

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## 127.1 TABLE SETTING: Materials Recognition

Client is shown the materials selected for training, and asked for each: "What is this?"

- |                      |                       |                 |                           |
|----------------------|-----------------------|-----------------|---------------------------|
| ■ Dinner fork        | ■ Soup spoon          | ■ Glass         | ■ Salt and pepper shakers |
| ■ Table knife        | ■ Dinner plate        | ■ Cup           | ■ Tablecloth              |
| ■ Teaspoon           | ■ Salad/dessert plate | ■ Saucer        | ■ Place mat               |
| ■ Salad/dessert fork | ■ Soup/cereal bowl    | ■ Cream pitcher | ■ Napkin                  |
| ■ Steak knife        | ■ Salad bowl          | ■ Sugar bowl    |                           |

Client is shown several items including the materials selected for training, and asked for each: "Point to \_\_\_\_\_."

- |                      |                       |                 |                           |
|----------------------|-----------------------|-----------------|---------------------------|
| ■ Dinner fork        | ■ Soup spoon          | ■ Glass         | ■ Salt and pepper shakers |
| ■ Table knife        | ■ Dinner plate        | ■ Cup           | ■ Tablecloth              |
| ■ Teaspoon           | ■ Salad/dessert plate | ■ Saucer        | ■ Place mat               |
| ■ Salad/dessert fork | ■ Soup/cereal bowl    | ■ Cream pitcher | ■ Napkin                  |
| ■ Steak knife        | ■ Salad bowl          | ■ Sugar bowl    |                           |

Client reasonably explains purpose of each material selected for training.

- |                      |                       |                 |                           |
|----------------------|-----------------------|-----------------|---------------------------|
| ■ Dinner fork        | ■ Soup spoon          | ■ Glass         | ■ Salt and pepper shakers |
| ■ Table knife        | ■ Dinner plate        | ■ Cup           | ■ Tablecloth              |
| ■ Teaspoon           | ■ Salad/dessert plate | ■ Saucer        | ■ Place mat               |
| ■ Salad/dessert fork | ■ Soup/cereal bowl    | ■ Cream pitcher | ■ Napkin                  |
| ■ Steak knife        | ■ Salad bowl          | ■ Sugar bowl    |                           |

## 127.2 BASIC TABLE SETTING

Instructor determines from those in client's home environment (e.g. parents, houseparents) what items client is expected to use when asked to do a routine table setting at home. Instructor then writes the name of each item, as a separate task, where indicated below. Instructor also determines, in the same manner, the number of place settings normally set at home; it is suggested client be trained to set the table for the same number of place settings.

*Number of place settings client is to set:*

Client is asked to collect necessary materials (items) and set the table for the number of place settings indicated above.

Client collects each item.

■ INSTRUCTOR INSERTS HERE the name of each item, as a separate task.

Collects correct number of each item.

■ INSTRUCTOR INSERTS HERE the name of each item, as a separate task.

Places each item in appropriate location (e.g. fork on left).

■ INSTRUCTOR INSERTS HERE the name of each item, as a separate task.

Places each item in appropriate position (e.g. fork right side up).

■ INSTRUCTOR INSERTS HERE the name of each item, as a separate task.

■ Sets table in reasonable amount of time:

## 127.3 TABLE SETTING: According To Meal Type

Because some menus call for changes in routine table setting, this skill is designed to accommodate training the client to set the table according to the type of food served. It is suggested the items to be used with each meal-type below be selected in conjunction with appropriate persons in client's home environment, and any items in addition to those below be added as necessary. It is also suggested client be trained to set the table for the same number of place settings normally set at home.

**BREAKFAST:** Cold cereal, toast, and juice

The menu can be varied each training session (e.g. oatmeal, muffins, and milk) provided the client is to set the table with the same items.

*Number of place settings client is to set:*

Instructor asks client to imagine cold cereal, toast, and juice being served for breakfast. Client is asked to collect necessary materials (items) and set the table for the number of place settings indicated above.

Client collects each item.

- |               |            |                 |              |                       |               |
|---------------|------------|-----------------|--------------|-----------------------|---------------|
| ■ Cereal bowl | ■ Teaspoon | ■ Cream pitcher | ■ Sugar bowl | ■ Salad/dessert plate | ■ Table knife |
| ■ Glass       | ■ Napkin   |                 |              |                       |               |

Collects correct number of each item.

- |               |            |                 |              |                       |               |
|---------------|------------|-----------------|--------------|-----------------------|---------------|
| ■ Cereal bowl | ■ Teaspoon | ■ Cream pitcher | ■ Sugar bowl | ■ Salad/dessert plate | ■ Table knife |
| ■ Glass       | ■ Napkin   |                 |              |                       |               |

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## TABLE SETTING: According To Meal Type (Cont.)

Places each item in appropriate location (e.g. glass on right).

- Cereal bowl   ■ Teaspoon   ■ Cream pitcher   ■ Sugar bowl   ■ Salad/dessert plate   ■ Table knife
- Glass   ■ Napkin

Places each item in appropriate position (e.g. glass right side up).

- Cereal bowl   ■ Teaspoon   ■ Cream pitcher   ■ Sugar bowl   ■ Salad/dessert plate   ■ Table knife
- Glass   ■ Napkin

- Sets table in reasonable amount of time:

**LUNCH: Soup, sandwiches, and cake**

The menu can be varied each training session (e.g. chili, hot dogs, and pie) provided the client is to set the table with the same items.

*Number of place settings client is to set:*

Instructor asks client to imagine soup, sandwiches, and cake being served for lunch. Client is asked to collect necessary materials (items) and set the table for the number of place settings indicated above.

Client collects each item.

- Soup bowl   ■ Soup spoon   ■ Dinner plate   ■ Dessert plate   ■ Dessert fork   ■ Napkin

Collects correct number of each item.

- Soup bowl   ■ Soup spoon   ■ Dinner plate   ■ Dessert plate   ■ Dessert fork   ■ Napkin

Places each item in appropriate location (e.g. napkin on left).

- Soup bowl   ■ Soup spoon   ■ Dinner plate   ■ Dessert plate   ■ Dessert fork   ■ Napkin

Places each item in appropriate position (e.g. soup spoon right side up).

- Soup bowl   ■ Soup spoon   ■ Dinner plate   ■ Dessert plate   ■ Dessert fork   ■ Napkin

- Sets table in reasonable amount of time:

**DINNER: Steak, tossed salad, and coffee**

The menu can be varied each training session (e.g. pork chops, fruit salad, and tea) provided the client is to set the table with the same items.

*Number of place settings client is to set:*

Instructor asks client to imagine steak, tossed salad, and coffee being served for dinner. Client is asked to collect necessary materials (items) and set the table for the number of place settings indicated above.

Client collects each item.

- |                 |               |                |              |
|-----------------|---------------|----------------|--------------|
| ■ Dinner fork   | ■ Steak knife | ■ Dinner plate | ■ Salad fork |
| ■ Salad bowl    | ■ Salad plate | ■ Cup          | ■ Saucer     |
| ■ Cream pitcher | ■ Sugar bowl  | ■ Teaspoon     | ■ Napkin     |

Collects correct number of each item.

- |                 |               |                |              |
|-----------------|---------------|----------------|--------------|
| ■ Dinner fork   | ■ Steak knife | ■ Dinner plate | ■ Salad fork |
| ■ Salad bowl    | ■ Salad plate | ■ Cup          | ■ Saucer     |
| ■ Cream pitcher | ■ Sugar bowl  | ■ Teaspoon     | ■ Napkin     |

Places each item in appropriate location (e.g. steak knife on right).

- |                 |               |                |              |
|-----------------|---------------|----------------|--------------|
| ■ Dinner fork   | ■ Steak knife | ■ Dinner plate | ■ Salad fork |
| ■ Salad bowl    | ■ Salad plate | ■ Cup          | ■ Saucer     |
| ■ Cream pitcher | ■ Sugar bowl  | ■ Teaspoon     | ■ Napkin     |

Places each item in appropriate position (e.g. cutting edge of steak knife inward).

