

Home Management Skills

Facilitator Guide

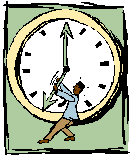
  

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Lesson 1: Introduction to home management and apartment cleaning

Learning Objectives:

1. Introduce home management curriculum and group expectations
2. Establish group rules
3. Identify the importance of regular cleaning using a variety of cleaning supplies and materials

Supplies Needed:

1. Flip chart and markers

Introduction:

It can feel overwhelming to take care of your living space. It can sometimes feel like you have to juggle your time with your friends and family, getting your treatment needs met, keeping your living space clean and tidy, and making sure your other responsibilities are taken care of, like paying bills and taking care of your physical health. Don’t worry! It’s all possible and you won’t be overwhelmed!

This group is all about home management. That means that you will learn all of the skills that you need to live comfortably, whether it is in an apartment, a single room occupancy, a house or condo or other type of housing situation.

We will spend time in each group session learning the specific skills. We will also be taking the group out in the community as often as possible to practice some of the skills we learn.

It’s important to make sure that we all have the same expectations for this group. Let’s take a few minutes to go around the room and introduce ourselves and get to know each other a bit. After all, we will be in this group for the next 8 sessions!

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| Activity: Getting to Know You!  Supplies Needed: none  Purpose: to be an icebreaker and ensure that everyone in the room has an opportunity to meet each other  Directions: Ask group participants to introduce themselves, say what their favorite color is, and what item they would take with them if they were stranded on a desert island. The item can be any living thing or inanimate object. |

Now that we have all had a chance to briefly get to know a little bit about each other, let’s take some time to talk about setting group rules. It’s important for everyone to feel comfortable in the group setting.

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| Activity: Setting Group Rules  Supplies Needed: flip chart and markers  Purpose: To set group rules so that everyone feels safe in the group environment  Directions: Brainstorm a list of rules you would like for the group, Have a discussion with your fellow group members to come up with an agreement on rules. Common group rules include starting on time, not leaving the group early, not interrupting others when they are speaking, and giving everyone the opportunity to share in the group process. |

Let’s start today’s lesson on keeping your living space clean. Let’s be honest, the putting things away, dusting, vacuuming, scrubbing and shining isn’t anyone’s idea of a fun time. However, as tedious as the chore of cleaning house can be, making an effort to keep things tidy is extremely important to maintaining both physical and mental health. Let’s go through an exercise to talk about cleaning habits and identify how often you should clean in order to keep your living space tidy.

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| Activity: Cleaning Schedule  Supplies Needed: 4 pieces of flip chart paper and markers. Label each one kitchen, bathroom, living room and bedroom  Purpose: Identify cleaning chores in the kitchen, bathroom, living room and bedroom and how often they should be cleaned  Directions: Split each paper in half. On one side label the paper with one of these: kitchen, living room, bathroom and bedroom. On the other column write, “how often.”  Start by asking the group to brainstorm chores or cleaning tasks that need to be done in each room. Ask the group to come to a consensus on how often each of these tasks needs to be done. Have a brief conversation if there are conflicting time frames. |

Encourage the group to practice keeping a cleaning schedule. Ask them to involve a roommate if they have one so that they can share the responsibility. Ask participants who they can go to for help if they need it.

Lesson 2: Comparison Shopping

Learning objectives:

1. Learn and practice comparison shopping skills

Supplies Needed:

1. Savvy shopping unit pricing worksheet-Worksheet #1
2. Pens
3. Calculator/calculator app on smart phone

According to businessdictionary.com, the definition of comparison shopping is “the practice of comparing prices in advance of actually shopping in order to achieve the best deals and pricing on merchandise and services.” You can use the skill of comparison shopping for all kinds of shopping. You can use it at the grocery store to make sure you are getting the most for your money. You can even use online search engines to compare prices on items you want to buy like TVs or other household items. Let’s first take a look at how you can comparison shop at the grocery store.

Being a smart shopper can save you money. And being a smart shopper not only means comparing prices, but comparing unit prices. Products are sold in various sizes, such as 10 ounces and 20 ounces, and include a cost per unit. The cost per unit or per unit price is determined by dividing the product’s price by the number of ounces contained in the product. For example, a 20 ounce bottle of soda that sells for $3.00 cost $0.15 per ounce ($3/20 ounces=$0.15 per ounce).

To determine the product or brand that is the best value, smart shoppers compare sizes or quantities. For example, the price of the larger size of a product is more expensive than a smaller size, but the cost per unit of the larger size is often lower-less expensive-than the smaller version. Therefore smart shoppers may buy large quantities or bulk sizes of a product because the cost per unit or cost per ounce is less than that of the same but smaller size produce. Note, however, that in some instances, the smaller size may be more beneficial or economical to the shopper due to space constraints in storing the product. Also, many products have both name brand and generic brands, with the generic product usually costing significantly less. It’s your choice whether you want the more expensive name brand or lower price generic brand. In most instances, the quality is very similar.

Let’s look at an example of unit pricing below. We will read through the labels to decide which one is a better price, while taking the size of the item into consideration.



We are looking at low fat yogurt in this example. The top example shows a price of $1.62 for 32 oz., of yogurt. That’s a unit price of $0.05 per ounce. The bottom example shows a price of $0.72 for 6 oz. of yogurt. That’s a unit price of $0.12 per ounce. So we can say in using this example it’s a better bargain to buy the 32 ounce container of yogurt.

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| Activity: Comparison shopping list  Supplies Needed: Savvy shopping unit pricing worksheet  Purpose: To practice calculating unit costs for comparison shopping  Directions: Find the unit price for each item in the group. Which item offers the consumer the most product for his/her money? |

Practice Opportunity:

Consider a trip to the local grocery store with group participants. Ask them to make a shopping list of common grocery items like milk, bread, cereal, and juice. Then ask the group to make notes on prices of at least 2 brands of each of these items so that they can make the best decision about which items are most cost-effective.

Lesson 3: Planning a menu and following a recipe

Learning objectives:

1. Learn how to plan a menu
2. Learn how to follow a recipe and practice following the recipe in the group

Supplies Needed:

1. Menu planning guide and shopping list (handouts #2 and 3)
2. Recipe and ingredients for the recipe

Do you find yourself thinking about what’s for dinner at 5pm? Are you roaming up and down the aisles of the grocery store and then you start buying all sorts of things that you didn’t plan on buying and then you’re over budget for the month? Or even worse, you haven’t planned your dinner menus for the week and you find yourself eating fast food a few times a week! Help is on the way. Part of managing your home is being able to plan menus and follow recipes.

Menu planning doesn’t have to be complicated! Planning meals ahead requires a small investment of time, but can reap great rewards:

* **A menu plan saves money**. Reducing trips to the supermarket, a menu plan reduces impulse spending. Using leftovers efficiently cuts food waste, while planned buying in bulk makes it easy to stockpile freezer meals at reduced prices.
* **A menu plan saves time**. No dash to the neighbors for a missing ingredient, no frantic searches through the freezer for something, anything to thaw for dinner.
* **A menu plan improves nutrition**. Without the daily dash to the supermarket, there’s time to prepare side dishes and salads to complement the main dish, increasing your consumption of fruits and vegetables. Knowing what to serve each day and having the ingredients already on hand cuts back on the drive-through habit.

