

DYNAMICS OF CLOTHING I

UNIT V: *CLOTHING CARE AND MAINTENANCE*

TOPIC A: **LAUNDRY**

OBJECTIVE: Students will be able to perform laundry functions in such a manner that no damage will be done to the items laundered.

CONCEPT: Performing laundry functions in a nondamaging manner is critical to the life of one's wardrobe. When fabrics are cared for in a proper manner, it increases the life of clothing and reduces the costs of living.

COMPETENCIES:

1. Identify basic laundry procedures such as reading care labels, sorting clothes, water temperature selection, and cycle selection.
2. Identify ways of saving energy during the laundry process.
3. Explain the purpose and correct use of laundry products.
4. Determine appropriate stain removal techniques for a variety of stains and fibers.
5. Explore appropriate methods of clothing storage.
6. Apply proper laundry and storage procedures.
7. Explore various laundry appliance options.

**ACTIVITIES/OPTIONS****SUPPLIES NEEDED**

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| 1. | Laundry Lookout | Copies of student activity guide (I-V-12) |
| 2. | Laundry Lockers | Overhead transparencies (I-V-22 through I-V-34) Copies of student activity guides (I-V-35 and I-V-36) Containers from various laundry products |
| 3. | International Care Labels | Overhead transparencies (I-V-40 and I-V-43) Copies of student activity guides (I-V-41 and I-V-43) |
| 4. | Care Label Commercials | Copies of student activity guide (I-V-44) Supplies for commercials |
| 5. | <u>Clothing Care Video</u> or <u>Clothing Care and Laundry Video</u> | Video and video player Copies of accompanying student activities |
| 6. | <u>Clothing Spot Removal Video</u> | Video and video player Copies of accompanying student activities |
| 7. | Stain Removal Savvy | Copies of student activity guide (I-V-46) Pieces of fabric with stains A variety of stain removal products Dishpans of water; paper towels |
| 8. | Laundry Mysteries | Laundry problems students bring from home |
| 9. | Laundry Lotto | Classroom sets of Laundry Lotto game (I-V-48 through I-V-68) |
| 10. | Laundry Jeopardy | Set of Jeopardy cards and questions (I-V-69 through I-V-79) |
| 11. | Laundry Log | Copies of student activity guide (I-V-80) |
| 12. | Clothing Clutter Clearance | A variety of types of clothing hangers and/or other clothing storage devices Slides of organized clothing storage areas Slide projector |
| 13. | Laundry Appliance Options | Copies of student activity guide (I-V-81) (three (3) per student) |

**ACTIVITIES/OPTIONS****Option 1: Laundry Lookout**

Use the student activity guide, LAUNDRY LOOKOUT, as a springboard for discussion and lessons on laundry techniques and procedures. If the students don't know all of the terminology and answers, set it aside and go to Option 2. After you have finished providing the information for Option 2, return to this activity and finish it.

Option 2: Laundry Lockers

Using the teacher background information and overheads provided, go through each of the aspects of laundry, supplying the information necessary for students to be able to apply the knowledge and make appropriate decisions when they do laundry. Give each student a copy of the student activity guide, LAUNDRY LOCKERS, to complete as the information is presented.

When the information for LAUNDRY LOCKERS is finished, use an overhead transparency of the student activity guide, LAUNDRY LAYOUT (or make a diagram of it on the board). Have the students fill in the correct information as a class as the teacher goes through each section. (This could be run on the back of the LAUNDRY LOCKERS guide.)

Option 3: International Care Labels

Introduce the students to the international care labels and symbols using an overhead transparency of the symbols. Then have the students read the care labels on each other's clothing to find the symbols like the ones on the overhead. Show the students the care label from Israel on an overhead transparency and have them interpret the proper care for the article. It is important to stress that these are international symbols that are used around the world, not just for the United States. Having the students complete the student activity guide, HOW DO I TAKE CARE OF IT?, gives students the opportunity to decipher the terminology and correlate care symbols with the terms.

Option 4: Care Label Commercials

Have the students pretend the manager of a large department store, such as Nordstrom's, has just realized that one of the major costs of his store is returned clothing. The manager has analyzed his returns and finds that most items are returned because people don't care properly for the garment. He has decided to hire an advertising agency to develop a campaign that will educate the public about reading and understanding care labels. The students are part of the advertising agency that has been hired to develop this campaign titled **Read the Care Label**. Working in pairs or small groups, the students must develop a song, skit, or radio or television spot. An example would be a song, such as the one

ACTIVITIES/OPTIONS

provided. To get the class momentum going, teach the whole class the song, READ THE CARE LABEL, and sing it at the beginning of each class during the unit. Assign each group a time to present their ad to the class.

Option 5: Clothing Care Video

Use the video Clothing Care from Learning Seed or Clothing Care and Laundry from Meridian Education Corporation to introduce a variety of laundry basics to the students. Some activities are provided with the videos that may be incorporated into the unit.