- |                 |               |                |              |
|-----------------|---------------|----------------|--------------|
| ■ Dinner fork   | ■ Steak knife | ■ Dinner plate | ■ Salad fork |
| ■ Salad bowl    | ■ Salad plate | ■ Cup          | ■ Saucer     |
| ■ Cream pitcher | ■ Sugar bowl  | ■ Teaspoon     | ■ Napkin     |

- Sets table in reasonable amount of time:

## 128.1 STORING LEFTOVERS

- "What are leftovers?" (Food remaining after a meal and that can be stored for future use . . . )
- "Why is it a good idea to save leftovers?" (Food shouldn't be wasted; to save money; you can use the food later . . . )
- "Where are most leftovers stored?" (In refrigerator)
- "What can happen if leftovers that need refrigeration are not refrigerated?" (They may spoil . . . )
- "Why is it a good idea to wrap leftovers or store them in covered containers?" (Prevent them from drying out, picking up or giving out odors in refrigerator . . . )
- "Why is it a good idea to store unused portions of canned products in glass or plastic containers?" (Preserve their original flavor . . . )

## HOME ENVIRONMENT SKILLS

### II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

#### STORING LEFTOVERS (Cont.)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Sandwich bag (any type)   ■ Plastic wrap   ■ Aluminum foil   ■ Waxed paper   ■ Food storage container with lid

Client is shown several items including the materials selected for training, and asked for each: "Point to \_\_\_\_\_."

- Sandwich bag (any type)   ■ Plastic wrap   ■ Aluminum foil   ■ Waxed paper   ■ Food storage container with lid

Client reasonably explains purpose of each material selected for training.

- Sandwich bag (any type)   ■ Plastic wrap   ■ Aluminum foil   ■ Waxed paper   ■ Food storage container with lid

#### AWARENESS OF APPROPRIATE FOOD STORAGE METHODS

Client is presented with various storage containers and wrapping materials for food and is shown the following "leftovers": half a sandwich, ear of corn, pot of soup, peas, and casserole in baking dish. Client is asked to indicate an appropriate wrapping or container in which or method by which to store each leftover food item. It is suggested each training session to vary the foods indicated here provided any food used as a substitute has similar storage requirements (e.g. breakfast pastry in place of sandwich, half an onion in place of ear of corn, fruit cocktail in place of soup).

- Sandwich (Client indicates sandwich bag, plastic wrap, aluminum foil, waxed paper . . . )
- Ear of corn (Client indicates plastic wrap, aluminum foil, waxed paper . . . )
- Soup (Client indicates food storage container . . . )
- Peas (Client indicates food storage container . . . )
- Casserole (Client indicates to cover baking dish with aluminum foil or plastic wrap, to transfer casserole to food storage container . . . )

#### USE OF SANDWICH BAGS

Client is shown half a sandwich (or food with similar storage requirements) and a box of sandwich bags and is asked to store the food.

- Removes sandwich bag from box   ■ Removes one bag only
- Opens bag   ■ Without damaging bag   ■ And inserts food   ■ Completely
- Food is in its original state (e.g. not crushed)   ■ Closes bag completely   ■ And appropriately
- Places food in refrigerator   ■ Stores food in reasonable amount of time

#### USE OF PLASTIC WRAP

Client is shown a leftover ear of corn (or food with similar storage requirements) and a box of plastic wrap and is asked to store the food.

- Holds box with one hand   ■ And grasps edge of plastic wrap with other hand
- Pulls out plastic wrap   ■ To appropriate length
- Places cutting edge of box against plastic wrap   ■ And tears off plastic wrap   ■ Completely (includes reasonably straight)
- Tears off plastic wrap safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)
- Lays plastic wrap on counter or other appropriate surface   ■ Plastic wrap lays flat on surface
- Places food on plastic wrap   ■ At appropriate place on wrap
- Folds plastic wrap over food   ■ Tucks in ends of plastic wrap   ■ Wraps food tightly   ■ And completely
- Food is in original state (e.g. not crushed)   ■ Places food in refrigerator   ■ Stores food in reasonable amount of time

#### USE OF ALUMINUM FOIL

Client is shown a baking dish (clean or with leftover casserole or food with similar storage requirements) and a box of aluminum foil and is asked to cover the dish for storage and store it.

- Holds box with one hand   ■ And grasps edge of foil with other hand   ■ Pulls out foil   ■ To appropriate length
- Places cutting edge of box against foil   ■ And tears off foil   ■ Completely (includes reasonably straight)
- Tears off foil safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)
- Lays foil on top of baking dish   ■ Centers foil so it is reasonably even on all sides of dish
- Folds foil over sides of dish   ■ Crimps foil   ■ Until baking dish is covered securely
- Places baking dish in refrigerator   ■ Stores food in reasonable amount of time

#### USE OF WAXED PAPER

Client is shown several cookies (or food with similar storage requirements) and a box of waxed paper and is asked to wrap the food (and store it, if applicable).

- Holds box with one hand   ■ And grasps edge of waxed paper with other hand
- Pulls out waxed paper   ■ To appropriate length
- Places cutting edge of box against waxed paper   ■ And tears off waxed paper   ■ Completely (includes reasonably straight)
- Tears off waxed paper safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)
- Lays waxed paper on counter or other appropriate surface   ■ Places food on center of paper   ■ And stacks food
- Folds waxed paper over food   ■ And tucks ends of waxed paper under food   ■ Food is wrapped securely
- Food is in original state (e.g. not crushed)   ■ Places food in refrigerator if applicable
- Wraps food in reasonable amount of time

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## STORING LEFTOVERS (Cont.)

## USE OF FOOD STORAGE CONTAINERS

Client is shown a pot with at least one serving of soup (or food with similar storage requirements) and a food storage container and is asked to store the food. It is suggested to use a different food storage container each training session to familiarize client with a variety of types of containers.

- Removes lid from food storage container    ■ And places lid and container on counter or other appropriate surface
- Grasps handle of pot with one hand    ■ And holds container steady with other hand
- Pours food into storage container    ■ Pours without spilling    ■ Puts lid on container    ■ Securely
- Places food storage container in refrigerator    ■ Stores food in reasonable amount of time

## 130.1 USE OF APRON

- Client is shown an apron and asked: "What is this?" (Apron)
- Client is shown several items including an apron and asked: "Point to the apron."
- "When do people usually wear aprons?" (When working in the kitchen, preparing food, washing dishes . . .)
- "Why is it a good idea to wear an apron when working in a kitchen?" (Keep clothing dry, protect clothes from stains . . .)

The following tasks apply to several styles of aprons. Select those tasks corresponding to the style of apron client will be trained to use.

Style of apron client is to be trained to use:

## PUTTING ON APRON

Client is given the style of apron indicated above and asked to put it on.

## Type 1

- Puts arms through sleeves    ■ Or armholes

## Type 2

- Puts neck strap over head

## Type 3

- Puts apron around waist

- Apron is right side out    ■ And frontward    ■ Ties half-knot    ■ Forms a loop with one tie
- Wraps other tie around loop    ■ And brings it through appropriate opening    ■ Pulls both loops tight
- Ties apron at waist    ■ Ties apron at neck    ■ Puts on apron in reasonable amount of time:

## REMOVING APRON

Client is asked to remove apron.

- Unties bow(s)    ■ And separates ties

## Type 1

- Removes arms from sleeves    ■ Or armholes

## Type 2

- Lifts off neck strap over head

- Removes apron in reasonable amount of time:

## 130.2 DISHWASHING: Materials Recognition

Client is shown the materials selected for training, and asked for each: "What is this?"

- |                         |                |                     |                             |
|-------------------------|----------------|---------------------|-----------------------------|
| ■ Sink strainer         | ■ Sponge       | ■ Scouring cleanser | ■ Dish towel                |
| ■ Drain stopper         | ■ Dish cloth   | ■ Dish rack         | ■ Garbage pail              |
| ■ Dish pan              | ■ Dish brush   | ■ Dish drainer      | ■ Electric garbage disposal |
| ■ Dishwashing detergent | ■ Scouring pad |                     |                             |

Client is shown several items including the materials selected for training, and asked for each: "Point to \_\_\_\_\_."