Follow these tips to put the power of menu and meal planning to work for you:

Dare to Do It!

For too many of us, making a menu plan is something we intend to do…when we get around to it. Instead of seeing menu planning as an activity that adds to our quality of life, we dread sitting down to decide next Thursday’s dinner. “I’ll do that next week, when I’m more organized.”

Wrong! Menu planning is the first line of defense in the fight to an organized kitchen, not the cherry on the icing on the cake.

Start Small and Simple!

Where to start? The food flyers from your local newspaper, or sales circulars from your markets’ web sites. You can use ads to get a feel for the week’s sales and bargains. They will be the basis for the week’s selection of dinners.

Menu Planning Basics

The goal is two-fold: shop efficiently to obtain food required for seven dinner meals, while minimizing expenditure, cooking, shopping and cleaning time. Here’s the overview of the process:

* Scan the food ads (newspaper or online) for specials and sales. Rough out a draft menu plan: seven dinner entrees that can be made from weekly specials, side dishes and salads.
* Wander through your cabinets or pantry and refrigerator to check for any of last week’s purchases that are ingredients. Review your shopping list and note needed items.
* Ready, set, shop-but shop with an open mind. You may have seen a whole chicken in the sales circular for $0.99/lb. but when you see a marked down mega-pack of boneless chicken breasts at $1.29/lb., be ready to substitute and be flexible to find a great deal. You can freeze the chicken until you use it.
* Return from shopping. As you put away groceries, flesh out the menu plan. Match it up with the weekly calendar, saving the oven roast for a lazy weekend afternoon, and the quick fix pizza for a busy night.
* Post the menu on the refrigerator door. Refer to it each day as you prepare for the meal for the next day.

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| Activity: Menu planning  Supplies Needed: Handouts #2 and 3: Menu planner worksheet and shopping list  Purpose: To practice planning a menu and creating a shopping list  Directions: Practice developing a menu for dinner for each day of the week. Once you have your meals, create your shopping list.  Note: Try to plan well-balanced meals with plenty of protein and vegetables. Have the group practice using one protein two ways during the week too in order to cut down on the amount of protein they are buying. |

Now that you have the hang of planning a menu, let’s learn about recipes. A recipe is a set of directions for preparing food. It’s like a blueprint to guide you as you cook. Recipes tell you what ingredients to use and how to put them together to make a dish.

Let’s take a look at a recipe for guacamole. After we read through the recipe, we will follow the directions to make it.

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| Activity: Making guacamole  Supplies Needed: copies of guacamole recipe (handout #4) and all ingredients to make the recipe  Purpose: to practice following a recipe and making a dish  Directions: Read through the recipe so that you see what ingredients you need, what steps you will take and how many servings the recipe will yield. Now that you have all the ingredients, practice following the recipe to make the guacamole. |

Cooking can be fun. And you can use the internet to find all kinds of healthy and delicious recipes to try out. Just be careful to keep to your budget. There are lots of websites that specialize in budget friendly recipes. Here’s a list of some of them for you to check out! Feel free to get creative and do an internet search for budget friendly recipes and see what you find.

<http://www.delish.com/cooking/recipe-ideas/g3166/cheap-easy-recipes/>

<https://www.buzzfeed.com/melissaharrison/cheap-dinner-recipes?utm_term=.wrGEbz07BW#.sob3DB1z6q>

<http://www.eatingwell.com/recipes/22385/mealtimes/dinner/budget/less-than-3/slideshow/quick-weeknight-dinners-for-3-or-less/>

<https://www.bonappetit.com/gallery/cheap-recipes>

Practice Opportunity:

Try using the menu planner to plan your dinners for a week. You can use the internet to help you get ideas for quick, easy and affordable recipes.

Lesson 4: Time Management

Learning objective:

1. Examine daily schedules and learn tips for time management.

Supplies Needed:

1. Where does the time go? (worksheet #5)
2. Pens or pencils

How do you schedule your time? Do you always feel rushed? Do you feel bored and like you need more to do? Today’s lesson is about time management. We will take a look at how you spend your time and then talk about things you can do to make sure that you get everything you want accomplished in a week done.

Successful time management can give you more chances to accomplish what is important to you. It will also allow you to be less stressed. Let’s read through some irrational beliefs about time management.

We often have our own “reasons” why we can’t or won’t organize our time. Let’s look at some of them.

“I work better under time pressure” Fact: Time pressure usually creates more stress, especially when you face unexpected incidents. Rather than relying on external time pressure, you can develop your own timeline to make you motivated.

“I don’t have control over my life” Fact: You cannot control everything happening in your life, but you do have control over many aspects of your life. The important task is to differentiate what you can control and what you cannot and decide what can be done under the circumstances.

“I should do everything perfect” Fact: You don’t have superpower. Everyone has limits and needs to learn how to work within these limits. When you are not aware of these limits, you will feel exhausted and frustrated.

“I shouldn’t say no” Fact: For many people, it is hard to say no to others because we don’t want to disappoint others or hurt others’ feelings. However, their demand may be poorly timed, highly questionable, or simply impossible. By focusing on others’ needs, you may ignore what you need and what is important to you.

Here are some strategies for time management. After we read through the strategies, we will take a look at how we spend our time.

1. Know yourself.

* Assess your current time management pattern by tracking how you spend your time.
* Know your style. Find time and places that you can maximize your potential. Some people work better at nights, while others prefer mornings. How about you?

1. Learn time management skills.

* Analyze your tasks. Two critical factors in analyzing are urgency and importance.

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| --- | --- | --- |
|  | Urgent | Not Urgent |
| Important |  |  |
| Not Important |  |  |

Stress comes from “urgent and important” tasks. With advanced planning, few things will become urgent.

* Prioritize tasks. Since you already know the importance and urgency of tasks, it is easy to make a priority of tasks.
* Make plans and back-up plans. There is always a chance that something unexpected will come up. Don’t feel frustrated by not having control, but make back-up plans in advance.
* Keep a master schedule for all your tasks so that you are aware of the big picture.

Things to Remember:

* Control time instead of it controlling you.
* Procrastination usually takes more energy in the long run than just doing it.
* Recognize your limits. There are only 24 hours in a day and we cannot do everything, so pick what matters most and spend your time doing it.
* Remember your life goals; they can provide motivation and help prioritize.
* Reward yourself for accomplishments (catch a movie, tell a friend who has supported you).
* Pay attention to your balance of work and fun.

Let’s take a few minutes to examine how we are spending out time. This will give us an idea of whether or not we are overextended. That is, do we have too much planned and not enough time to get it all done?

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| Activity: Where does the time go?  Supplies Needed: Worksheet #5, pens or pencils  Purpose: To examine how we spend our time and to be able to identify how we can use our time more efficiently  Directions: Fill in the worksheet. Think about how many hours of each day are spend doing each of the activities. Use the “other” lines to include any other activities that are not listed in the worksheet. |

Now that you have taken a look at how you spend your time, share where you spend the bulk of your time with the group? Is there something you wish you had more time for? What is it? How can you make your time more flexible? That is, where can you spend less time so that you can spend more time doing something else?

