

Personal Care Services Assignment II

No Wasted Time

- Scheduling overlapping and consecutive tasks
- Identifying equipment needed
- Finding information
- Adjusting quantities to meet demand



Assignment Summary

In this assignment, the learner will

- schedule tasks of varying length, some of which will overlap with others
- identify equipment needs for various household tasks
- locate specific type of recipe in cookbook
- divide quantities in a recipe to meet serving needs.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Time estimation, organization and management
- Schedules
- Recipes – where to locate, how to read ingredients, quantities
- Division of quantities, including fractions, found in recipes
- Basic household chores

Teaching Planning Notes

- Provide basic cookbook, such as *Good Housekeeping, The Joy of Cooking, or Betty Crocker*
- Bring examples of daily work schedules

With learner

- Review fractions, especially multiplication in order to divide quantity
- Examine examples of work schedules
- Create a schedule of learner's typical day

Achievement Indicators

- Creates a reasonable schedule to accomplish tasks listed
- Explains, giving reasons for chosen order of schedule
- Identifies appropriate products and tools for specific jobs
- Locates recipes
- Scales recipes to given number of servings
- Identifies learning on self-achievement chart

FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	████████				
Document Use	████████				
Writing	████████				
Numeracy	████████				
Oral Communication	████████				
Thinking Skills	████████				
Continuous Learning					

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
Read with Understanding	████████				
Write Clearly	████████				
Numeracy					
Number Sense and Computation	████████				
Measurement	████████				
Self-Management and Self-Direction					
Concentration and Memory					
Goal-Setting					
Problem Solving					
Self-Assessment					
Self-Confidence					
Thinking Skills					
Time Management and Organization					

Ontario Curriculum Linkages

Ontario Secondary School Literacy Course, Grade 12 (OLC40)

Building Reading Skills – Overall Expectations

- BRV.01 – demonstrate the ability to read and respond to a variety of texts;
- BRV.03 – demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies

Reading and Responding to Texts – Specific Expectations

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
 Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)

Using Reading Strategies to Understand Texts – Specific Expectations

During and After Reading

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
 Informational texts (e.g., search for key words from a question about the selection to locate specific information)
 Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)
- BR3.07 – use appropriate strategies to make inferences about and interpret different types of texts, including
 Informational texts (e.g., while reading, predict a writer’s intentions, conclusions, or biases based on his/her presentation of the facts)
 Graphic texts (e.g., compare the sizes of different visual features to identify the elements that are most/least important in an advertisement)

Health and Personal Services Technology, Grade 10, Open (TPJ20)

Skills and Processes – Overall Expectations

- SVP.02P – demonstrate understanding of the importance of interpersonal and time-management skills
- SVP.03P – find solutions to specified problems

Skills and Processes – Specific Expectations

- SP1.03P – apply a variety of problem-solving methods to workplace challenges

No Wasted Time

Betty Chapman goes every week at 8:00 a.m. to work at Mrs. Henderson's home. Mrs. Henderson is 87, but still quite alert. However, she finds the housework just too much for her.

As well, Betty will prepare a couple of meals that will be put in the freezer for the coming week, for use on the days that Meals on Wheels does not come.

Some of the chores are the same every week, but often Mrs. Henderson has a few extra things that need to be done.

Regular chores:

- Do any dishes left dirty
- Clean sink and counters
- Wash kitchen floor
- Clean bathroom – walk in shower, toilet and sink; floor
- Dust bedroom, dining room and living room
- Vacuum bedroom, dining room and living room
- Do 2 loads of laundry (washer 25 minutes; dryer 40 minutes)
- Make 2 meals

This week, Mrs. Henderson asks Betty to clean 5 pieces of silver that are tarnished. She also had an accident with some sauce on the stove, and some of it splashed on the wall and even on the window beside the stove. She would like the oven cleaned (self clean cycle takes 4 hours from start till cooled). This week, she asks for a tuna casserole and a shepherd's pie.

- Make a schedule for Betty, putting the various jobs in an order that makes good sense and good use of the time Betty will have.
- Tell your instructor your reasons for choosing that order.
- Find a recipe for shepherd's pie and for tuna casserole. How many servings will this make? Mrs. Henderson only wants 2 servings of each, so divide the recipe accordingly. List the ingredients and new quantities needed. (You might try making one of these and bringing it to class, or even make it there if the facilities permit.) How long will it take to make these? (Will you need to adjust the cooking time because you have changed the quantities? Estimate the change. Explain your reasoning. What will you do to prevent overcooking the food?)
- What cleaning products and equipment will Betty need to do each task on the list?