- |                         |                |                     |                             |
|-------------------------|----------------|---------------------|-----------------------------|
| ■ Sink strainer         | ■ Sponge       | ■ Scouring cleanser | ■ Dish towel                |
| ■ Drain stopper         | ■ Dish cloth   | ■ Dish rack         | ■ Garbage pail              |
| ■ Dish pan              | ■ Dish brush   | ■ Dish drainer      | ■ Electric garbage disposal |
| ■ Dishwashing detergent | ■ Scouring pad |                     |                             |

Client reasonably explains purpose of each material selected for training.

- |                         |                |                     |                             |
|-------------------------|----------------|---------------------|-----------------------------|
| ■ Sink strainer         | ■ Sponge       | ■ Scouring cleanser | ■ Dish towel                |
| ■ Drain stopper         | ■ Dish cloth   | ■ Dish rack         | ■ Garbage pail              |
| ■ Dish pan              | ■ Dish brush   | ■ Dish drainer      | ■ Electric garbage disposal |
| ■ Dishwashing detergent | ■ Scouring pad |                     |                             |



## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## 131.1 DISHWASHING: Washing Dishes By Hand

- "Why is it important to wash dishes thoroughly?" (Help prevent germs from spreading, remove all food . . . )
- "When do most people wash dishes?" (After every meal . . . )
- "Why is it a good idea to wash dishes after every meal?" (Dishes are easier to clean then, food won't yet have dried on dishes . . . )
- "Why should you be very careful when washing knives and other sharp objects?" (Prevent cutting yourself . . . )

Client is shown dirty dishes and asked to collect necessary materials and wash the dishes. It is suggested to include dishes, glassware, pots, pans, and eating and cooking utensils to provide client with comprehensive training. Entries are provided below for instructor to indicate the washing and rinsing methods client is to use (e.g. wash in dish pan, rinse with running water) and the materials client is to use.

*Washing method client is to use:    Rinsing method client is to use:    Materials client is to use:*

- Client collects: Sink strainer    ■ Drain stopper    ■ Dish pan    ■ Sponge    ■ Dish cloth    ■ Dish brush    ■ Dishwashing detergent    ■ Scouring pad    ■ Scouring cleanser    ■ Dish rack    ■ Dish drainer    ■ Dish towel
- Stores all leftovers    ■ Properly (Use skill **STORING LEFTOVERS** if formal training on storing leftovers is necessary)
- Puts on apron (Use skill **USE OF APRON** if formal training on use of apron is necessary)
- Places dish drainer next to sink    ■ So excess water will drain into sink only    ■ And appropriately places dish rack on dish drainer
- Places sink strainer in drain    ■ Strainer is placed appropriately    ■ Leaves drain open
- Pours liquid waste down drain    ■ Scrapes all solid waste from dishes, pots, etc

*Waste disposal: using garbage pail*

- Disposes of solid waste in garbage pail

*Waste disposal: using electric garbage disposal*

- Disposes of bones and fibrous matter in garbage pail    ■ Puts remaining waste in disposal
- Turns on water    ■ Uses appropriate water temperature, if applicable (e.g. cold)    ■ Turns on disposal
- Turns off disposal    ■ And water    ■ After all waste is ground

*Washing method*

*Double sink*

- Closes one drain    ■ With sink strainer or drain stopper

*Single sink*

- Places dish pan in single sink

- Turns on warm water    ■ Adds dishwashing detergent    ■ Adds appropriate amount of detergent
- Fills dish pan or sink    ■ With appropriate amount of water    ■ And turns off water
- Changes wash water as needed

*Rinsing method: standing water*

*Double sink*

- Closes other drain    ■ With sink strainer or drain stopper

*Single sink*

- Places second dish pan in sink

- Turns on warm water    ■ Fills rinsing sink or dish pan    ■ With appropriate amount of rinse water
- Changes rinse water as needed

*Rinsing method: running water*

*Single control faucet*

- Turns on faucet separately for each item rinsed    ■ Uses warm water    ■ Force of running water is reasonable

*Single or dual control faucet*

- Turns on warm water    ■ Leaves water running while rinsing    ■ Force of running water is reasonable

## GLASSWARE

- Submerges glassware in wash water    ■ Washes with: Sponge    ■ Dish cloth    ■ Dish brush
- Thoroughly washes glass: Inside    ■ Outside    ■ And rim
- Rinses glass    ■ Completely
- Places glass in dish rack    ■ In correct position (e.g. for efficient drying and use of space)
- Washes all glassware    ■ Rinses all glassware    ■ Places all glassware in dish rack
- Handles glassware carefully (e.g. does not damage or risk damaging)

## DISHES

- Submerges dishes in wash water    ■ Washes with: Sponge    ■ Dish cloth    ■ Dish brush
- Thoroughly washes dish: Front (inside)    ■ And back (outside)
- Rinses dish    ■ Completely
- Places dish in dish rack    ■ In correct position (e.g. for efficient drying and use of space)
- Washes all dishes    ■ Rinses all dishes    ■ Places all dishes in dish rack
- Handles dishes carefully (e.g. does not damage or risk damaging)

*II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION***DISHWASHING: Washing Dishes By Hand (Cont.)****EATING AND COOKING UTENSILS**

- Submerges utensils in wash water    ■ Washes with: Sponge    ■ Dish cloth    ■ Dish brush
- Thoroughly washes utensil: Front    ■ Back    ■ Handle    ■ Between tines of fork
- Rinses utensil    ■ Completely
- Places utensil in dish rack    ■ In correct position (e.g. for efficient drying and use of space)
- Washes all utensils    ■ Rinses all utensils    ■ Places all utensils in dish rack
- Handles sharp utensils safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**POTS AND PANS**

- Submerges pots and pans in wash water    ■ Washes with: Sponge    ■ Dish cloth    ■ Dish brush
- Thoroughly washes pot or pan: Inside    ■ Outside    ■ Handle(s)
- Uses scouring pad to remove baked-on food    ■ Uses type of scouring pad appropriate for surface of pot or pan    ■ Uses scouring pad: Effectively    ■ And appropriately
- Rinses pot or pan    ■ Completely
- Places pot or pan in dish rack    ■ In correct position (e.g. for efficient drying and use of space)
- Washes all pots and pans    ■ Rinses all pots and pans    ■ Places all pots and pans in dish rack
- Washes all items in reasonably logical order (e.g. dishes before pots and pans)
- Opens sink drain(s)    ■ Empties dish pan(s)    ■ Washes dish pan(s)    ■ Rinses    ■ And dries dish pan(s)
- Puts away dish pan(s)    ■ In their original storage place
- Wipes clean: Counters    ■ Dining table    ■ Stove
- Thoroughly cleans sink(s)    ■ With scouring cleanser (Use skill **SINK CLEANING** in **Section VI** if formal training is necessary)
- Rinses and removes excess water from: Sponge    ■ Dish cloth    ■ Dish brush
- Puts away all materials used    ■ In their original storage places
- Washes dishes in reasonable amount of time

**132.1 DISHWASHING: Drying Dishes**

- “Why is it a good idea to dry dishes before putting them away?” (Keep cupboards and other dishes dry; so dishes don’t water-spot, stick together . . . )
- “Why should you use a clean dish towel to dry dishes?” (Help prevent spreading germs, keep dishes clean . . . )

**Client is shown wet dishes in dish rack and asked to dry the dishes and put them away. It is suggested to include dishes, glassware, pots, pans, and eating and cooking utensils to provide client with comprehensive training.**

- Client’s hands are clean
- Client collects dish towel    ■ Dish towel is clean    ■ And dry

**DISHES**

- Thoroughly dries dish: Front (inside)    ■ And back (outside)
- Puts away dish    ■ In appropriate location    ■ And position
- Dries all dishes    ■ Puts away all dishes    ■ Handles dishes carefully (e.g. does not damage or risk damaging)