Practice Opportunity: Practice using a calendar or planner to make sure that you accomplish the urgent and important things that you need to do for the week.

Lesson 5: Basic Money Management Skills

Learning objectives:

1. Learn about basic money management skills

Supplies Needed:

1. Handout #6 Let’s make a budget
2. Pens or pencils

Money management skills aren’t something we are born with. Instead, we are able to hone these skills through trial and error and lots of practice. These skills are developed over time. Some of us have had good financial role models, people who have taught us to budget and save money. Some of us have not been so lucky. That doesn’t mean that it’s impossible to learn money management skills and you won’t need a degree in finance! Here are some tips from nationaldebtrelief.com that we can explore to help with managing our money wisely.

* **Budget**: Budgeting is the most basic of all the financial plans you can use. This takes into consideration the relationship between your income and expenses. To be specific, it tell you if your income is enough to support your expenses. Obviously, your expenses should be lower than your income. If it’s the other way around, you need to analyze your expenses to make it lower. You have to identify what needs to be removed so you will ever go beyond your income.
* **Always have financial goals:** A goal is a great way to give your life direction. It can help guide your decisions and align all your plans together. Having clear goals can also help you to set priorities. We can sometimes be overwhelmed with all of our financial targets (saving for a vacation or paying off credit card debt). But if you carefully set your goals, you will know what needs your concentration. It will also force you to monitor your finances because you want to make sure that your financial position is strong enough to help you reach your targets.
* **Schedule budget meetings:** Being a good money manager means that you have to stay on top of your finances all the time. The simplest way to do this is to have regular meetings about the budget. If you are married, set a time with your spouse of the whole family. If you are single, well, you can consult your personal finances on your own. The important thing is to check if your budget is still aligned with your current priorities.
* **Get the best deal-all the time:** Don’t just buy something without doing a bit of research-especially when it is an expensive one. Make sure you conduct price comparisons and online research to make sure that you are getting the best product and the best value for your money. Read product reviews or search a product online to find out more about it. This way, you maximize every purchase. Know where to get the best product, what brand to use and when they go on sale. These techniques can help you save money on purchases that you would have made anyway.
* **Never shop without a list:** This is the best way to ensure that you will stick to your budget and a great way to review what you have at home before you go on a shopping errand. That is how you can be a smart spender and manager of your money.
* **Don’t forget about seasonal expenses:** Sometimes people focus on the monthly expenses alone. You have different needs each month. The holiday season increases your expenses exponentially. You need to budget for this. And what about birthday celebrations and anniversaries? You have to allocate money for these expenses.
* **Spend with a purpose:** To help you be a good money manager, it is also ideal for you to give every expense a purpose. Ask yourself why you are making this particular expense? Why are you buying this product? Why are you paying for this service? Analyze each and every expense to make sure that it will lead you to your financial goals.
* **Save with a purpose:** Just like spending, you should also be conscious of your reasons for saving. For spending, it is necessary to help you decide if you should pursue with the expense of not. For saving, it will help motivate you to save your money. After all, it is harder to save than spend. If you know why you are saving money, it would be easier to fight the natural urge to spend your money.
* **Monitor your credit report:** One of the activities of a good money manager is credit monitoring. You don’t have to be afraid of using credit, however, you have to be vigilant about it. Be on your guard because you have to make sure you will not borrow beyond what you can afford to pay back. Not only that, this monitoring will also help you avoid being a victim of identity theft. At least, you can detect when it happens and you can report it immediately.
* **Have a support network:** Finally, you have to create a support network to help you be a great money manager. You can compare notes with them and you can also get advice. Beyond that, they can also help you reach your goals.

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| Activity: Let’s make a budget  Supplies Needed: Handout #6 and pens or pencils  Purpose: to demonstrate making a monthly budget  Directions: Fill out the worksheet with all of your expenses for the month. Then compare your expenses to your income. |

Practice Opportunity: Practice making a budget every month. Try to remember to budget in seasonal expenses like birthdays and the holidays. Once you have made a monthly budget for a couple of months look at them to see if there are any trends. Do you usually have money left over for savings at the end of the month? If you don’t have money left over, what can you cut from your budget so that you can start saving?

Lesson 6: Household safety

Learning objectives:

1. Learn basic household safety including how to reduce the risk of accidents in the home
2. Learn tips for fire safety

Supplies Needed:

1. Flip chart or whiteboard and markers
2. Handout #7 Emergency Phone Numbers

We all want to feel safe in the place we live. There are some basic things that we can do in order to feel safe and to be prepared to deal with issues if they should arise. Today’s lesson will focus on basic household safety. What does that mean? Well, there are some basic things that we can do in and around our homes that will help us to reduce the risk of harm.

Before we get started on looking through our list, let’s brainstorm a list of our own and see what we can come up with.

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| Activity: What can we do to keep our homes safe?  Supplies Needed: Whiteboard or flip chart and markers  Purpose: to develop a list of things we can do to keep safe in our homes  Directions: Brainstorm a list of things you can do to keep your house/apartment safe. You can include things that you can do (like unplugging items not in use) or resources you should have handy (like who to call in case of emergency). |

Now that we have a good running list of things we can do, let’s take a look at specific rooms in the house and see what is recommended. These are things we can do to prevent fire and harm to ourselves and those we live with.

In the Kitchen:

* Keep a distance between flammable objects (papers, curtains, plastics, etc.) and fire sources (oven, stove top, etc.)
* Use harmful products (cleaning solutions, lighters) with caution (follow instructions) and keep them out of reach of children and pets.
* Never leave sharp objects (knives) or other such tools and utensils misplaced or unattended.
* Ensure electrical cords aren’t draped across other appliances or the counter or stove top.
* Leave space around appliances for proper ventilation.

In the Bathroom:

* Keep electrical appliances wrapped and away from water.
* Use non-slip strips or bath mats.
* Always keep the room clean and as dry as possible.

In the Bedroom:

* Never smoke.
* As always, ensure that everything else is a safe distance away from a source or heat or fire.
* Keep a phone and flashlight within reach.

Guard against fire with these home safety tips:

* Install smoke detectors, check them regularly and replace the batteries at least once a year.
* Avoid overloading outlets and extension cords.
* Keep fire extinguishers handy and know how to use them.
* Establish a safety exit, and make sure it is never blocked.
* Never block or pile things on heaters or near heat-exuding appliances and make sure they don’t get overheated.
* Never leave any type of fire or hot appliance unattended.

Have easy access to important phone numbers: the police, the fire department, poison control, and family, friends, and neighbors in case of emergency.