Upon completion, review the steps covered in the movie. Some things to emphasize are:

- the economics of using cold water
- the advantages of using cold water on fabrics/fibers/finishes
- the types of laundry detergents and other products
- the use of bleaches
- the importance of using the lowest possible dryer temperature

Option 6: Clothing Spot Removal Video

Use the video, Clothing Spot Removal from Meridian Education Corporation, to introduce various methods of safe stain removal from clothing.

Option 7: Stain Removal Savvy

Show a variety of stain removal products, such as enzymes, presoak agents, fingernail polish remover, spray and wash, etc., and discuss the merits and hazards of each. Introduce the two major things to determine before beginning any procedure:

1. Type of stain (water base or oil base)
2. Type of fabric (washable or dry cleanable)

Go through the steps of stain removal for both washable and dry cleanable fabrics. A major concept to include is that heat of any kind sets stains; therefore, it is important to keep all stains away from any type of heat.

Divide the students into small groups and give each group fabrics with some of the following stains in them: mustard, ketchup, candle wax, chocolate, grass, mud, ball-point pen, chewing gum, pencil, peanut butter, margarine or butter, salad dressing, soft cheese or cheese spread, spaghetti sauce, jelly, coffee, fingernail polish, lipstick, makeup, etc. Supply the students with a variety of cleaning products, water, and hand towels. Have the students remove the stains from their fabrics using different products and recording their results on the student activity guide, STAIN REMOVAL SAVVY.

ACTIVITIES/OPTIONS

Note: The students only need a small amount of water in a plastic bowl. If fingernail polish remover is demonstrated with acetate fabrics, be sure to use a glass container, such as a pie plate. To increase the level of difficulty, use some dry cleanable fabrics, too.

Option 8: Laundry Mysteries

Have students bring to class laundry problems that some family member(s) has(have) encountered and collectively try to solve the mystery of what went wrong.

Option 9: Laundry Lotto

This game can be played by four to six players at a time—the less the better. It is a fun way of reviewing the materials covered in this topic. The instructor will need to have enough sets ready so the whole class can be involved. Follow the directions provided in the resource section. Rewards for the winners can be Laundry Licks (licorice), Laundry Lollipops, Laundry Lemons, or whatever.

Option 10: Laundry Log

Assign the students to do a minimum of five (5) loads of different types of laundry at home and record their experiences on the student activity guide, LAUNDRY LOG.

Option 11: Clothing Clutter Clearance

Show the students a variety of types of clothing hangers—good and bad. Also discuss the importance of sorting to minimize the loss/waste of time looking for particular articles of clothing, and folding properly for ease of storage and to protect clothing from damage. Show some slides of organized clothing storage areas and/or techniques.

Option 12: Laundry Appliance Options

Assign the students to shop for a washer and dryer and choose the appliances that would best meet their needs and budget. They should compare appliances at a minimum of three (3) stores or brands. Have the students list all of the features included on the appliances chosen, the terms of the warranty, and which is the best buy. Have them explain why they chose the particular appliances they did.

As a class, discuss the students' choices and compare the findings. It is a good opportunity to introduce the concept that more choices on an appliance does not necessarily make it better. It is best to purchase according to what you really need and use.

RESOURCES

Books

Weber, Jeanette, CLOTHING, Glencoe-McGraw Hill-Macmillan, 1990, P.O.Box 508, Columbus, OH 43216, Chapter 18. 1-800-334-7344.

Wolfe, Mary, FASHION, Goodheart-Willcox Publishing Co., 1989, 123 West Taft Drive, South Holland, IL 60473, Chapter 18. 1-800-323-0440.

Videos

CLOTHING CARE AND LAUNDRY, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61701. 1-800-727-5507. Catalog No. 2111.

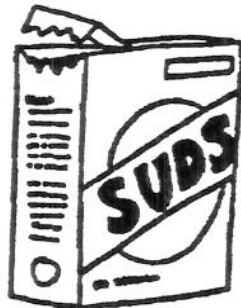
CLOTHING CARE, The Learning Seed, 330 Telsor Road, Lake Zurich, IL 60047. 1-800-634-4941. Catalog No. 169.

CLOTHING SPOT REMOVAL, Meridian Education Corporation, Dept. H-92, 236 E. Front Street, Bloomington, IL 61701. 1-800-727-5507. Catalog No. 2117.

