



## ILS Module 6: Laundry Skills

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**Plan to have a planning meeting with the ILS team one month before the program.**

Planning meeting location:		Planning meeting date:
Event location:		
Event date:	Event start time:	Event end time:
Grocery store where items will be purchased:		

Who	What	By When	Completed?
	Send out action plan and meeting notes to team		
	Print and braille nametags		
	Braille nametags for lunch bags		
	Print task analysis and homework		
	Contact braille production for braille copies for task analysis and homework		
	Grocery/online list for purchase		
	Email instructor about time and store address		
	Pick up groceries from store		

### Agenda (Fillable)

Time	Activity
	Staff should arrive 1.5 hours before the event for setup
	Arrival, nametags, hand sanitizer, agenda, quick snack, introductions and overview of evening
	Break into groups for stations Station 1: Washing Machine and Dryer (30 mins) Station 2: Sorting and Marking Clothes (30 mins) Station 3: Ironing Clothes (30 mins) Station 4: Wrinkle Release Spray (15 mins) Station 5: Ants on a Log (15-30 mins) Station 6: Shoe Tying (15 mins)
	Station rotation
	Station rotation
	Wrap up and end of program

### Rotations (Fillable)

Group/Time	Group 1 (Preschool Boys)	Group 2 (Elementary Boys)	Group 3 (Middle School Girls)
	Station 1	Station 2	Station 3 and 4
	Station 2	Station 4 and 5	Station 1
	Station 5	Station 1	Station 2
	Clean up station 5	Station 6	Station 5

## Groups (Fillable)

Group 1: Preschool	Group 2: Elementary	Group 3: Middle/High School

## Staff Agenda Overview

### Family Arrival and Snack

- Have families come in, apply hand sanitizer, eat small snack

### Introduction and Overview of Events

(1 instructor)

### Station 1: Washing Machine and Dryer

(1-2 instructors, 30 minutes)

- Explore the settings and buttons. Have the students feel the inside of each. Talk about making sure you have all of the clothes out of the washing machine when you transfer clothes to the dryer. Talk about marking clothes with a special pin to indicate clothes that cannot go in the washer. Practice measuring soap (both liquid and powder).
- Have students explore packaging along with laundry pods, dryer sheets, wool balls, stain sticks.
- Have preschool children explore the machines and practice scooping laundry soap and pouring it into another container that can easily be put back in the original container. Place a few wet pieces of clothing in the washer and have the child move it over to the dryer.



**Station 2: Sorting and Marking Clothes**

(1-2 instructors, 30 minutes)

- Have children practice sorting clothes by color. Discuss color apps, color identification devices, and labeling pins. Discuss what is considered a dark color and what is considered a light color. Discuss coming up with a method for marking clothes with a small safety pin (orient so pins that are vertical to the collar or waistband indicate dark clothes, and horizontal to the collar indicate light clothes—there is not a universal method for this). Show different textures on clothes and matching socks. Show sock locks/pins. Show sock/delicates bag. Discuss sorting bins/hampers (dark, lights, towels).
- Young children can learn how to sort small and big items as well as soft and rough items, and practice placing clothing in a hamper. Use hand over hand if needed. Be sure to provide parents with ideas for marking clothes and sorting tricks.

**Station 3: Ironing Clothes**

(1 instructor, 30 minutes)

- Explore a cool iron. Show where water goes for steam. Explore settings. Discuss marking commonly used settings. Explore ironing board. Practice opening and closing the board. Practice ironing a cotton towel without heat. Talk about keeping iron upright unless it is moving on clothes (don't scorch the material). Practice ironing a towel with heat. Show how to spray starch on clothes. Show how to add water with a cup to iron.
- Do not have the youngest children do this activity. If you want to introduce the elementary students to this, use only a non-heated iron.

**Station 4: Wrinkle-Release Spray**

(1 instructor, 15 minutes)

- Use wrinkle-release spray; show how to aim the nozzle and spray clothes. Show how to pull the wrinkles out and smooth the clothing. Have students try with a wrinkled item. Discuss placing items in a dryer with a damp cloth to get wrinkles out.

