

KS5 Daily Living Skills

Each Daily Living Skills subjects will be taught as a block of sessions lasting 1 term per year in small groups to maximise learning opportunities for each pupil.

The plan will roll on three times a year basis to maximise the number of pupils that take part in the sessions.

Cooking

Meal planning

- Healthy and unhealthy foods
- Balanced diet
- Making 3-day planner of healthy meals, incl. breakfast, lunch, dinner, snacks and drinks
- Find recipes for all cooked meals mentioned in the meals planner
- Reducing food waste- planning meals to use up fresh foods
- Nutritious meal planning on a small budget

Kitchen Health and safety

- Hygiene: washing hands, cleaning work surfaces, aprons, washing up (use of dishwasher, washing by hands- hot water, washing up liquid, sponge)
- Safety: storing, using and washing sharp objects, e.g. knives, graters, equipment with blades
- Colour coded cutting boards
- Avoiding burns when using oven and hot pots
- *Food Hygiene course online, if appropriate*

Food storing

- Checking dates; difference between best before and use by
- Checking dates after an item has been open; marking open food with use by date
- Confectionary food unopened and opened
- Fresh food- fridge and non-fridge
- Freezer: frozen food, home-made food, close date food

Utensils

- What utensils we can find in the kitchen? - pots, pans, graters, knives, spoons: tsp, tbsp, mixing, scales- analogue and electronic, bowls, garlic crusher, peeler, etc.
- What and how do we use them?

- Storing and cleaning the utensils.

Shopping trip (without the purchase)

- Pupils to take a 'fake' shopping list each to the shop from different food categories and have a set budget (calculators and pencils can be take)
- Looking at the shop layout and what sort of items are in different sections
- Finding items from the shopping list
- discussing how things are sold, e.g. clove of garlic sold as bulb, multi-packets, different sizes/ quantities per packet
- finding best value for money with reasoning
- discussing, when bigger packs are better value- could the food be used in a different dish to reduce food waste

Shopping lists

- each pupil to put a recipe from their meal planner forward for a vote; group to decide on one meal they will cook
- Looking at the recipe and calculating ingredients quantities, depending on number of people's needing a meal
- Making a shopping list and checking ingredients already in the cupboard, fridge and freezer
- Adapt quantities according to what is already in the kitchen
- What sort of food can be found in different sections of the shop?
- Categorising shopping list into supermarket areas, e.g.: bakery, dairy, confectionary.
- Estimating the budget needed by checking prices on line.

Shopping (with purchase)

- Pupils to go over their shopping list categorised in sections
- Pupils to be given a budget they cannot exceed.
- Pupils to take a shopping list, calculators and/or a notepad and a pencil to note prices
- finding items in the shop
- making sure best value for money
- adaptations to stay on budget
- paying at the till
- packing

Cooking:

- checking the recipe and collecting all utensils needed for the recipe
- hygiene: washing hands, aprons, preparing working surfaces
- team to divide work among themselves
- each person prepares the amount of ingredients listed on the recipe
- following the recipe and cooking
- packing food to appropriate container
- clearing up
- fresh food peelings to horticulture compost bin
- storing food leftovers
- taking aprons and kitchen cloths for washing to DLS Room

New food plan

- Using the same food items for multiple meal ideas
- Pupils to check fresh food leftover from last shopping and creating a plan for a meal including the food item
- Finding a recipe for the meal idea
- Creating a shopping list
- Making a shopping list and checking ingredients already in the cupboard, fridge and freezer
- Adapt quantities according to what is already in the kitchen and the number of portions needed

Shopping online

- Pupils to use different online grocery shops to collect items in the basket
- Making sure best value for money
- Considering delivery fee and minimum order, pupils to choose best shop to order the food from
- Paying online, using card

Cooking (as above)**Extension:**

- Repeat New Food Plan and Shopping (with purchase) points.
- Baking for sale

Housekeeping

This section can be taught in any order.

Introduction to cleaning

- What areas do we clean?
- Why are we cleaning- bacteria's and viruses?
- Cleaning products available
- Hazardous substances (locks, keeping away from children, don't consume)

Dusting

- dusting equipment available on the market; using non-scratch cloths
- dusting products
- dusting all house areas: objects, incl. books, large surfaces, skirting boards, door frames, top of wardrobes, lamp shades, TV units, speakers, etc.

Floor care

- Using a Hoover
- Swiping
- Mopping- different equipment available on the market
- Carpet washing – be aware of the option (hire or own a carpet cleaner)

Bedding

- Sizes and types of sheets and covers
- Washing if dirty or at least every 2 weeks
- Making a bed
- Mattress care- airing, hoovering, changing every 10 years, options of mattress toppers; be aware of bed lice
- Mattress and pillow protectors
- Folding sheets and duvet covers

Window care

- Products used for window cleaning
- Cleaning windows inside and out, incl. safety
- Curtains- curtain types, washing and ironing (if needed)
- Putting curtains up

- Window blinds
- humidity

Deep cleaning kitchen

- products used for cleaning the kitchen, incl. safety of hazardous substances
- cleaning a fridge
- defrosting freezer
- cleaning microwave
- cleaning cupboards outside and inside
- cleaning a bin
- cleaning a sink

Bathrooms

- products used for cleaning and refreshing bathrooms, incl. safety of hazardous substances
- cleaning the shower screen, tray, drain, head and battery
- cleaning mirrors
- cleaning sink, drain, tap
- cleaning bathroom furniture, incl. toilet paper and towel holders, and radiators
- cleaning toilet inside and out
- cleaning bathroom floor
- changing bath and hand towels, and changing bath mats when dirty or every week.