**GLASSWARE**

- Thoroughly dries glass: Inside    ■ And outside
- Puts away glass    ■ In appropriate location    ■ And position
- Dries all glassware    ■ Puts away all glassware    ■ Handles glassware carefully (e.g. does not damage or risk damaging)

**EATING AND COOKING UTENSILS**

- Thoroughly dries utensil: Front    ■ Back    ■ And handle
- Puts away utensil    ■ In appropriate location    ■ And position
- Dries all utensils    ■ Puts away all utensils
- Handles sharp utensils safely (e.g. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**POTS AND PANS**

- Thoroughly dries pot or pan: Inside    ■ Outside    ■ And handle(s)
- Puts away pot or pan    ■ In appropriate location    ■ And position
- Dries all pots and pans    ■ Puts away all pots and pans
- All cupboards and drawers used in putting away dishes are closed    ■ Completely
- Wipes reasonably dry: Dish rack    ■ And dish drainer
- Puts away dish rack    ■ And dish drainer    ■ In their original storage places
- Counter area under and around where dish drainer was is dry    ■ Hangs up towel    ■ Dries dishes in reasonable amount of time

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## 133.1 DISHWASHING: Dishwasher Introduction And Materials Recognition

- "Name two things that cannot be washed safely in a dishwasher." (Wood, copper, brass, some plastics . . . )
- "What can happen if you wash items in a dishwasher that should be washed by hand?" (Colors may fade; items may stain, warp, break . . . )
- "How can you find out whether an item can be washed safely in a dishwasher?" (Check to see if "dishwasher-safe" is printed on it . . . )
- "What should you do when you are not sure an item can be washed safely in a dishwasher?" (Wash it by hand, ask someone . . . )
- "When is it a good idea to rinse dishes before putting them in a dishwasher?" (When dishes heavily soiled, have food baked on . . . )
- "Why is it a good idea to run a dishwasher only when it is full?" (Save energy, water, money . . . )

Client is shown the materials selected for training, and asked for each: "What is this?"

- |                       |                        |              |              |
|-----------------------|------------------------|--------------|--------------|
| ■ Built-in dishwasher | ■ Dishwasher detergent | ■ Sponge     | ■ Dish brush |
| ■ Portable dishwasher | ■ Scouring cleanser    | ■ Dish cloth |              |

Client is shown several items including the materials selected for training, and asked for each: "Point to \_\_\_\_\_."

- |                       |                        |              |              |
|-----------------------|------------------------|--------------|--------------|
| ■ Built-in dishwasher | ■ Dishwasher detergent | ■ Sponge     | ■ Dish brush |
| ■ Portable dishwasher | ■ Scouring cleanser    | ■ Dish cloth |              |

Client reasonably explains purpose of each material selected for training.

- |                       |                        |              |              |
|-----------------------|------------------------|--------------|--------------|
| ■ Built-in dishwasher | ■ Dishwasher detergent | ■ Sponge     | ■ Dish brush |
| ■ Portable dishwasher | ■ Scouring cleanser    | ■ Dish cloth |              |

Client is shown the *dishwasher parts* selected for training, and asked for each: "What is this?"

- |                          |                            |                               |                    |
|--------------------------|----------------------------|-------------------------------|--------------------|
| ■ Top rack               | ■ Detergent dispenser      | ■ Short-wash-cycle button     | ■ Fill/drain hoses |
| ■ Bottom rack            | ■ Door-locking mechanism   | ■ Rinse-and-hold-cycle button | ■ Faucet adapter   |
| ■ Silverware compartment | ■ Normal-wash-cycle button | ■ Energy-saver button         | ■ Power cord       |

Client is shown several items including the *dishwasher parts* selected for training, and asked for each: "Point to \_\_\_\_\_."

- |                          |                            |                               |                    |
|--------------------------|----------------------------|-------------------------------|--------------------|
| ■ Top rack               | ■ Detergent dispenser      | ■ Short-wash-cycle button     | ■ Fill/drain hoses |
| ■ Bottom rack            | ■ Door-locking mechanism   | ■ Rinse-and-hold-cycle button | ■ Faucet adapter   |
| ■ Silverware compartment | ■ Normal-wash-cycle button | ■ Energy-saver button         | ■ Power cord       |

Client reasonably explains purpose of each *dishwasher part* selected for training.

- |                          |                            |                               |                    |
|--------------------------|----------------------------|-------------------------------|--------------------|
| ■ Top rack               | ■ Detergent dispenser      | ■ Short-wash-cycle button     | ■ Fill/drain hoses |
| ■ Bottom rack            | ■ Door-locking mechanism   | ■ Rinse-and-hold-cycle button | ■ Faucet adapter   |
| ■ Silverware compartment | ■ Normal-wash-cycle button | ■ Energy-saver button         | ■ Power cord       |

## 133.2 DISHWASHING: Use Of Dishwasher

Client is shown dirty dishes and asked to collect necessary materials and wash the dishes (using the dishwasher). It is suggested to include dishes, glassware, pots, pans, eating and cooking utensils, and a few items that are not dishwasher-safe to provide client with comprehensive training.

*Type of dishwasher (built-in, portable) client is to use:*

*Materials client is to use:*

- Client collects: Sponge ■ Dish cloth ■ Dish brush ■ Dishwasher detergent ■ Scouring cleanser
- Stores all leftovers ■ Properly (Use skill **STORING LEFTOVERS** if formal training on storing leftovers is necessary)
- Puts on apron (Use skill **USE OF APRON** if formal training on use of apron is necessary)
- Places sink strainer in drain ■ Strainer is placed appropriately ■ Leaves drain open
- Pours liquid waste down drain ■ Scrapes all solid waste from dishes, pots, etc.

**Waste disposal: using garbage pail**

- Disposes of solid waste in garbage pail

**Waste disposal: using electric garbage disposal**

- Disposes of bones and fibrous matter in garbage pail ■ Puts remaining waste in disposal
- Turns on water ■ Uses appropriate water temperature, if applicable (e.g. cold) ■ Turns on disposal
- Turns off disposal ■ And water ■ After all waste is ground

**LOADING AND STARTING DISHWASHER**

- Opens *built-in* dishwasher
- Brings *portable* dishwasher over to sink ■ Opens portable dishwasher
- If necessary, rinses dishes before placing them in dishwasher ■ If rinses dishes, rinses dishes sufficiently
- Puts only dishwasher-safe items in dishwasher ■ And places "*top rack dishwasher-safe*" items on top rack only

**Glassware**

- Places glass in dishwasher ■ In correct location ■ And position

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## DISHWASHING: Use Of Dishwasher (Cont.)

- Loads all glassware ■ Handles glassware carefully (e.g. does not damage or risk damaging)

**Dishes**

- Places dish in dishwasher ■ In correct location ■ And position
- Loads all dishes ■ Handles dishes carefully (e.g. does not damage or risk damaging)

**Eating And Cooking Utensils**

- Places utensil in dishwasher ■ In correct location ■ And position
- Loads all utensils ■ Handles sharp utensils safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**Pots And Pans**

- Places pot or pan in dishwasher ■ In correct location ■ And position
- Loads all pots and pans ■ Handles pots and pans carefully (i.e. does not damage or risk damaging other items)
- Puts dishwasher detergent in dispenser ■ Uses appropriate amount of detergent ■ Closes dispenser
- Closes door of dishwasher ■ And locks door

**Portable dishwasher**

- Attaches faucet adapter to faucet of sink ■ Attaches in correct manner
- Turns on hot water ■ To maximum force ■ And plugs in power cord completely
- Activates wash cycle: *Normal wash* ■ *Short wash* ■ *Rinse and hold*
- Wash cycle selected is appropriate ■ Activates *energy saver* (i.e. air dry) mechanism
- Loads and starts dishwasher in reasonable amount of time