**Station 5: Ants on a Log**

(1 instructor, 15-30 minutes)

- Have students practice cutting celery into 2-4 sticks. Spread sunflower butter or peanut butter (check for allergies) on the celery and add raisins in a single line on top. Use a small cup to hold the sunflower butter or peanut butter so the original container is not contaminated. Use a butter knife or teaspoon for spreading.
- Young children may need 30 minutes for this activity. Use a lettuce knife and offer hand under hand if needed to practice cutting celery. Young children can practice cutting playdough first if easier cutting is needed.
- Group 1 (1 Instructor, 15 minutes): This group can get additional practice with cleanup skills, grid-pattern practice with wiping trays or tables, or handwashing spoons and small plates.

**Station 6: Shoe-Tying Skills**

(1 instructor, 15-30 minutes)

- Practice shoe-tying skills. This is a repeat lesson but often requires more guidance.

**Wrap-up and Homework**

- Homework: Laundry Homework
- Shoe-Tying Task Analysis
- Can send home items for making Ants on a Log. Need bag of celery sticks, bag or small box of raisins, and small peanut butter pack for each child.

Grocery store where items will be purchased:

### Items to purchase at grocery store:

#### Snack:

- ☐ Granola bars
- ☐ Meat and cheese tray
- ☐ Water bottles
- ☐ Veggie tray

#### Ants on a Log:

- ☐ Large package of celery
- ☐ Small 8-12-ounce container of raisins
- ☐ Peanut butter or sunflower butter

#### Laundry:

- ☐ Wrinkle-release spray
- ☐ Stain stick or stain remover spray
- ☐ Laundry soap pods
- ☐ Laundry soap powder
- ☐ Laundry soap liquid
- ☐ Spray starch
- ☐ Dryer sheets/fabric softener

### Items to purchase online:

- ☐ Wool dryer balls
- ☐ Playdough



**Items instructor will bring (already have in ILS materials)**

- ☐ Access to washer and dryer
- ☐ HI-Marks
- ☐ Bump Dots
- ☐ Laundry baskets
- ☐ Iron
- ☐ Ironing board
- ☐ Cup to add water to iron
- ☐ Sock Locks
- ☐ Clothing color identifier pins
- ☐ Color identifier app
- ☐ Delicates laundry bag
- ☐ Hamper with 3 dividers
- ☐ Several pairs of socks
- ☐ Several towels
- ☐ Several washcloths
- ☐ 2-3 cotton towels for ironing
- ☐ Safety pins
- ☐ Shirts with buttons
- ☐ T-shirts
- ☐ Pants
- ☐ Tennis shoes with laces
- ☐ Silverware
- ☐ Cutting board
- ☐ Lettuce knife
- ☐ Small bowls
- ☐ Small plates
- ☐ Trays
- ☐ Dish rag
- ☐ Dish soap
- ☐ Hand sanitizer
- ☐ Paper plates
- ☐ Napkins/paper towels
- ☐ Marker (thick, black or dark blue)
- ☐ Sticker nametags (large print and braille student names on tags for lunch bags, and remainder of tags for parents)
- ☐ Paper lunch bags
- ☐ Zip-close plastic bags

## Cooking Tips

The document below contains a large number of important tips and resources for cooking as a person who is Blind or Visually Impaired.

- [MDE-LIO Cooking Tips Document](https://bit.ly/30f7oy2) (bit.ly/30f7oy2)

## Tip Sheets

- [How to Do Laundry if You're Blind or Visually Impaired](https://bit.ly/3i72b17) (bit.ly/3i72b17)

## Training Videos

### Resource from Washington State School for the Blind

- [Learn to Tie a Shoe](https://bit.ly/33cdp03) (bit.ly/33cdp03)

### Other Videos:

- [How to Do Laundry](https://bit.ly/3kctmcQ) (bit.ly/3kctmcQ)
- [Tips for Ironing Safely](https://bit.ly/3kjf2zt) (bit.ly/3kjf2zt)
- [Easy Way to Teach Kids to Tie Shoelaces](https://bit.ly/30qudP6) (bit.ly/30qudP6)

- Staff should arrive 1.5 hours ahead of families and set up all stations.
- Have one staff member pick up groceries from an order-ahead grocery store approximately 2 hours before the program start time.

### Check-In Station

Nametags arranged in alphabetical order (all nametags with large print and braille). Have sticker nametags and thick black marker for parents to write their own (the parent who is attending often changes, whereas the child who is attending does not). Have hand sanitizer at the station.

### Snack Station

Near the check-in station, set up a small station for families to grab a quick snack; most families are coming from work if you have it in the evening. Make sure you have snack plates, serving utensils, napkins, and water bottles available.

