}	20 min
safety, etc.		
class participation sorting members		
laundry		
Rinsing, Drying, Folding, clean up, etc.		20 min

A CASE STUDY: PERSONAL RELATIONS

Evie was living in Ottawa with a family with a 12 year old daughter. She had missed money from time to time. She suspected that the daughter was taking the money from her dresser drawer. What would you do if you found yourself in this situation? Go over suggestions. Discuss what the outcome might be for each suggested solution. (Use the problem solving technique).

This is how Evie handled the situation:

Before placing a dollar bill in her dresser drawer, she wrote down on a piece of paper the serial number for the bill. She looked for the bill that night after school; it was missing. She went to the girl and told her she thought she had taken money from her drawer and asked to see the girl's wallet. She discovered the bill with the serial number that she had written down. She took the bill back, showing the girl the paper where she had noted the serial number and told her not to touch any of her belongings again.

Was this a good solution? Why?

A Case Study: Employee Relations

Sandy and Willie were working at Expo in Montreal. They were employed as bus boys in the Tundra Restaurant. The restaurant was very busy with a lot of people waiting to get tables. It was hard for the waiters to take orders (ask each person what he wanted to eat, write it down) order it from the cooks, and then serve the food when it was ready. The bus boy's job was to remove the dishes from the tables, clean the tables so the next customers could sit down, carry dishes to the dishwashing room, and reset the tables with clean tableclothes, etc. If the bus boy did not do these jobs quickly the waiters tried to hurry them. They said things like, "Don't be so slow", "Can't you move any faster?" "Hurry along and get these dishes cleared away". "Come on slow poke."

Why did the waiters speak this way to Willie and Sandy?

- 1) The waiters were tired and short tempered.
- 2) They did not know how to ask the bus boys in a nice way to work faster.
- 3) The waiters did not like Eskimos.
- 4) The waiters wanted to serve more people so they could make more money in tips.
- 5) The customers waiting for a table were asking the waiters to hurry and the waiters were "taking it out on" the bus boys.

What should Willie and Sandy do?

- 1) Talk it over between themselves.
- 2) Talk it over with their boss (supervisor).
- 3) Quit their jobs.
- 4) Work as they usually did.
- 5) Tell the waiters to mind their own business.

Discuss reasons and solutions using the problem solving technique.
Explore each solution using discussion and socio-drama (role playing).

SOUND PLANNING FOLLOWS THESE STEPS:

1. Identify characteristics of the learner.
2. Analyze what the learner needs to know.
3. Formulate specific behavioural objectives. Express in clear and definite terms the type of behaviour the learner is expected to exhibit, in what situation, and with what degree of accuracy.
4. Select activities and opportunities for learning appropriate to the objectives and to the learner.
5. Identify the general or summarizing statements that the learner may be expected to state in his own words.
6. Evaluate progress in terms of objectives. Judge whether the learner has learned by observing what he does.
7. Plan next learning steps.

CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES

Each objective, stated in clear and definite terms, defines the type of behaviour sought.

The statement is learner centered, worded in terms of what the learner can do.

Each statement includes the exact behaviour a learner is expected to exhibit, the content that will be involved, and the degree to which accuracy is expected.

In a statement of specific objectives, key words are the actions of the learner (he explains, manipulates, performs, solves, interprets, compares, lists, analyses, demonstrates)
on the content of the subject.

Specify the behaviours which show he has these abilities.

Content must be selected and taught in such a way as to:

1. Give the learner skills.
2. Give him incentive to dig deeper, learn more.
3. Understand basic ideas or concepts.
4. Make transfers of learning to new situations.

Content must be selected and taught so it relates to the learner's education, experience and interests and the objectives or goals of the program.

GENERALIZATIONS are the summarizing ideas or statements formulated by the learners. Each learner is guided to formulate generalizations which logically progress from simple statements of fact about an item or process, to a more general application relating to a wider number of items or processes.

For example: As trainees learn to select and care for clothing, general statements about fabrics might include the following: Fibre content determines how a garment is cared for. (Nylon is easier to wash than wool).

Fibre content determines characteristics or properties of a fabric. (Nylon is not as warm as mohair).

A firmly woven (or knit) fabric is more durable than a loosely woven or knit fabric.

A fabric that is sanforized will not shrink appreciably.
A fabric with "Koratron" finish will not require ironing but grease stains may be different to remove.

Because a white sweater shows soil more obviously and therefore requires laundering more frequently, it may bring less satisfaction than would a colored sweater.

As information about various fabrics is presented trainees are guided to the realization that

Performance of a fabric is determined by:

- a. fibre
- b. construction
- c. finishes
- d. care required

This generalization contributes to even more comprehensive generalizations. For example, fabric performance contributes to one's satisfaction with a garment.

Satisfaction with a garment is determined by

- becomingness to wearer
- how often it can be worn
- appropriateness to occasion, to fashion or clothing habits,
- care required, crease and wrinkle resistance, comfort, initial cost and cost of upkeep.