**DURING THE INTERIM BETWEEN STARTING DISHWASHER AND UNLOADING DISHWASHER**

- Thoroughly washes items by hand that are not dishwasher-safe (Use skill **DISHWASHING: Washing Dishes By Hand** if formal training on washing dishes by hand is necessary)
- Wipes clean: Counters ■ Dining table ■ Stove
- Thoroughly cleans sink(s) ■ With scouring cleanser (Use skill **SINK CLEANING** in Section VI if formal training is necessary)
- Rinses and removes excess water from: Sponge ■ Dish cloth ■ Dish brush
- Puts away all materials used ■ In their original storage places
- Washes non-dishwasher-safe items by hand and cleans up kitchen in reasonable amount of time

**UNLOADING DISHWASHER****Portable dishwasher**

- After dishwasher has completed all cycles (i.e. no longer requires electrical power): Turns off hot water completely
- Unplugs power cord correctly ■ And disconnects faucet adapter correctly ■ Disconnects faucet adapter only *after* hot water has been turned off completely
- Stores power cord ■ And fill/drain hoses ■ Correctly
- Releases door-locking mechanism ■ And opens dishwasher door ■ Completely

**Built-in dishwasher**

- After dishwasher has completed all cycles (i.e. no longer requires electrical power): Releases door-locking mechanism ■ And opens dishwasher door ■ Completely
- Thoroughly dries any wet items as encountered ■ Using clean dish towel

**Glassware**

- Puts away glass ■ In appropriate location ■ And position
- Puts away all glassware ■ Handles glassware carefully (e.g. does not damage or risk damaging)

**Dishes**

- Puts away dish ■ In appropriate location ■ And position
- Puts away all dishes ■ Handles dishes carefully (e.g. does not damage or risk damaging)

**Eating And Cooking Utensils**

- Puts away utensil ■ In appropriate location ■ And position
- Puts away all utensils ■ Handles sharp utensils safely (e.g. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**Pots And Pans**

- Puts away pot or pan ■ In appropriate location ■ And position
- Puts away all pots and pans ■ Handles pots and pans carefully (i.e. does not damage or risk damaging other items)
- Puts away portable dishwasher ■ In its original storage place
- All cupboards and drawers used in putting away dishes are closed ■ Completely
- Unloads dishwasher in reasonable amount of time

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## 135.1 KITCHEN SAFETY: Handling Electric Cords And Switches

*Client must be given 100% supervision during performance on tasks, and instructor must be prepared to intervene.*

- "Why is it important to have dry hands when turning on a switch?" (Prevent getting a shock)
- "Why is it important to have dry hands when plugging in an appliance?" (Prevent getting a shock)
- "Why should you make sure an appliance is turned off before plugging it in?" (Safer, prevent appliance from operating until you are ready . . . )
- "Why is it important to turn off an appliance before unplugging it?" (Leave it safe for your or another person's next use . . . )
- "Why is it important to grasp the *plug* rather than the cord when unplugging an appliance?" (Prevent damaging wires and prongs . . . )

Client is given a damaged extension cord (e.g. cord frayed, wire broken, plug partially separated from cord) and asked why or to indicate where the cord is dangerous. It is suggested to show a cord with a different danger point each training session.

- Client reasonably explains why or indicates where the damaged cord is dangerous
- "Why is it important not to use a damaged electrical cord?" (Prevent shock, fire hazard . . . )

Client is asked to wash hands. While client is washing hands, instructor asks client to turn on a light or other switch-operated electrical device.

- Client *dries hands* before turning on light or other switch-operated electrical device

Client is asked to wash hands. While client is washing hands, instructor asks client to plug in an electric can opener or other electric appliance.

- Client *dries hands* before plugging in electric can opener or other electric appliance

Client is given an unplugged electric mixer or other potentially dangerous appliance with the switch in the "on" position and is asked to plug it in.

- Client *turns off* mixer or other potentially dangerous appliance before plugging it in

Client is asked to unplug an electric appliance.

- Grasps plug    ■ Pulls plug until prongs are completely removed from outlet    ■ Pulls without touching prongs

## 135.2 KITCHEN SAFETY: Positioning Pots And Pans On Stove Burners

- "Why is it a good idea to place pots and pans on the stove with their handles turned inward?" (Prevent bumping handles, spilling hot food . . . )
- "Why is it a good idea to use a small burner when cooking something in a small pot?" (Prevent burning yourself on otherwise exposed part of element, save energy . . . )
- "Why is it important to center a pot or pan on a burner?" (Prevent pot from tipping, prevent getting burned on otherwise exposed part of element . . . )

Client is given a small pot and a large pan, each with an extending handle, and is asked to place them on stove burners appropriately as if they were actually being used for cooking.

- Places small pot on small burner    ■ And large pan on large burner
- Handles are turned inward over stove    ■ And clear of other burners    ■ Pot and pan are centered on burners

## 135.3 KITCHEN SAFETY: Removing Heated Cookware From Stove Burners And Oven

*Client must be given 100% supervision during performance on tasks, and instructor must be prepared to intervene.*

- "What should you use when removing heated cookware from stove burners or an oven?" (Pot holders or oven mits)
- "Why should you use pot holders or oven mits to handle heated cookware?" (Prevent getting burned)
- "Where should you place heated cookware after removing it from a stove?" (Stove top, hot pad, tile, heat-resistant surface . . . )
- "What can happen if you place heated cookware directly on a counter top or other non-heat-resistant surface?" (Could melt or burn counter, discolor surface . . . )

Client is asked to remove pot of boiling water from stove burner.

- Collects pot holder (2 if double-handled pot)    ■ Or oven mit (2 if double-handled pot)
- Uses pot holder(s) or oven mit(s) to grasp pot handle(s)    ■ Uses pot holder(s) or oven mit(s) safely (e.g. hands are protected)
- Picks up pot by handle(s) only    ■ Places pot on heat-resistant surface    ■ Without spilling contents
- Handles pot safely (i.e. does not burn self, instructor does not need to intervene due to risk of client burning self)

Client is asked to remove heated baking dish from oven. It is suggested dish contain contents that could spill if dish is not handled properly.

- Collects two oven mits    ■ Or two pot holders    ■ Opens oven door, and pulls out oven rack appropriate distance if necessary
- Uses only mits or pot holders to pull out rack    ■ Uses mits or pot holders safely throughout performance on skill (i.e. does not burn self, instructor does not need to intervene due to risk of client burning self)

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## KITCHEN SAFETY: Removing Heated Cookware From Stove Burners And Oven (Cont.)

- Grasps both handles of baking dish using mit or pot holder to protect each hand    ■ Maneuvers hands, arms, and clothing safely around oven (i.e. does not burn self, instructor does not need to intervene due to risk of client burning self)
- Places baking dish on heat-resistant surface    ■ Without spilling contents
- Completely pushes in oven rack if pulled out at start of skill    ■ Closes oven door

## 136.1 KITCHEN SAFETY: Preventing And Extinguishing Stove Fires

*Client must be given 100% supervision during performance on tasks, and instructor must be prepared to intervene. It is suggested to contact local fire department to arrange a demonstration of fire safety techniques.*

- "Name two things you should have in the kitchen in case of fire." (Fire extinguisher, baking soda, smoke detector . . . )
- "Name two things you can do to prevent stove fires." (Keep flammable material away from stove, keep stove clean, don't leave stove unattended . . . )
- "Why is it important to be extremely careful around hot grease?" (Grease can spatter and burn you, land on burner and start fire . . . )
- "Name two things you can do to prevent grease fires." (Use only amount of oil necessary, use deep pan to reduce spatter, place pan on appropriate size burner . . . )
- "How could you extinguish a grease fire?" (Turn off burner, throw baking soda on fire, smother fire with tight-fitting lid, use appropriate type fire extinguisher . . . )
- "Name two things you can do to prevent oven fires." (Keep oven clean, don't put food too close to elements, don't leave oven unattended . . . )
- "How could you extinguish an oven fire?" (Turn off oven, throw baking soda on fire, close oven door . . . )
- "If you have a fire and you don't know how to extinguish it, what should you do?" (Get out of house, call fire department . . . )