Internet

Tide
<http://www.Tide.com>

The Soap and Detergent Association
275 Park Avenue South
New York, NY 10016
<http://www.sdahq.org>



**ASSESSMENT/EVALUATION QUESTIONS****1. Identify basic laundry procedures like reading care labels, sorting clothes, water temperature selection, and cycle selection.**

1. One reason for sorting clothes into groups for washing is:
 - A. To eliminate the possibility of overloading the washer
 - B.* To eliminate color fading
 - C. To save detergent

2. It is better to mend any tears in items to be laundered:
 - A.* Before washing them
 - B. After washing them while they are clean
 - C. It doesn't generally matter

3. Cold water:
 - A. Protects the perma-press finish
 - B. Prevents fading
 - C. Prevents shrinkage
 - D.* All of the above

4. If the clothes are very, very dirty, you should:
 - A. Put extra detergent in the washer load
 - B. Use hot water
 - C.* Wash the load twice before drying

5. Hot water and hot dryers:
 - A. Set stains
 - B. Cause fading and shrinkage
 - C. Remove the perma-press finish
 - D.* All of the above

6. Hot dryers:
 - A. Are economical because they dry the clothes faster
 - B.* Are not economical because of the damage to fabrics and finishes

2. Identify ways of saving energy during the laundry process.

1. One way to conserve energy with the laundry is to:
 - A. Run small loads so it isn't so hard on the washer
 - B.* Run only full loads to conserve water
 - C. Put all the colors together in one load

ASSESSMENT/EVALUATION QUESTIONS

2. Many articles of clothing can benefit from being placed on hangers and allowed to drip-dry rather than being dried in the dryer.
 - A.* True
 - B. False

3. Using cold water for the whole laundry process:
 - A. Saves energy
 - B. Protects the fabric and finishes
 - C. Prevents fading and shrinkage
 - D. Makes it easier for stains to come out
 - E.* All of the above

3. **Explain the purpose and correct use of laundry products.**
 1. The primary function of bleach is to:
 - A. Remove stains
 - B.* Remove color
 - C. Clean

 2. Soap is used to do the laundry in most households today.
 - A. True
 - B.* False

 3. Bleach is normally used with the following loads:
 - A. Dark colors
 - B. Woolens
 - C.* Whites (non-perma press)
 - D. Perma-press whites

 4. Detergents are:
 - A. A natural product
 - B.* A man-made product
 - C. A combination of natural and man-made products

 5. Fabric softeners:
 - A. Do not leave the clothes absorbent
 - B.* Leave the clothes absorbent

 6. Fabric conditioners:
 - A.* Do not leave the clothes absorbent
 - B. Leave the clothes absorbent

**ASSESSMENT/EVALUATION QUESTIONS**

7. Liquid bleach should be added to the wash water:
 - A.* Before the clothes are put in
 - B. After the clothes are put in
 - C. During the rinse cycle

8. Fabric softeners and conditioners:
 - A. Help eliminate wrinkling
 - B. Prevent static electricity buildup
 - C. Leave clothing soft and fluffy
 - D.* All of the above

9. The functions of a detergent are to make the water wetter and suspend the soil.
 - A.* True
 - B. False

10. Phosphates in detergents:
 - A. Are a required ingredient
 - B.* Present a problem for the environment

11. When adding detergent to your laundry, you should use:
 - A. One cup per load
 - B. A half-cup per load
 - C. Double the amount if the clothes are very dirty
 - D.* What is recommended on the package

4. **Determine appropriate stain removal techniques for a variety of stains and fibers.**
 1. Some stains that are almost impossible to remove are:
 - A.* Paint, tar, shoe polish
 - B. Cola, pencil, grass
 - C. Milk, spaghetti sauce, jelly

 2. Stains can be permanently set by:
 - A. Placing article in cold water immediately
 - B. Leaving it untreated for too long
 - C. Heat of any kind
 - D.* Both B and C answers are correct

 3. To remove a blood stain from a washable fabric, it is best to:
 - A.* Soak it in cold water
 - B. Wash it in hot water
 - C. Pour bleach directly on it

ASSESSMENT/EVALUATION QUESTIONS

4. Stain removal methods vary according to:
 - A. What you have on hand to use
 - B.* The type of stain and care of the fabric
 - C. How expensive the fabric is

 5. If you don't know what the stain is and the article is fairly expensive, for maximum precaution you should:
 - A. Experiment and see if you can get it out
 - B. Put bleach on the stain
 - C.* Send the article to the cleaners
 - D. Soak it in hot water

 6. The steps for stain removal on a washable fabric with an oil-base stain are:
 - Apply cleaning fluid; let dry
 - Repeat if necessary
 - Soak in cold water and detergent
 - Wash normally

 7. The steps for stain removal on a dry cleanable fabric with a water-base stain are:
 - Apply cold water with a cloth
 - Press very gently
 - Allow to dry
 - Send to cleaners if stain is still there
- 5. Explore appropriate methods of clothing storage.**
1. To eliminate wrinkles, the laundry should be folded:
 - A. After it has cooled from the dryer
 - B.* While it is warm from the dryer
 - C. It doesn't make any difference

 2. Clothing and other laundry items should be folded or hung:
 - A. To fit into the laundry basket nicely
 - B. The quickest way possible
 - C.* The same way they will be stored

 3. Drawer dividers can help to eliminate clutter and make it easier to find things.
 - A.* True
 - B. False