Did you know the kitchen is where more home fires occur than anywhere else in the house and that cooking is the number one cause of home fires? There are also some specific things you can do to help prevent fires in the kitchen. Here are 10 tips from the American Red Cross on 10 Ways to Avoid a Kitchen Fire:

1. Never leave cooking food unattended-stay in the kitchen when frying, grilling or broiling food. If you have to leave the kitchen, even for a second, turn off the stove.
2. Check food regularly while cooking and remain in the home while cooking.
3. Use a timer so you’ll remember that the stove or oven is on.
4. Don’t wear loose clothing or dangling sleeves while cooking (ex. Scarves, ties)
5. Keep children away from the cooking area. Enforce a “kid-free zone” and make them stay at least three feet away
6. Keep anything that can catch fire-pot holders, oven mitts, wooden utensils, paper, or plastic bags, food packaging and towels or curtains-away from your stove, oven or any other appliance in the kitchen that generates heat.
7. Clean cooking surfaces on a regular basis to prevent grease buildup.
8. Consider purchasing a fire extinguisher to keep in your kitchen. Contact your local fire department to take training on proper use of extinguishers.
9. Always check the kitchen before going to bed or leaving the home to make sure all stoves, ovens, and small appliances are turned off.
10. Install a smoke alarm near your kitchen, on each level of your home, near sleeping areas, and inside and outside bedrooms if you sleep with doors closed. Use the test button to check it each month. Replace all batteries at least once a year.

What can you do if there is a fire in the kitchen? When a fire starts in the kitchen, you need to act fast to keep the fire from getting out of control. But how you act depends on what kind of fire you have and where it is. Follow these instructions for putting out kitchen fires:

* If you have a fire in the oven or microwave, close the door or keep it closed, and turn off the oven. Don’t open the door! Lack of oxygen will suffocate the flames.
* If your oven continues to smoke like a fire is still going on in there, call the fire department.
* If you have a fire in a cooking pan, use an oven mitt to clap on the lid, then move the pan off the burner, and turn off the stove. The lack of oxygen will stop the flames in a pot.
* If you can’t safely put a lid on a flaming pan or you don’t have a lid for the pan, use your fire extinguisher. Aim at the base of the fire-not the flames.
* Never use water to put out grease fires! Water repels grease and can spread the fire by splattering the grease. Instead, try one of these methods:
  + If the fire is small, cover the pan with a lid and turn off the burner.
  + Throw lots of baking soda or salt on it. Never use flour, which can explode or make the fire worse,
  + Smother the fire with a wet towel or other large wet cloth.
  + Use a fire extinguisher.
* Don’t swat at a fire with a towel, apron, or other clothing. You’re likely to fan the flames and spread the fire.
* If the fire is spreading and you can’t control it, get everyone out of the house and call 911! Make sure everybody in the house knows how to get out of the house safely in case of a fire. Practice your fire escape route.

It can be scary to be in a situation where you need help from the police, fire department or ambulance. Being prepared can help you manage household emergencies if they arise. Use the handout titled “Emergency Phone Numbers”. Fill it out and keep it handy in your home so that you are ready if you need help!

Practice Opportunity: Fill out the “Emergency Phone Numbers” handout. (handout #7)

Lesson 7: Doing laundry

Learning Objectives:

1. Learn how to sort and wash various laundry items

Supplies Needed:

1. Handout # 8, the laundry process worksheet
2. Handout #9, the laundry game

Today’s lesson is on doing the laundry. Let’s face it, doing the laundry is a chore. But it doesn’t have to be a difficult chore. There are several things you need to know in order to do the laundry and once you’ve got the process down you won’t have to worry about clothes getting shrunk, colors running or items being destroyed in the washer or dryer.

Here’s a peek at what the lesson will look like today.

1. Learn the steps of doing the laundry. The includes sorting and then doing the laundry.
2. We will complete an exercise to ensure that we all understand the laundry process.
3. Visit a local laundromat and do a load of laundry!

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| Use handout #8-The Laundry Process  Directions: Read through the handout with the group and make sure that they understand the process. Stop and ask the group if they have any questions or need clarification on anything. |

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| Activity: The Laundry Game  Supplies Needed: Handout #9, 8 small baskets or buckets, laundry cards  Purpose: To demonstrate understanding of the laundry process  Directions: Distribute laundry cards to participants and have them sort them into the corresponding basket. |

Practice Opportunity: This practice opportunity may be done with the group at a laundromat in the community.

Go to the laundromat and practice doing laundry.

Lesson 8: General Health and Wellness

Learning Objectives:

1. Learn tips for improving healthy eating
2. Learn about preventative medical tests

Supplies Needed:

1. Flipchart or whiteboard and markers
2. Optional: Handout #10

Another key to managing your home is taking care of your own health and wellness. Why is health and wellness important? You may have a medical condition that needs attention like diabetes or high blood pressure. That doesn’t mean that you can’t reach your goal and be successful but it does mean that you will have to monitor your health so that it doesn’t get in the way of working towards your goal. Your support team can help! Regular checkups and routine medical tests are another way to make sure that you are healthy and well. What does health and wellness mean to you? Let’s brainstorm.

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| Activity: Brainstorming Healthy and Wellness  Supplies Needed: Whiteboard or flipchart and markers  Purpose: To start the conversation about health and wellness  Directions: Brainstorm words or activities that describe health and wellness |

There are several things we can do to make sure that we are healthy and well. One of those things is to eat a healthy, balanced diet. Here is what the CDC recommends for healthy eating to maintain a healthy weight.

Healthy Eating for a Healthy Weight

A healthy lifestyle involves many choices. Among them, choosing a balanced diet or healthy eating plan. So how do you choose a healthy eating plan? Let’s begin by defining what a healthy eating plan is.

According to the Dietary Guidelines for Americans 2015-2020, a healthy eating plan:

* Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products
* Includes lean meats, poultry, fish, beans, eggs, and nuts
* Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars
* Stays within your daily calorie needs

Eat Healthfully and Enjoy It!

A healthy eating plan that helps you manage your weight includes a variety of foods you may not have considered. If “healthy eating” makes you think about the foods you **can’t** have, try refocusing on all the new foods you **can** eat-

* **Fresh, Frozen, or Canned Fruits**- don’t think just apples or bananas. All fresh, frozen, or canned fruits are great choices. Be sure to try some “exotic” fruits, too. How about a mango? Or a juicy pineapple or kiwi fruit! When your favorite fresh fruits aren’t in season, try a frozen, canned or dried variety of a fresh fruit you enjoy. One caution about canned fruits is that they may contain added sugars or syrups. Be sure and choose canned varieties of fruit packed in water or in their own juice.
* **Fresh, Frozen, or Canned Vegetables**- try something new. You may find that you loved grilled vegetables or steamed vegetables with an herb you haven’t tried like rosemary. You can sauté (panfry) vegetables in a non-stick pan with a small amount of cooking spray. Or try frozen or canned vegetables for a quick side dish-just microwave and serve. When trying canned vegetables, look for vegetables without added salt, butter or cream sauces. Commit to going to the produce department and trying a new vegetable each week.
* **Calcium-rich foods-**you may automatically think of a glass of low-fat or fat-free milk when someone says “eat more dairy products.” But what about low-fat and fat-free yogurts without added sugars? Those come in a variety of flavors and can be a great dessert substitute for those with a sweet tooth.
* **A new twist on an old favorite-**if your favorite recipe calls for frying fish or breaded chicken, try healthier variations using baking or grilling. Maybe even try a recipe that uses dry beans in place of higher fat meats. Ask around or search the internet and magazines for recipes with fewer calories-you might be surprised to find you have a new favorite dish!