**A pot holder is placed on a stove burner, and client is asked to turn on the burner.**

- Removes pot holder before turning on burner    ■ Places pot holder safe distance away from stove

**A dish towel is hung over the oven door which is ajar, and client is asked to turn on the oven.**

- Removes dish towel    ■ And closes oven door    ■ Before turning on oven
- Places dish towel safe distance away from stove

**Paper towels are placed very near the stove top (i.e. they are a potential fire hazard), and client is given a tea kettle of water and asked to boil the water.**

- Removes paper towels before turning on burner    ■ Places paper towels safe distance away from stove

## 136.2 KITCHEN SAFETY: Insuring Personal Safety During Stove Usage

- "Why shouldn't you lean against a stove?" (Prevent burning yourself, prevent clothing from catching fire . . . )
- "Why is it dangerous to stand with your back to a stove?" (Could burn yourself, clothing or long hair might catch fire . . . )
- "How could long hair be dangerous around a stove?" (Could come in contact with burners or oven elements and catch fire . . . )
- "What should a person who has long hair do when working around a stove?" (Secure hair so it cannot touch stove)
- Client with long hair demonstrates securing hair for safety around stove (Ties back hair, pins hair on top of head . . . )
- "What kind of clothing might be dangerous to wear around a stove?" (Long full sleeves, loose clothing, dangling ties, brief clothing . . . )

**Client is shown each clothing item described below and asked: "How could this be dangerous to wear around a stove?" The specific items shown may be varied each training session provided the items fit the indicated description. Possible answers appear in parentheses.**

- Long-sleeve shirt or blouse (Sleeve could catch fire if it comes too close to lit burner . . . )
- Garment with full sleeves loose at cuffs (Cuffs might catch on handles, catch fire . . . )
- Swim suit (Spattering grease might burn exposed skin . . . )
- Bathrobe with tie belt (Belt might get caught in oven door, might contact lit burner . . . )
- Top with dangling ties or necktie (Ties might contact lit burner and catch fire . . . )
- Halter top (Spattering grease or hot pan might touch and burn exposed skin . . . )

## 136.3 KITCHEN SAFETY: Using Cutting Knife

*Client must be given 100% supervision during performance on tasks, and instructor must be prepared to intervene.*

- "Why must you be extremely careful when handling a knife?" (Prevent cutting yourself, knives are sharp and dangerous . . . )
- "How should you pass a knife?" (So both you and the other person touch only the handle)
- "Why should you pass a knife so only the handle is touched?" (So no one gets cut)
- "Why shouldn't you cut food directly on a counter?" (Prevent cutting countertop, ruining it . . . )

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## KITCHEN SAFETY: Using Cutting Knife (Cont.)

- "What should you place food on when you are going to cut it?" (Cutting board, bread board, tile . . . )

**Client is shown a knife and asked to pass it to instructor.**

- Client grasps knife at base of handle ■ With cutting edge away from client's hand ■ And not touching any part of client's hand
- Passes knife with handle out for instructor to grasp
- Passes knife safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**Client is given a firm food (e.g. carrot, potato) and is asked to slice it. It is suggested to vary the food used each training session provided it is firm.**

- Client selects knife of appropriate size ■ Selects appropriate type of knife ■ Places food on appropriate surface for cutting
- Grasps knife with dominant hand: ■ Uses only dominant hand for cutting
- Holds knife with effective ■ And appropriate grasp for cutting
- Steadies with other hand food to be cut ■ Steadies food appropriately
- Uses appropriate slicing motions ■ And downward pressure on knife
- Slices food ■ Slices are complete ■ And reasonably uniform ■ Slices food in reasonable amount of time
- Handles knife safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

**Client is given a soft food (e.g. tomato, bread) and is asked to slice it. It is suggested to vary the food used each training session provided it is soft.**

- Client selects knife of appropriate size ■ Selects appropriate type of knife ■ Places food on appropriate surface for cutting
- Grasps knife with dominant hand: ■ Uses only dominant hand for cutting
- Holds knife with effective ■ And appropriate grasp for cutting
- Steadies with other hand food to be cut ■ Steadies food appropriately
- Uses appropriate slicing motions ■ And downward pressure on knife
- Slices food ■ Slices are complete ■ Reasonably uniform ■ And undamaged (e.g. not crushed)
- Slices food in reasonable amount of time
- Handles knife safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

## 137.1 KITCHEN SAFETY: Wiping Spills From Floor

- "How could something spilled on the floor be dangerous?" (Could make floor slippery, you could fall and hurt yourself . . . )
- "When should you wipe spills off the floor?" (Immediately) ■ "Why should spills be wiped up immediately?" (So no one will get hurt)
- "What can you do to prevent spills?" (Don't fill containers too full, carry containers carefully . . . )

**Instructor carries container of water across room and spills some on floor. Client should not be aware instructor's action was deliberate. Client must indicate, without cue, water has spilled, and demonstrate wiping spill off floor.**

- Client indicates spill on floor ■ Without cue
- Demonstrates wiping spill off floor ■ Completely ■ And appropriately

## 137.2 KITCHEN SAFETY: Lifting Lids From Opened Canned Foods

*Client must be given 100% supervision during performance on tasks, and instructor must be prepared to intervene.*

- "How could removing the lid from canned food be dangerous?" (Lid is sharp and you could cut yourself on it . . . )
- "What could you use to lift up the lid on a can after it is open?" (Utensil, table knife, fork . . . )

**Client is given a can of food that has been opened, but whose lid must be lifted before contents can be removed. Client is asked to put contents of can in a container.**

- Selects utensil appropriate for lifting up lid ■ Inserts utensil between lid and rim of can
- Lifts up lid ■ Completely
- Handles can safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)

## 137.3 USE OF HAND CAN OPENER

- "Why is it important to know how to use a can opener?" (Open canned food, use food that is already cooked . . . )
- "Name three canned foods you can eat without any preparation." (Peaches, pears, pudding, tuna . . . )
- "Name three canned foods you might prefer to heat before eating." (Soup, vegetables, stew, beans, corn, peas . . . )
- "Why should you be careful when opening a can?" (Prevent cutting yourself on sharp edges)
- "If you don't eat all the food in a can, how should you store the leftovers?" (Refrigerate in glass or plastic container . . . )

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## USE OF HAND CAN OPENER (Cont.)

**Client is given a handle-type hand can opener and a can and is asked to open the can.**

- Places can on appropriate surface (e.g. countertop, table) ■ Separates handles of can opener sufficiently
- Aligns cutting disc with rim of can ■ Squeezes handles of can opener together ■ Until cutting disc perforates lid of can
- Maintains previous grasp with one hand ■ While rotating cutting disc handle ■ In correct direction
- Opens can sufficient amount to permit easy access to contents ■ Disengages can opener from can ■ Without spilling contents
- Lifts up lid completely ■ And safely (Use skill **KITCHEN SAFETY: Lifting Lids From Opened Canned Foods** if formal training on lifting lid is necessary)
- Uses hand can opener in reasonable amount of time

## 138.1 USE OF PUNCH-TYPE CAN OPENER

- "Why is it important to know how to use a punch-type can opener?" (Open canned juice, soda . . . )
- "When you use a punch-type opener, how many holes is it recommended to make?" (Two)

**Client is given a punch-type can opener and a can and is asked to open the can.**

- Places can on appropriate surface (e.g. countertop, table) ■ Grasps opener with one hand ■ And steadies can with other hand
- Aligns hook on opener with rim of can ■ Lifts up opener ■ And punches first hole in lid
- Punches second hole in lid ■ Approximately across from first hole
- Holes punched are of sufficient size to permit easy pouring of contents ■ Uses punch-type can opener in reasonable amount of time

## 138.2 USE OF BOTTLE OPENER

- "Why is it important to know how to use a bottle opener?" (Open bottles, open bottled beverages without help . . . )
- "Name three items you can open with a bottle opener." (Bottle of juice, soda, beer . . . )
- "What should you do if the glass chips or breaks when you open a bottle?" (Throw bottle away, don't drink contents or let anyone else drink contents)
- "Why should you throw away the contents if the glass chips or breaks?" (Dangerous, you could cut yourself, ingest glass slivers . . . )
- "How can you avoid chipping or breaking glass when you open a bottle?" (Pry gently in several places around cap . . . )