### Discussion Area

Set up an area for families to sit prior to starting at the stations (several large tables in a U shape or rectangle shape works well). It is best to not have families sit at the stations prior to instruction; it will keep each station intact and help them focused on your discussion.

### Station 1: Washing Machine and Dryer

1. Mark washing machine and dryer
2. Set tray on table or top of dryer
  - Liquid laundry soap
  - Powdered laundry soap
  - Laundry soap pods
  - Pins
  - Shirt and pants marked with horizontal and vertical pin on waistband/collar
  - Dryer sheets
  - Wool balls
  - Stain stick/spray
  - Container to practice scooping and dumping powdered soap
  - Container to practice pouring soap
  - 2-3 wet clothes (set aside in sink or bucket, then add after exploration)

**Station 2: Sorting and Marking Clothes**

1. On table:
  - Labeling pins
  - Color identification device and phone app
  - Sock Locks
  - Delicates bag
  - Hamper with 3 compartments
2. On floor in laundry basket:
  - T-shirts
  - Pants
  - Socks

**Station 3: Ironing Clothes**

1. Ironing board
2. Iron with bump dot for common settings
3. Cotton towel
4. Spray starch
5. Cup for water

**Station 4: Wrinkle-Release Spray**

1. At table:
  - Wrinkled clothes
  - Wrinkle-release spray

**Station 5: Ants on a Log**

1. At table:
  - Cup of peanut butter or sunflower butter
  - Raisins
  - Celery
  - Playdough
2. Place 3-4 trays at the table with:
  - Butter knife
  - Cutting board
  - Lettuce knife or small sharp knife
  - Dish rag

**Station 6: Shoe-Tying Skills**

1. On the floor:
  - Tennis shoe with laces (or use child's shoe)

## Creating Nametags

1. In Microsoft Word, in your top ribbon, go to the Mailings heading.
2. Select Labels from the Create section.
3. Select Options from the Envelope and Labels pop-up box.
4. Select the Label Vendor you are using.
5. Select the code for the correct product number for the label you are using.
  - Product numbers can be located on the packaging and often on the label page.
6. Create labels to fit in vinyl ID holder so you can use them again.
  - Use approximately 48-point font (Verdana, Arial, Calibri; anything that is sans serif)
  - Place clear braille sticker labels on each name badge holder so the child can find their own nametag.
  - Place the nametags for the children in alphabetical order on a table clipped to a piece of carboard so it is easy to transport in a binder and the badges aren't falling on the floor when the child looks for their name.

For the parent nametags, consider bringing disposable stickers, as the same parent does not always attend.



- These steps are written for right-handed children; if your child is left-handed, reverse the directions.
- You can teach your child to tie a shoe using a book that has a picture of a shoe with an actual lace included on it.
- Have your child watch you tie by placing their hands on top of yours to get a feeling for the motions used in tying. Explain the steps as you go through them.
- Talk about spatial concepts, up and down, front or back, right or left, and in front or behind. You should discuss and demonstrate what a loop is.

**Take the child through the steps verbally:**

1. Take the right lace and cross it over the left lace, grasping the laces together where they have formed an X.
2. The right lace will go down, under, and through the left lace.
3. Grab the right lace in your left hand and the left lace in your right and pull them tightly. You have formed the first knot.
4. Form a loop, holding it with your right index finger and thumb close to the book or shoe.
5. Take the left lace and go around the loop. Feel for the thumb on your right hand—that's where you will push the lace through. Grasp the emerging loop with your right thumb and index finger.
6. Slip your left hand to the top of the left loop.
7. Pull on both loops until they are tight.
8. Check by feeling the length of your loops to make them even. Check the length of the ties to make sure they aren't too long.

It takes a lot of practice and patience to learn tying. Use what works best with your child—a real shoe, laces in a book, or ribbon with wire in it, as it holds its shape better when making a loop. Don't become discouraged; it will take time.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Pick at least 3 days each week to complete one of the tasks below. Write the number of the activity you performed in the calendar in print or braille.

1. Mark your washing machine and dryer.
2. Separate clothes by color (darks, lights).
3. Wash a dark load of laundry.
4. Wash a light load of laundry.
5. Wash a load of towels.
6. Put clothes in the dryer.
7. Place sock clips on a pair of socks.
8. Iron a piece of clothing.