**Do I have to give up my favorite comfort food?**

No! Healthy eating is all about balance. You can enjoy your favorite foods even if they are high in calories, fat or added sugars. The key is eating them only once in a while, and balancing them out with healthier foods and more physical activity.

Some general tips for comfort foods:

* Eat them less often. If you normally eat these foods every day, cut back to once a week or once a month. You’ll be cutting your calories because you’re not having the food as often.
* Eat smaller amounts. If your favorite higher-calorie food is a chocolate bar, have a smaller size of only half a bar.
* Try a lower-calorie version. Use lower-calorie ingredients or prepare food differently. For example, if your macaroni and cheese recipe uses whole milk, butter, and full-fat cheese, try remaking it with non-fat milk, less butter, light cream cheese, fresh spinach and tomatoes. Just remember to not increase your portion size.
* The point is, you can figure out how to include almost any food in your healthy eating plan in a way that still helps you lose weight or maintain a healthy weight.

|  |
| --- |
| Activity: What am I willing to try?  Supplies Needed: None  Purpose: to start the conversation about changing eating habits  Directions: Ask participants to identify small changes they are willing to make healthier food choices |

Facilitator Note: Use handout #10 “Improving your eating habits” during the lesson or provide it to the group for additional reading outside of the group.

Another way we can keep healthy is by seeing the doctor for regular check-ups and having regular health screenings.

|  |
| --- |
| Discussion Questions:  Do you have a primary care physician that you see on a regular basis?  What keeps you from going to the doctor for regular check-ups or annual physicals?  Who would you go to for help if you needed assistance finding a doctor? |

# **Preventative Screening Guidelines for Healthy Adults**

Getting preventative care is one of the most important steps you can take to manage your health. That’s because when a condition is diagnosed early, it is usually easier to treat. And regular checkups can help you and your doctor identify lifestyle changes you can make to avoid certain conditions. As always, consult with your doctor for the screenings and immunizations most appropriate for you.

Below is a screening chart. Take a look and see if you’re up to date.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Well Visit | 18–21 years | 22–26 years | 27–49 years | 50–59 years | 60–64 years | 65+ years |
| Includes personal history, blood pressure, body mass index (BMI), physical exam, preventive screening, and counseling | Annually | Every 1–3 years, depending on risk factors | | Annually | | |
| Cancer Screenings | | | | | | |
| Colorectal Cancer | Not routine, except for patients at high risk | | | * Colonoscopy at age 50 and then every 10 years, or * Annual fecal immunochemical test (FIT), or * Sigmoidoscopy every 5 years plus fecal occult blood test (FOBT) every 3 years, or * Annual FOBT | | |
| Skin Cancer | Annual total skin exam at discretion of doctor | | | | | |
| Breast Cancer (Women) | Mammograms before age 50 are performed due to individual context after discussing risks, benefits, and harms with a doctor | | | * Mammograms every two years from age 50–74 * After age 75, discuss benefits and limitations with your doctor | | |
| Cervical Cancer (Women) | Cytology (Pap Smear) every 3 years age 21–65, or cytology with HPV every 5 years for age 30–65 if both initial tests are negative | | | | | |
| Testicular and Prostate Cancer (Men) | Informed decision making regarding prostate-specific antigen screening, or PSA screening, starting at age 40–50 depending on risk | | | | | |
| Infectious Disease Screening | | | | | | |
| Zika Virus | At each prenatal visit, health care providers should screen pregnant woman for possible exposure to Zika virus before and during the current pregnancy and possible symptoms of Zika virus infection. | | | | |  |
| Chlamydia and Gonorrhea | * Annual chlamydia screening for all sexually active women younger than 25 years and sexually active women 25 years or older with risk factors (e.g., a history of prior chlamydial or other sexually transmitted infection, new or multiple sex partners, sex partner with concurrent partners, sex partner with a sexually transmitted infection, or exchanging sex for drugs or money) * Routine gonorrhea screening should be offered to sexually-active patients at high risk of infection | | | | |
| HIV | Routine screenings for patients 18 years and older, and annual for those at increased risk | | | | |
| Syphilis | Screenings for all pregnant women, and those at increased risk | | | | |
| Sensory Screenings | | | | | | |
| Eye Exam | * Every 2-4 years, age 40–54 * Every 1-3 years, age 55–64 | | | | | Every 1-2 years |
| Hearing Assessment | Unnecessary if asymptomatic | | | | | |
| Immunizations | | | | | | |
| Tetanus, Diphtheria (Td) | 1 dose of Td, then Td booster every 10 years | | | | | |
| Influenza | 1 dose annually | | | | | |
| Pneumococcal | PCV13 1 dose given first PVSV23 1, 2 or 3 doses if indicated | | | | | Once, even if previously vaccinated |
| Measles, Mumps, & Rubella (MMR) | 1–2 doses recommended for adults who meet the age requirement, lack documentation of vaccination, or lack evidence of past infection | | | | | |
| Meningococcal (Meningitis) | 1 or more doses if not previously immunized, depending on risk factors and other indicators; 10 or more doses depending on immunity or past vaccinations | | | | | |
| Varicella (Chicken Pox) | 2 doses 4–8 weeks apart without evidence of immunity | | | | | |
| Herpes Zoster (Shingle) |  | | | | 1 dose | |
| HPV (Human papillomavirus) | 3 doses if not previously immunized |  | | | | |
| Hepatitis A | 2 or 3 doses if not previously immunized when requested, or at risk | | | | | |
| Hepatitis B | 3 doses if not previously immunized | | | | | |
| Haemophilus Influenza type B | * 1 dose for patients with asplenia, or sickle cell anemia * 3 doses for patients with Hematopoietic Stem Cell Transplant History (HSCT) | | | | | |
| Other Recommended Screenings | | | | | | |
| Body Mass Index (BMI) | Regular screening for all adults | | | | |  |
| Blood Pressure (Hypertension) | Check at every visit and perform blood pressure screening for hypertension—once every two years for blood pressure less than 120/80 mm Hg, and every year for systolic blood pressure of 120 to 139 mm Hg or diastolic blood pressure of 80 to 89 mm Hg | | | | |
| Cholesterol | * Screen for lipid disorder (high cholesterol) starting at age 18 * Regular screenings for men over 35, and women over 45 who are at risk for heart disease * Regular screenings for men 18–35, and women 18–45 who have an increased risk for heart disease | | | | |

Don’t feel overwhelmed by this chart. It is a guideline. Check with your own doctor to see what tests you should have and how often you should have them.

|  |
| --- |
| Discussion Questions:  What is your level of comfort when making medical appointments?  What is your level of comfort when talking to your doctor about medical issues?  What would make you feel more comfortable? |

Congratulations! You have completed the Home Management Group Curriculum,

Please list the most important things you learned in the group:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list anything you would like to change for future participants,

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Worksheet #1: Savvy Shopping Unit Pricing Worksheet

Find the unit price for each item in the group. Which item offers the consumer the most product for his/her money?