**Client is given a bottle opener and sealed bottle and is asked to open the bottle.**

- Places bottle on appropriate surface (e.g. countertop, table)
- Grasps opener with one hand ■ And steadies bottle with other hand
- Inserts hook on opener, under rim of bottle cap ■ Lifts up on opener ■ Until rim of bottle cap is loosened
- Loosens rim of bottle cap in several places ■ Loosens cap until cap is removed
- Opens bottle without breaking or chipping glass ■ Opens bottle in reasonable amount of time
- If breaks or chips glass, disposes of bottle and contents

## 138.3 MANAGING CONTAINERS THAT OPEN AND CLOSE IN DIFFERENT WAYS

**Client is provided with a sample of each type of container selected for training and is asked to open the container and then to close it (or repackage the contents if necessary to preserve contents). It is recommended each container provided be new (i.e. sealed as originally purchased) except in cases when opening a container new or used involves the very same steps.**

**It is suggested the following criteria be used when training the tasks in this skill:**

*Opens container effectively and appropriately* includes opening container, opening it sufficiently to allow for convenient removal of contents, opening container according to product directions if indicated, opening container without damaging it, and opening container without damaging or spilling contents. Note not all containers listed require opening without being damaged (e.g. package of cake mix).

*Closes container effectively and appropriately* includes closing container, closing it completely, closing container according to product directions if indicated, closing container without damaging it, closing container without damaging or spilling contents, and repackaging contents in lieu of closing container if necessary in order to preserve contents. Note not all containers listed require closing or further use once opened (e.g. single serving individually packaged potato chips; box of facial tissue).

**BOXES**

**With lift-tab** (e.g. cereal, powdered milk, crackers)

- Opens container effectively and appropriately ■ Closes container effectively and appropriately

**With metal pour-spout** (e.g. salt, dishwasher detergent, instant potatoes, powdered milk)

- Opens container effectively and appropriately ■ Closes container effectively and appropriately

**With top to push in and tear back** (e.g. rice, laundry soap, margarine, gelatin, pudding mix)

- Opens container effectively and appropriately ■ Closes container effectively and appropriately



## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## MANAGING CONTAINERS THAT OPEN AND CLOSE IN DIFFERENT WAYS (Cont.)

## BOXES (Cont.)

- With pull-tape or string** (e.g. chewing gum, oatmeal, cake mix, margarine)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With tuck-in flaps** (e.g. graham crackers, baking chocolate, toothpaste, tea bags)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With rotating top** (e.g. salt, spices, bread crumbs, Parmesan cheese)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With metal infitting lid** (e.g. cocoa, baking powder, spices)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With flap to be pressed in under and lifted** (e.g. Nabisco crackers, Lipton Cup-a-Soup)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With perforated tear-out opening** (e.g. facial tissue, trash bags, sugar cubes, paper dinner-napkins)
  - Opens container effectively and appropriately
- With pull-tab across top** (e.g. cake mix, cookie mix, pudding mix)
  - Opens container effectively and appropriately
- Milk carton**
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Egg carton**
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Ice cream carton**
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Frozen vegetable carton**
  - Opens container effectively and appropriately

## BAGS AND WRAPPINGS

- Bag with taped closure** (e.g. celery, carrots)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Package to tear open across top** (e.g. single serving instant oatmeal, soup, cocoa)
  - Opens container effectively and appropriately
- Heat-sealed plastic bag** (e.g. marshmallows, rice, unshelled peanuts, dry beans)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Twist-tie at opening** (e.g. bread, powdered sugar, paper plates)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Plastic clip on bag** (e.g. bread, rolls)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Heat-sealed fitted wrapping** (e.g. cookies, paper towels, bread)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Tear-open wrapping** (e.g. single serving individually packaged candy bars, crackers, potato chips, nuts)
  - Opens container effectively and appropriately
- Recloseable paper bag with bend-ties** (e.g. cookies, coffee)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Heavy-weight paper bag** (e.g. sugar, flour, pancake mix)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- Vacuum-packed lunchmeat**
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately

## CANS

- With pull-tab (all of top is removed)** (e.g. nuts, ready-to-spread frosting, sardines)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With pull-tab (part of top is removed for drinking or pouring)** (e.g. soda, juice, beer)
  - Opens container effectively and appropriately
- With peel-off strip around lid (lid is removed by lifting)** (e.g. frozen juice, soft drink mix)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately
- With key** (e.g. ham, corned beef, Spam, nuts)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately

## GLASS AND RIGID PLASTIC

- With screw-on lid** (e.g. mayonnaise, jelly, large bottle of soda, peanut butter)
  - Opens container effectively and appropriately
  - Closes container effectively and appropriately

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## MANAGING CONTAINERS THAT OPEN AND CLOSE IN DIFFERENT WAYS (Cont.)

## GLASS AND RIGID PLASTIC (Cont.)

With **break-seal and twist-off cap** (e.g. wine, salad dressing, vinegar)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

With **snap-on lid** (e.g. cottage cheese, soft margarine, yogurt, food storage containers)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

With **child-proof cap** (e.g. medication, cleaning products) *Type(s) of cap(s) client is to be trained to use:*

- Opens container effectively and appropriately
- Closes container effectively and appropriately

## DISPENSERS

With **pump top** (e.g. mustard, hand lotion, shampoo)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

With **twist-up cap (cap is not removeable)** (e.g. mustard, glue)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

With **pull-up top (top is not removeable)** (e.g. dishwashing detergent, syrup, shampoo)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

With **flip-up opening** (e.g. hand lotion, shampoo)

- Opens container effectively and appropriately
- Closes container effectively and appropriately

## 140.1 CLEANING FRUIT AND VEGETABLES

- "Why is it important to clean fresh fruit and vegetables?" (Remove soil, germs, insecticide . . . )
- "What might happen if you eat fresh fruit or vegetables that have not been cleaned?" (Get sick, get diarrhea, won't taste good . . . )
- "Name two produce items that generally require *scrubbing* to clean them." (Potatoes, carrots, beets . . . )
- "Name two produce items that generally require only *rinsing* to clean them." (Tomatoes, apples, broccoli . . . )
- "Name two produce items that generally require only *soaking* to clean them." (Berries, spinach, leaf lettuce . . . )

**Client is given a produce item that requires scrubbing for cleaning (e.g. potato, carrot) and is asked to clean it. It is suggested to use each training session a different produce item that requires scrubbing.**

- Turns on water of appropriate temperature
- Force of water is reasonable
- Scrubs food under running water
- With vegetable brush or other appropriate implement
- Scrubs food completely (e.g. food appears clean)
- Reasonably controls spatter
- Turns off water
- Cleans food in reasonable amount of time

**Client is given a produce item that requires rinsing for cleaning (e.g. broccoli, apple) and is asked to clean it. It is suggested to use each training session a different produce item that requires rinsing.**

- Turns on water of appropriate temperature
- Force of water is reasonable
- Holds food under running water
- Rotates food so water contacts all surfaces
- Rinses food completely
- Reasonably controls spatter
- Turns off water
- Cleans food in reasonable amount of time

**Client is given a produce item that requires soaking for cleaning (e.g. berries, spinach) and is asked to clean it. It is suggested to use each training session a different produce item that requires soaking.**

- Places dish pan in sink
- Or closes sink drain
- Sink is clean
- Turns on cold water
- Fills dish pan or sink
- With appropriate amount of water
- Turns off water
- Places food in water
- Allows food to soak for a reasonable amount of time (e.g. 5 minutes)
- Resumes cleaning
- After a reasonable amount of time
- Swishes food in water to remove any remaining soil
- Soaks food completely (i.e. food appears clean)
- Removes food from water
- And places it appropriately for draining (e.g. on paper towel)
- Empties dish pan or sink
- Rinses dish pan
- Rinses sink
- Cleans food in reasonable amount of time

**Client is given a head of lettuce or cabbage and asked to clean it.**

- Cuts out core (*Client must be given 100% supervision while coring, and instructor must be prepared to intervene.*)
- Removes outer leaves
- Disposes of outer leaves and core in appropriate place
- Turns on cold water
- Force of water is reasonable
- Holds head of lettuce or cabbage so water runs into core area
- Rinses outside of lettuce or cabbage head
- Turns off water
- Places lettuce or cabbage appropriately for draining (e.g. on paper towel)
- Cleans lettuce or cabbage in reasonable amount of time

## 140.2 USE OF VEGETABLE PEELER

- "Why is it important to know how to use a vegetable peeler?" (Remove peel if you don't want to eat it, vegetable peeler is easier and safer to use than a knife for peeling . . . )
- "Name three foods some people peel before eating." (Potatoes, carrots, cucumbers, apples, beets, broccoli stems . . . )
- "Why is it generally not necessary to peel many types of food like potatoes, apples, carrots?" (Peel is edible and nutritious . . . )

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## USE OF VEGETABLE PEELER (Cont.)

