

Home Management

There are several ASDAN Life Skill Challenges which are difficult to do at school. These are challenges that require you child to help out with house work or experience household cleaning in a sensory way.

- Cleaning own home and experiencing household cleaning.
- Participating and cleaning up in the kitchen
- Doing my own laundry
- Making a bed

All challenges linked to home managements are on the following pages. I have also put observation and oral questioning sheets with the challenges. If you could fill these in and maybe get a few photos of your child doing these activities then I can use this as evidence towards the individual challenge. Choose the challenges that are appropriate to your child's needs and abilities.

Notional learning hours	10
Level	Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Independent living and housing
Skill	Ability to learn
Learning aim	Learners will understand why there is a need to clean own home and be involved in cleaning own home
Learning context	Group and / or 1-1 discussion, practical activity

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p>1 Be able to identify the importance of keeping own home clean</p>	<ul style="list-style-type: none"> Give 1 reason why it is important to keep own home clean
<p>2 Be able to select an appropriate area to clean</p>	<ul style="list-style-type: none"> Identify 1 appropriate area to clean in own home
<p>3 Know what cleaning equipment to use and be able to participate in cleaning the identified area</p>	<ul style="list-style-type: none"> Indicate an appropriate item of cleaning equipment to use in cleaning the identified area Participate in cleaning the identified area

Assessment methodology	Linked to learning outcomes
Record of oral questioning	1 2
Observation checklist	3
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	1034	Level	Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Know what cleaning equipment to use and be able to participate in cleaning the identified area.	

Learner name			
Challenge ref	1034	Level	Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Identify the importance of keeping own home clean.
		Be able to select an appropriate area to clean.

Notional learning hours	10
Level	Working Towards Entry 1
Preparing for Adulthood pathway	Independent living and housing
Skill	Ability to learn; Problem solving
Learning aim	The learner will experience household cleaning equipment and products.
Learning context	Practical activities, sensory activities, 1:1 tasks, group tasks

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p>1 Experience and explore home surfaces through sensory exploration.</p>	<ul style="list-style-type: none"> Use sensory exploration to experience and explore the key surface areas of the home that may need cleaning eg carpets, lino, worktops, tables
<p>2 Experience and explore cleaning equipment through sensory exploration.</p>	<ul style="list-style-type: none"> Use sensory exploration to experience and explore cleaning equipment eg vacuum, duster, mop
<p>3 Experience and explore safe cleaning products through sensory exploration.</p>	<ul style="list-style-type: none"> Use a safe cleaning product to clean an area eg detergent, polish, disinfectant (with appropriate support) Use sensory exploration to explore a lemon, vinegar and bicarbonate of soda eg smells, touch, visual

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	3193	Level	Working towards entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Experience and explore home surfaces through sensory exploration.	
Experience and explore cleaning equipment through sensory exploration.	
Experience and explore safe cleaning products through sensory exploration.	
Experience and explore home surfaces through sensory exploration.	
Experience and explore cleaning equipment through sensory exploration.	
Experience and explore safe cleaning products through sensory exploration.	

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Employment; Independent living and housing
Skill	Ability to learn; Problem solving
Learning aim	Learners will be able to carry out basic laundry activities
Learning context	Practical activities; observation; role play; group activities.

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p>1 Be able to identify two items necessary for doing laundry</p>	<p>Select two items appropriate for carrying out laundry activities, e.g. washing powder/liquid, fabric softener</p>
<p>2 Be able to correctly carry out laundry activities</p>	<p>Follow instructions for carrying out laundry activities on two occasions</p> <p>Show that he/she can observe two safety precautions that apply to doing laundry</p>

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	1229	Level	Working towards entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Identify two items necessary for doing laundry.	
Be able to correctly carry out laundry activities.	
Identify two items necessary for doing laundry.	
Be able to correctly carry out laundry activities.	

Notional learning hours	10
Level	Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Good health; Independent living and housing
Vocational area	Health and social care
Skill	Ability to learn; Problem solving
Learning aim	The learner will be able to participate in doing their own laundry with verbal support.
Learning context	Practical, demonstration, one to one discussion

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to state a reason for washing clothes.	<ul style="list-style-type: none"> State a reason for washing and cleaning clothes
2 Be able to sort clothing by colours.	<ul style="list-style-type: none"> Sort clothing into two piles by colour
3 Be able to load and start a washing machine.	<ul style="list-style-type: none"> Put clothes from a sorted pile into the washing machine Add powder or solution to the machine Check that the door is safely closed Choose the correct wash cycle Press the start button to begin the wash cycle
4 Be able to identify different drying methods and dry clothes using a chosen method.	<ul style="list-style-type: none"> State two different methods for drying clothes Choose an appropriate drying method and dry own clothes using method chosen
5 Be able to fold and put washing away.	<ul style="list-style-type: none"> Fold washing when dry Put washing away in an area marked with their name

Assessment methodology	Linked to learning outcomes
Record of oral questioning	1
Observation checklist	4
Labelled product, video or photographic evidence	2 3 5

Learner name			
Challenge ref	2302	Level	Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Be able to state a reason for washing clothes.
		Be able to state a reason for washing clothes.