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| General Mills Cheerios | 18 ounces | $4.79 |  |
| General Mills Cheerios | 14 ounces | $3.99 |  |
| Store Brand Toasted Oats | 14 ounces | $2.50 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| Colavita Extra Virgin Olive Oil | 17 ounces | $9.99 |  |
| Capatriti Extra Virgin Olive Oil | 101 ounces | $21.49 |  |
| Goya Extra Virgin Olive Oil | 8.5 ounces | $4.29 |  |
| Filllipo Berio Olive Oil | 16.9 ounces | $7.39 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| Breyer’s Chocolate Crackle Vanilla with Crispy Chocolate Layers Ice Cream | 1.5 quart | $5.49 |  |
| Dove Vanilla Milk Chocolate Ice Cream Bars (3 count) | 8.67 ounces | $3.99 |  |
| Ben and Jerry’s Chocolate Fudge Brownie Ice Cream | 1 pint | $4.79 |  |

<https://www.tdbank.com/wowzone/lessons/Savvy_Shopping_unit_pricing_student(6-8).pdf>

Savvy Shopping Unit Pricing Worksheet Answer Key

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| General Mills Cheerios | 18 ounces | $4.79 | $0.27 per ounce |
| General Mills Cheerios | 14 ounces | $3.99 | $0.29 per ounce |
| Store Brand Toasted Oats | 14 ounces | $2.50 | %0.18 per ounce |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| Colavita Extra Virgin Olive Oil | 17 ounces | $9.99 | $0.59 per ounce |
| Capatriti Extra Virgin Olive Oil | 101 ounces | $21.49 | $0.21 per ounce |
| Goya Extra Virgin Olive Oil | 8.5 ounces | $4.29 | $0.50 per ounce |
| Filllipo Berio Olive Oil | 16.9 ounces | $7.39 | $0.44 per ounce |

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Size** | **Price** | **Price per unit** |
| Breyer’s Chocolate Crackle Vanilla with Crispy Chocolate Layers Ice Cream | 1.5 quart | $5.49 | (48 oz.)  $0.11 per ounce |
| Dove Vanilla Milk Chocolate Ice Cream Bars (3 count) | 8.67 ounces | $3.99 | $0.46 per ounce |
| Ben and Jerry’s Chocolate Fudge Brownie Ice Cream | 1 pint | $4.79 | (16 oz.)  $0.30 per ounce |

Worksheet #2: Menu Planner

|  |  |  |  |
| --- | --- | --- | --- |
|  | Breakfast | Lunch | Dinner |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |
| Saturday |  |  |  |
| Sunday |  |  |  |

Handout #3: Shopping List



<http://www.kittybabylove.com/wp-content/uploads/2017/02/Grocery-Shopping-List.jpg>

Handout #4: Guacamole Recipe

Prep Time: 10 minutes

Yield: Serves 2-4

Ingredients:

* 2 ripe avocados
* ½ tsp Kosher salt
* 1 tbsp. of fresh lime juice or lemon juice
* 2 tbsp. to ¼ cup of minced red onion or thinly sliced green onion
* 1-2 serrano chilies, stems and seeds removed, minced
* 2 tbsp. cilantro (leaves and tender stems), finely chopped
* A dash of black pepper
* ½ ripe tomato, seeds and pulp removed, chopped

Serve with tortilla chips

Directions:

1. Cut avocado, remove flesh: cut the avocados in half. Remove the seed. Score the inside of the avocado with a blunt knife and scoop out the flesh with a spoon.
2. Mash with a fork: using a fork, roughly mash the avocado. The guacamole should be chunky.
3. Add salt, lime juice, and the rest: sprinkle with salt and lime (or lemon) juice. The acid in the lime juice will provide some balance to the richness of the avocado and will help delay the avocados from turning brown.
4. Cover with plastic and store in the refrigerator.

For a very quick guacamole, just take ¼ cup of salsa and mix it in with your mashed avocados.

\*\*Be careful handling chilies if using. Wash your hands thoroughly after handling and do not touch your eyes or the area near your eyes with your hands for several hours.

Source: <http://www.simplyrecipes.com/recipes/perfect_guacamole/#ixzz50bytjnoQ>

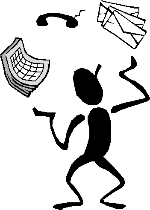
Handout #5: Where Does the Time Go?

Directions: Estimate the number of hours you spend doing each of the following activities in a week. Use the “other” lines to include any other activities you do.

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | # hours per day |  | Total hours spent per week |
| Sleep |  | x 7 |  |
| Hygiene/personal grooming |  | x 7 |  |
| Meals |  | x 7 |  |
| Travel (to a program, visiting friends, to work, etc.) |  | x 7 |  |
| Errands/chores |  | x 7 |  |
| Work |  | x 7 |  |
| Friends/Socialization |  | x 7 |  |
| Hobbies |  | x 7 |  |
| Physical Fitness Activities |  | x 7 |  |
| Watching TV or playing video games |  | x 7 |  |
| Using the internet |  | x 7 |  |
| Using the phone (talking or texting) |  | x 7 |  |
| Other: |  | x 7 |  |
| Other: |  | x 7 |  |

TOTAL

|  |
| --- |
| Total Hours Available: 168  -Total hours of activities:  = hours available |



Handout #6: Make a budget

Month: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Income this month:

|  |  |
| --- | --- |
| Income | Monthly Total |
| Paychecks (salary after taxes, benefits, and check cashing fees) | $ |
| Other income (after taxes) for example: child support | $ |
| Total Monthly Income | $ |

My Expenses this month:

|  |  |
| --- | --- |
| **Housing Expenses** | Monthly Total |
| Rent or mortgage |  |
| Renter’s insurance or homeowner’s insurance |  |
| Utilities (like electricity and gas) |  |
| Internet, cable, and phones |  |
| Other housing expenses (like property taxes) |  |

|  |  |
| --- | --- |
| **Food Expenses** | Monthly Total |
| Groceries and household supplies |  |
| Meals out |  |
| Other food expenses |  |

|  |  |
| --- | --- |
| **Transportation Expenses** | Monthly Total |
| Public transportation and taxis |  |
| Gas for car |  |
| Parking and tolls |  |
| Car maintenance (like oil changes) |  |
| Car insurance |  |
| Car loan |  |
| Other transportation expenses |  |

|  |  |
| --- | --- |
| **Health Expenses** | Monthly Total |
| Medicine |  |
| Health insurance |  |
| Other expenses like doctor’s appointments and eyeglasses |  |

|  |  |
| --- | --- |
| **Personal and Family Expenses** | Monthly Total |
| Child care |  |
| Child support |  |
| Money given or sent to family |  |
| Clothing and shoes |  |
| Laundry |  |
| Donations |  |
| Entertainment (like movies and amusement parks) |  |
| Other personal or family expenses (like beauty care) |  |

|  |  |
| --- | --- |
| **Finance Expenses** | Monthly Total |
| Fees for cashier’s checks and money orders |  |
| Prepaid cards and phone cards |  |
| Bank or credit card fees |  |
| Other fees |  |

|  |  |
| --- | --- |
| **Other Expenses** | Monthly Total |
| School costs (like supplies, tuition, student loans) |  |
| Other payments (like credit cards and savings) |  |
| Other expenses this month |  |

|  |
| --- |
| Total Expenses $ |

Income – Expenses = ( )