Clothes care

- appropriate clothes for the weather and activity, e.g.: sports, interview, party
- Appearance of clothes: cleanliness, incl. BO, ironing, wear of the fabric
- **Washing clothes:** using washing machine- different settings, different washing products, e.g. wool wash/ bio/ non-bio, powder/tables/liquid, fabric conditioner, stain removers, etc.
- **Drying clothes:** using an electric dryer, using air dryer: hanging washing, using pegs and hangers (if needed), need of opening windows if drying indoors
- **Ironing:** different ironing boards and covers, opening and closing it safely, different iron types, iron settings appropriate for the fabric thickness, safety of using an iron, ironing a variety of clothes, starting with easy shapes, e.g. tea cloth to complicated garments, e.g. shirts.
- **Folding and storing clothes-** exploring different ways of folding clothes, categorising clothes into piles, adapt organising clothes according to the size and type of the storage, e.g. space for hangers, number of shelves, number of draws, etc., finding storage solutions for inside of the furniture, e.g. vest and socks boxes.

- Clothes repairs- sewing small holes, sewing a button, taking trousers up with a tape and iron
- Unwanted clothes- taking back to the shop if possible, selling on if clothes in good condition, donating, recycling and disposing.

House storage:

- Identifying if more storage needed, what sort of storage, What is decluttering and how to do it
- Measuring the space
- Exploring options online of possible solutions for different rooms around the house, inc. organisation solutions for inside of cupboards and drawers.

Moving into my own place project:

- What to check for?- bed, washing machine, fridge.
- Essentials, e.g. mattress, kettle and towel- pupils to make a list of essentials they would need to start their independent living.
- non-essentials, e.g. make-up mirror, armchair – pupils to make a list of items they would like to have in their own place but can wait
- explore ways pupils can get items they need, e.g. donations from family and friends, charity shops, recycling centres, shops and online shops.
- Designing spaces in my first flat.
- Reading meters: water, gas and electrics.

Finance

My money

- where money comes from: earning and/or benefits
- Understanding earnings per hour, per week, per month, part time jobs and being able to calculate how much will a person earn depending on number of hours they are working
- Understanding payslips, tax and NIN
- Other expenses related to a job: travelling and uniform costs, incl. travelling time
- Research into average salaries in different professions and minimum wage

Banking:

- why people use bank accounts; pros and cons of having a bank account
- Decoding banking jargon: chip and PIN, interest, credit card, statement, standing order, ATM, debit card, cheque, overdraft limit, direct debit
- What do you need to open a bank account?
- Writing a cheque and using an ATM
- Bank statement: name, address, dates, descriptions of transfer, money in and money out, balance.

- Direct debits and standing orders- difference, setting up and cancelling
- Online banking
- Staying safe: identity fraud, phishing for money

Budgeting household money

- Looking at a variety of possible expenses that may appear in adulthood, e.g.: bills, food, travel costs, toiletries, childcare, pet insurance, clothes, toiletries.
- Working with a given budget and pretend costs, pupils to calculate how much money they have left
- Saving money- examples of things people may save money for: holidays, special occasions, etc.
- Planning for expected expenses, incl. birthdays, Christmas, holidays etc.
- Unexpected expenses- not being paid for being ill, something broke that needs replacing
- Repeating the budgeting task but include emergency money and saving.

Budgeting mini projects- every project to be done in two ways: pupils to cost their projects to see how much money they will need to fund it and trying to adapt their choices to fit in within given budget. Pupils to use online research to find prices and get inspiration.

- Budgeting for a party: drinks, food, decorations, outfit, invitations, entertainment- pupils to decide on what the party will look like
- Budgeting for school uniform
- Budgeting for holidays- place, catering options, travelling, trips.

Getting own place:

- Mortgage vs rent- exploring conditions of both for advantages and disadvantages, incl. deposit needed, long term benefits
- Mortgage- impact of the amount of the deposit on repayments (monthly payments and time it takes to repay)
- Shared ownership- pros and cons
- Researching a variety of properties on the market, incl. Rooms, flat, house; for rent and for sale
- Calculating money needed per month when incl: rent/mortgage, bills, food and travel costs and anything else pupils may think of that they've learnt during Budgeting household lessons
- Sharing an accommodation with someone- exploring the way of spreading the costs equally, requirement for the place if more than one person occupies, e.g.: is there enough bedrooms
- Essentials vs non-essential and luxury items to have in own place; consider costs involved in starting a home, e.g. fridge, washing machine, kettle, bed, etc.
- Exploring ways to acquire resources needed, e.g. donations from friends and family, charity shops, recycling centres, second hand online shops, brand new furniture.

Living with a partner:

- Sharing costs of living: pupils to come with ways the costs of living can be split when living with a partner, incl. advantages and disadvantages of.:
 - Keeping money separate
 - Keeping money together
 - Having a shared bank account for some expenses only
- Supporting partner when unable to work, e.g.: due to maternity leave or illness
- Managing differences in incomes, e.g. when planning holiday together (one person may want to go places where the other cannot afford)

Loans and credit cards:

- Situations when people may need to seek to borrow money
- The ways people can borrow money: ask family, bank loans, credit cards, buy now pay later, instalments payments.
- Hard and soft credit checks
- Interest- what is it and how does it affect you; pupils to be made aware of lenders with reasonable and those with unreasonable repayment interest.
- Looking at affordability of taking a loan in terms of being able to pay it back; Can you afford the amount that the lender is offering to you
- Credit score- what is it and how does it affect people; how paying back on time in full can enhance the money you can borrow in the future and how not paying on time in full can make it harder to borrow money in the future
- Comparison websites- exploring different providers; looking at Martin's Money website for financial advice on variety of topics

Help:

- Citizen Advice Bureau
- How to ask for financial help

Extension- more mini projects.