Learner name			
Challenge ref	2302	Level	Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to identify different drying methods and dry clothes using a chosen method.	
Be able to identify different drying methods and dry clothes using a chosen method.	

Notional learning hours	10
Level	Working Towards Entry 1
Subject area	Design and technology
Preparing for Adulthood pathway	Independent living and housing
Skill	Ability to learn; Teamwork
Learning aim	Learners will experience participation in cleaning a kitchen.
Learning context	1:1 tasks, group activities, practical tasks.

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p>1 Participate in cleaning work surfaces.</p>	<ul style="list-style-type: none"> • Work with support to put rubbish in the bin • Work with support to spray a cleaning product on a table • Work with support to use a wiping action to clean a table
<p>2 Participate in washing used kitchen equipment.</p>	<ul style="list-style-type: none"> • Participate in putting used kitchen equipment in the sink • Work with support to put water in the sink • Work with support to use a cloth or sponge to participate in cleaning kitchen equipment
<p>3 Participate in drying and putting away equipment.</p>	<ul style="list-style-type: none"> • Pick up a tea towel • Use a drying action with prompts • Put away one clean piece of familiar equipment e.g. cup, plate

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	2456	Level	Working towards entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Participate in cleaning work surfaces.	
Participate in washing used kitchen equipment.	
Participate in drying and putting away cleaned items.	
Participate in cleaning work surfaces.	
Participate in washing used kitchen equipment.	
Participate in drying and putting away cleaned items.	

Notional learning hours	20
Level	Entry 1
Preparing for Adulthood pathway	Independent living and housing
Vocational area	Hospitality and catering
Skill	Ability to learn; Problem solving
Learning aim	Learners will develop their awareness of cleaning up following food preparation work in the kitchen.
Learning context	Practical, group and 1:1 activities.

Learning outcomes What the learner needs to know, understand or be able to do. The learner will:	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome. The learner can:
1 Be able to clean work surfaces.	<ul style="list-style-type: none"> • identify an unclean work surface • identify and collect equipment to be used for cleaning the work surface • wipe the work surfaces clean (including the collection of crumbs) • dispose of rubbish in the bin
2 Be able to wash used kitchen equipment.	<ul style="list-style-type: none"> • fill the sink or a bowl with hot water and cleaning liquid • identify dirty pots/equipment • wash the dirty pots/equipment • set cleaned items aside on a work top
3 Dry and put away cleaned items.	<ul style="list-style-type: none"> • identify cleaned pots • identify and locate a cloth to dry items that have been cleaned • dry the cleaned items • put cleaned pots away in rightful place

Assessment methodology	Linked to learning outcomes
Record of oral questioning	
Observation checklist	1 2 3
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	1889	Level	Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be able to clean work surfaces.	
Be able to wash used kitchen equipment.	
Dry and put away cleaned items.	
Be able to clean work surfaces.	
Be able to wash used kitchen equipment.	
Dry and put away cleaned items.	

National learning hours	10
Level	Working Towards Entry 1
Subject area	PSHE
Preparing for Adulthood pathway	Independent living and housing
Vocational area	Hospitality and catering
Skill	Ability to learn; Problem solving
Learning aim	The learner will locate the resources and can demonstrate the ability to make a bed.
Learning context	Practical

Learning outcomes	Assessment criteria
<p>What the learner needs to know, understand or be able to do.</p> <p>The learner will:</p>	<p>What the learner needs to demonstrate in order to meet the learning outcome.</p> <p>The learner can:</p>
<p>1 Be able to locate items needed to make a bed</p>	<ul style="list-style-type: none"> To locate or choose the following items to make a bed: pillow, pillow case, duvet, duvet cover, bed sheet
<p>2 Be involved in using equipment to make a bed (experience)</p>	<ul style="list-style-type: none"> Take part in a shared experience of making a bed
<p>3 Be able to place items on the bed in correct location</p>	<ul style="list-style-type: none"> Demonstrate an awareness of location of items in making a bed With support; can make a bed

Assessment methodology	Linked to learning outcomes
Record of oral questioning	1
Observation checklist	2 3
Labelled product, video or photographic evidence	

Learner name			
Challenge ref	3693	Level	Entry 1

What was the question asked?	What was the learner's response?	Which Assessment Criteria does this meet?
		Be able to locate items needed to make a bed.
		Be able to state a reason for washing clothes.

Learner name			
Challenge ref	3693	Level	Entry 1

List the Assessment Criteria	How did the Learner meet the criteria? Give an example:
Be involved in using equipment to make a bed (experience).	
Be to place items on the bed in the correct location.	