Handout #7: Emergency Phone Numbers

**General Emergency Contacts**

|  |  |
| --- | --- |
|  | Phone Number |
| Fire Department |  |
| Paramedics/Ambulance |  |
| Police |  |
| Building Manager (if applicable) |  |
| 24 hour emergency call number from housing program (if applicable) |  |
| 24 hour emergency call number from program |  |

**Utility Company Emergency Contacts (specify name and phone number)**

|  |  |
| --- | --- |
|  | Phone Number |
| Electric |  |
| Water |  |
| Gas (if applicable) |  |
| Telephone |  |

**Personal Emergency Contacts (specify name and phone number)**

|  |  |
| --- | --- |
| Name | Phone Number |
|  |  |
|  |  |
|  |  |

Handout #8: The Laundry Process

# **HOW TO SORT LAUNDRY**

Sorting is one of the most important steps in laundering. While you sort, you should:

1. Look for spots and stains and treat them before washing.
2. Close zippers, hooks, buttons, etc. to prevent snagging.
3. Remove all items from pockets.
4. Tie sashes and belts loosely to prevent tangling.
5. Look for tears, rips, etc. and repair them before washing.
6. Sort clothes into loads of the correct size for the washer.
7. Identify special-care or hand-washable items and keep them separate, including non-colorfast items.

Sorting is done by:

1. Color
   1. White, or white background with pastel patterns
   2. Solid or print pastels
   3. Medium and bright colors
   4. Dark colors
   5. Colorfast

Colorfast means the fabric maintains or keeps it color without fading of bleeding (running) onto other fabrics.

Non-colorfast means the colors in the fabric may fade or bleed onto other fabrics when wet.

1. Type and weight of fabric
   1. Loosely woven, knitted, and sheers
   2. Lint producing: towels, sheets, terry cloth, etc.
   3. Tightly woven, heavy fabrics
2. Kind and amount of soil
   1. Heavily soiled or stained items should be washed separately
   2. Polyesters pick up oily stains and should not be washed with items which are soiled with oily or greasy stains.
3. Size
   1. Mix large and small items in each load for better cleaning and movement of items in the washer.

THE LAUNDRY PROCESS

SORT>PRETREAT>MEND>CARE>DRY>IRON

The steps of the laundry process are as follows:

1. **Sort** the clothing. This includes understanding care labels and consumer information.
2. **Pretreat** stains and heavily soiled areas. Fresh stains are easier to remove than old stains.
3. **Mend** or repair. Mending articles before washing to keep torn area from getting larger.
4. Operate the **wash**ing machine.
   1. Select the wash water temperature.
      1. Hot water sets stains, shrinks clothes, fades colors, costs more.
      2. Warm water causes little damage to clothing.
      3. Cold water protects fabrics, prevents shrinkage, prevents fading, allows stains to remove easily, works best with detergents, costs less.
   2. Select the rinse water temperature.
      1. Warm water reactivates the detergent and causes the clothing not to rinse thoroughly.
      2. Cold water allows the rinse cycle to work the best.
   3. Select the water level and agitation cycle.
      1. Use the regular setting for medium and heavy weight fabrics.
      2. Use the delicate setting for lightweight fabrics or delicate items.
   4. Select laundry products.
      1. Chlorine (liquid) bleach is mainly used on white cotton fabrics.
      2. Powdered bleach can be used safely on other fabrics.
      3. Chlorine (liquid) bleach should be added to the wash water and mixed thoroughly before the clothes are in the washer. The bleach should not be poured directly on the clothing.
      4. Always use the amount of detergent recommended on the box or less—too much detergent is difficult to rinse out and makes the clothing sticky and dull in color.
      5. Don’t use extra detergent for extra-dirty clothes—wash them twice instead.
5. Handle fabrics **care**fully to reduce the need for ironing.
   1. Using fabric softeners or conditioners helps eliminate wrinkling.
   2. Take the clothes out of the dryer immediately when dry, while they are still warm; fold or hang.
6. Operating the **dry**er
   1. Selecting the temperature
      1. High heat damages clothing
      2. Medium heat does less damage than high heat
      3. Low heat is least damaging but takes longer to dry clothing
   2. Selecting the time
      1. Special care and delicate items only need about 10 to 15 minutes of drying time on a low temperature
      2. An average load of clothing requires about 25 to 30 minutes of drying time
      3. Heavier items, such as towels and jeans, require a longer drying time
7. **Iron**ing or pressing
   1. If you aren’t sure what temperature to use, start with a lower temperature and increase it until the wrinkles are out.
   2. Moisture or steam helps remove wrinkles.

Handout #9: The Laundry Game

After reading the information about sorting, get the laundry items from your group leader and sort them into appropriate laundry groups. When you have finished, share your answers with the group to see if you’re right!

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**LAUNDRY GAME LAUNDRY CARDS**

Directions: Have participants read the background information before they participate. Distribute cards (mounted on color paper the same color as the item) and have participants sort them into 8 small pre-labeled baskets.

|  |  |
| --- | --- |
| 1  White  Cotton  Sweat socks | 2  Light blue  Cotton knit  Sweater |
| 3  White  Nylon  Slip and bra | 4  Navy blue  Acrylic  Socks |
| 5  green  cotton  towels and washcloths | 6  pink and yellow flowered  cotton  dress |

|  |  |
| --- | --- |
| 7  Tan  Cotton/polyester  Sheets and pillowcases | 8  bright pink  polyester  pajamas |
| 9  purple (non-colorfast)  cotton/polyester  t-shirt | 10  white  cotton  dishtowels |

|  |  |
| --- | --- |
| 11  Hot pink  Cotton blend  Sweat suit | 12  White  Cotton blend  Undershirts and shorts |
| 13  Pastel  Nylon  Underpants | 14  Black  Polyester  Slacks |
| 15  Pink  Cotton  Nightgown | 16  Dark blue  Polyester  Dress |
| 17  Bright colors  Cotton/polyester  Sheets and pillowcases | 18  Brown  Cotton/Polyester  Pajamas |
| 19  Dark green  Cotton/polyester  Corduroy slacks | 20  Bright blue  Cotton/polyester  Shirt |

|  |  |
| --- | --- |
| 21  Navy  Cotton blend  Jeans | 22  Red  Cotton blend  Socks |
| 23  Yellow  Cotton  Towels and washcloths | 24  Yellow  Cotton blend  Bath mat |
| 25  Red (non-colorfast)  Cotton  Sweater | 26  Bright green  Cotton/polyester  Gym shorts |
| 27  Light blue  Nylon  Nightgown | 28  Gray  Wool  Sweater |
| 29  Beige  Polyester  Slacks | 30  Beige and brown Heavily soiled Work clothes |

# LAUNDRY GAME— ANSWER KEY

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Handout #10: Improving Your Eating Habits

When it comes to eating, we have strong habits. Some are good (“I always eat breakfast”), and some are not so good (“I always clean my plate”). Although many of our eating habits were established during childhood, it doesn’t mean it’s too late to change them.