Client is given a vegetable peeler and an appropriate food (e.g. carrot, cucumber, potato) and is asked to peel the food. It is suggested to use a different food each training session.

- Cleans food (Use skill **CLEANING FRUIT AND VEGETABLES** if formal training on cleaning fruit and vegetables is necessary)
- Grasps peeler with dominant hand: ■ And food with other hand ■ Uses only dominant hand for peeling
- Places blade of peeler against food ■ At an appropriate angle
- Draws blade over food ■ In correct direction ■ And with sufficient downward pressure against food
- Draws blade a reasonable (i.e. efficient) distance over food in a given stroke ■ Peels food over appropriate area (e.g. sink)
- Peels food completely ■ Draws blade over only unpeeled portion of food (i.e. does not draw blade over a given area more than once)
- Peels food safely (i.e. does not cut self, instructor does not need to intervene due to risk of client cutting self)
- Disposes of peel in appropriate place ■ Rinses food ■ Rinses sink or cleans other area used for peeling
- Peels food in reasonable amount of time

## 141.1 BOILING WATER

- "Why is it important to know how to boil water?" (Many foods can be prepared primarily by use of boiling water . . . )
- "Name three foods you could prepare with boiling water." (Instant soup, frozen food sealed in plastic bag, steamed vegetables, hard- and soft-cooked eggs, pasta, instant cereal, potatoes, artichokes, dry beans, beets . . . )

Client is asked to boil water. Use skill series **USE OF STOVE TOP** if additional training on use of stove top is necessary.

Stove burner client is to be trained to use: \_\_\_\_ Any burner \_\_\_\_ Specific burner (e.g. right rear):

- Adds water to pot ■ Level of water in pot is reasonable (i.e. water will not boil over or evaporate completely)
- Turns on *specific burner indicated above* ■ To high ■ Turns on *any burner* ■ To high
- Places pot on correct burner (i.e. the burner turned on)
- Pot is centered on burner ■ Handle of pot is turned inward ■ Appropriately
- Indicates when water reaches boil (i.e. knows when water is boiling)
- Client is at pot within reasonable time after water starts to boil ■ Turns off burner
- Follows safety precautions for stove top usage (Use skills **135.2 - 136.2** if formal training on safety precautions is necessary)

## 141.2 PREPARING FOOD WITH BOILING WATER

The purpose of this skill is to familiarize client with a variety of food that can be prepared simply with boiling water so that a client with *minimal* cooking skills can prepare food. Because the emphasis of this skill is *survival* rather than refined cooking, it is not necessary the food be perfectly prepared as long as it is *edible*. For example, it may be overcooked, undercooked, or unseasoned.

Client is given the food selected for training and asked to prepare it using boiling water. To train on more than one food in the same category (e.g. carrots and beets in category *fresh vegetable*), simply repeat the corresponding task analysis for each new food to be trained.

Stove burner client is to be trained to use: \_\_\_\_ Any burner \_\_\_\_ Specific burner (e.g. right rear):

It is suggested the following criteria be used when training the tasks in this skill:

*Uses stove burner correctly* includes turning any burner or the specified burner to high, placing cookware on that burner, and turning burner off without cue when client has finished using it.

*Effectively prepares* includes cleaning fresh vegetables, collecting effective cookware, collecting any utensils needed, managing effectively any containers used, and preparing edible food.

*Follows kitchen safety precautions* includes safe body posture and position during stove usage, appropriate clothing for stove usage, safe positioning of cookware on stove, safe handling of heated cookware, assuring the absence of flammable materials on or around stove top, safe use of sharp utensils, and wiping spills from floor.

## FRESH VEGETABLE

*Fresh vegetable client is to be trained to prepare:*

- Uses stove burner correctly ■ Effectively prepares fresh vegetable ■ Follows kitchen safety precautions

## FROZEN VEGETABLE

*Frozen vegetable client is to be trained to prepare:*

- Uses stove burner correctly ■ Effectively prepares frozen vegetable ■ Follows kitchen safety precautions

## FROZEN FOOD SEALED IN PLASTIC BAG (i.e. bag designed to be placed in boiling water)

*Frozen food client is to be trained to prepare:*

- Uses stove burner correctly ■ Effectively prepares frozen food in bag ■ Follows kitchen safety precautions

## SAUSAGES OR WIENERS

*Sausages or wieners client is to be trained to prepare:*

- Uses stove burner correctly ■ Effectively prepares sausages or wieners ■ Follows kitchen safety precautions

## HOME ENVIRONMENT SKILLS

## II. SKILLS ASSOCIATED WITH MEAL PREPARATION AND SURVIVAL-TYPE FOOD PREPARATION

## PREPARING FOOD WITH BOILING WATER (Cont.)

**EGGS**

- Uses stove burner correctly
- Effectively prepares eggs
- Follows kitchen safety precautions

**INSTANT HOT CEREAL**

*Instant hot cereal client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares instant hot cereal
- Follows kitchen safety precautions

**INSTANT SOUP**

*Instant soup client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares instant soup
- Follows kitchen safety precautions

**BOUILLON**

*Bouillon client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares bouillon
- Follows kitchen safety precautions

**PASTA**

*Pasta client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares pasta
- Follows kitchen safety precautions

**DRY BEANS**

*Dry beans client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares dry beans
- Follows kitchen safety precautions

**FLAVORED GELATIN** (e.g. Jello)

*Flavored gelatin client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares flavored gelatin
- Follows kitchen safety precautions

**BEVERAGE**

*Beverage client is to be trained to prepare:*

- Uses stove burner correctly
- Effectively prepares beverage
- Follows kitchen safety precautions

## 142.1 SURVIVAL-TYPE FOOD PREPARATION SYNTHESIS

The purpose of this skill is to train client to prepare food in emergency situations when the preparation of food is dependent on the client alone. It is recommended the client has previously learned at least skills 137.3 - 141.2 prior to initiating training on this skill. Client is asked to prepare and eat a meal. The kitchen is equipped with a reasonable variety of food and utensils. It is not required the meal client prepares be well-balanced, only that the food be edible. It may be overcooked, undercooked, or uncooked; it may be visually unappetizing; but it will enable the client to survive.

- Locates food
- Effectively prepares food
- Uses effective cookware and/or utensils for food being prepared
- Effectively manages any containers used
- If can opener is used, uses can opener effectively
- If bottle opener is used, uses bottle opener effectively
- If fruit and/or vegetables require cleaning, cleans fruit and/or vegetables
- If vegetable peeler is used: Uses vegetable peeler effectively ■ And safely
- If cutting knife is used: Uses cutting knife effectively ■ And safely
- If stove top is used: Uses stove top effectively ■ And safely
- If oven is used: Uses oven effectively ■ And safely
- Follows kitchen safety precautions (i.e. does not injure self, instructor does not need to intervene due to risk of client injuring self)
- Food prepared is edible