Making sudden, radical changes to eating habits such as eating nothing but cabbage soup, can lead to short term weight loss. However, such radical changes are neither healthy nor a good idea, and won’t be successful in the long run. Permanently improving your eating habits requires a thoughtful approach in which you Reflect, Replace, and Reinforce.

* **REFLECT** on all of your specific eating habits, both bad and good; and, your common triggers for unhealthy eating.
* **REPLACE** your unhealthy eating habits with healthier ones.
* **REINFORCE** your new, healthier eating habits.

Reflect, Replace, Reinforce: A Process for improving your eating habits

1. Create a list of your eating habits. Keeping a food diary for a few days, in which you write down everything you eat and the time of day you ate it, will help you uncover your habits. For example, you might discover that you always seek a sweet snack to get you through the mid-afternoon energy slump. It’s good to note how you were feeling when you decided to eat, especially if you were eating when not hungry. Were you tired? Stressed out?
2. Highlight the habits on your list that may be leading you to overeat. Common eating habits that can lead to weight gain are:
   * Eating too fast
   * Always cleaning your plate
   * Eating when not hungry
   * Eating while standing up (may lead to eating mindlessly or too quickly)
   * Always eating dessert
   * Skipping meals (or maybe just breakfast)
3. Look at the unhealthy eating habits you’ve highlighted. Be sure you’ve identified all the triggers that cause you to engage in those habits. Identify a few you’d like to work on improving first. Don’t forget to pat yourself on the back for the things you’re doing right. Maybe you almost always eat fruit for dessert, or you drink low-fat or fat-free milk. These are good habits! Recognizing your successes will help encourage you to make more changes.
4. Create a list of “cues” by reviewing your food diary to become more aware of when and where you’re “triggered” to eat for reasons other than hunger. Note how you are typically feeling at those times. Often an environmental “cue”, or a particular emotional state, is what encourages eating for non-hunger reasons. Common triggers for eating when not hungry are:
   * Opening up the cabinet and seeing your favorite snack food
   * Sitting at home watching television
   * Before or after a stressful meeting or situation at work
   * Coming home after work and having no idea what’s for dinner
   * Having someone offer you a dish they made “just for you”
   * Walking past a candy dish on the counter
   * Sitting in the break room beside the vending machine
   * Seeing a plate of doughnuts at the morning staff meeting
   * Swinging through your favorite drive-through every morning
   * Feeling bored or tired and thinking food might offer a pick-me-up
5. Circle the “cues” on your list that you face on a daily basis or weekly basis. Going home for the Thanksgiving holiday may be a trigger for you to overeat, and eventually, you want to have a plan for as many eating cues as you can. But for now, focus on the ones you face more often.
6. Ask yourself these questions for each “cue” you’ve circled:
   * Is there anything I can do to avoid the cue or situation? This option works best for cues that don’t involve others. For example, could you choose a different route to work to avoid stopping at a fast food restaurant on the way? Is there another place in the break room where you can sit so you’re not next to the vending machine?
   * For things I can’t avoid, can I do something differently that would be healthier? Obviously, you can’t avoid all situations that trigger your unhealthy eating habits, like staff meetings at work. In these situations, evaluate your options. Could you suggest or bring healthier snacks or beverages? Could you offer to take notes to distract your attention? Could you sit farther away from the food so it won’t be as easy to grab something? Could you plan ahead and eat a healthy snack before the meeting?
7. Replace unhealthy habits with new, healthy ones. For example, in reflecting upon your eating habits, you may realize that you eat too fast when you eat alone. So, make a commitment to share a lunch each week with a colleague, or have a neighbor over for dinner one night a week. Other strategies might include putting your fork down between bites or minimizing other distractions (i.e. watching the news during dinner) that might keep you from paying attention to how quickly—and how much—you’re eating. Here are more ideas to help you replace unhealthy habits:
   * Eat more slowly. If you eat too quickly, you may “clean your plate” instead of paying attention to whether your hunger is satisfied.
   * Eat only when you’re truly hungry instead of when you are tired, anxious, or feeling an emotion besides hunger. If you find yourself eating when you are experiencing an emotion beside hunger, such as boredom or anxiety, try to find a non-eating activity to do instead. You may find a quick walk or phone call with a friend helps you feel better.
   * Plan meals ahead of time to ensure that you eat a healthy well-balanced meal.
8. Reinforce your new, healthy habits and be patient with yourself. Habits take time to develop. It doesn’t happen overnight. When you do find yourself engaging in an unhealthy habit, stop as quickly as possible and ask yourself, Why do I do this? When did I start doing this? What changes do I need to make? Be careful not to berate yourself or think that one mistake “blows” a whole day’s worth of healthy habits. You can do it! It just takes one day at a time!

Resources

10 ways to avoid a kitchen fire <http://www.redcross.org/news/article/Avoid-Kitchen-Fires-Use-Red-Cross-Tips>

Cleaning Schedule activity <https://2umrg644bie53bq7b83dm2p8-wpengine.netdna-ssl.com/wp-content/uploads/sites/3/2015/07/Housing_and_Home_Management.pdf>

Comparison Shopping <http://www.businessdictionary.com/definition/comparison-shopping.html>

Grocery shopping list <http://www.kittybabylove.com/wp-content/uploads/2017/02/Grocery-Shopping-List.jpg>

Guacamole recipe <http://www.simplyrecipes.com/recipes/perfect_guacamole/>

Home safety tips <http://www.atlantictraining.com/safety-tips/home-safety-tips.php>

Improving your eating habits <https://www.cdc.gov/healthyweight/losing_weight/eating_habits.html>

Laundry skills <http://www.uen.org/Lessonplan/preview.cgi?LPid=577>

Make a budget worksheet <https://www.consumer.ftc.gov/articles/pdf-1020-make-budget-worksheet.pdf>

Menu planning <http://organizedhome.com/kitchen-tips/menu-planning-save-time-kitchen>

Money management tips <https://www.nationaldebtrelief.com/10-skills-will-make-good-money-manager/>

Nutrition tips <https://www.cdc.gov/healthyweight/healthy_eating/index.html>

Preventative screening guidelines for healthy adults <https://www.bluecrossma.com/wps/portal/members/healthier-living/manage-my-health/screening-guidelines-adults/>

Putting out a kitchen fire <http://www.dummies.com/food-drink/cooking/kitchen-safety/how-to-put-out-kitchen-fires/>

Savvy shopping unit pricing worksheet <https://www.tdbank.com/wowzone/lessons/Savvy_Shopping_unit_pricing_student(6-8).pdf>

Time management <https://caps.ku.edu/time-management>

Unit Pricing and Comparison Shopping [https://www.vscpa.com/Content/Files/vscpa/Documents/2010/Financial%Fitness/Penny\_Wise\_Lesson\_2.pdf](https://www.vscpa.com/Content/Files/vscpa/Documents/2010/Financial%25Fitness/Penny_Wise_Lesson_2.pdf)

Where does the time go? Worksheet <http://lss.info.yorku.ca/files/2013/08/Where-Does-My-Time-Go.pdf>