



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**



# **K to 12 Basic Education Curriculum Technology and Livelihood Education Learning Module**



# **HOUSEHOLD SERVICES**

*EXPLORATORY COURSE  
Grades 7 and Grade 8*

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## What Is This Module About?

Welcome to the world of **Household Services!**

This Module is an exploratory and introductory course on **Household Services** which leads you to **Household Services** National Certificate Level II (NC II)<sup>1</sup>. It covers **3** common competencies in **Household Services** that a Grade 7/Grade 8 Technology and Livelihood Education (TLE) student like you ought to possess, namely:

- 1) Use and maintenance of cleaning tools/equipment;
- 2) Practice occupational health and safety procedures;
- 3) Maintain an effective relationship with clients/customers; and

These **3** common competencies are covered separately in 4 Lessons. As shown below, each Lesson is directed to the attainment of one or two learning outcomes:

Lesson 1 – Competency : **Use and maintenance of cleaning tools/equipment**

Learning Outcomes (LO) 1 Use appropriate cleaning tools, equipment, supplies and materials; and

Learning Outcomes (LO) 2 Maintain cleaning equipment.

Lesson 2 – Competency : **Practice occupational health and safety procedures**

Learning Outcomes (LO) 1 Identify /Evaluate hazards and risks;

Learning Outcomes (LO) 2 Control hazards and risks; and

Learning Outcomes (LO) 3 Maintain occupational health and safety awareness.

Lesson 3 – Competency: **Maintain an effective relationship with clients/customers**

Learning Outcomes (LO) 1 Maintain a professional image; and

Learning Outcomes (LO) 2 Build credibility to meet customers/clients' requirements.

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<sup>1</sup>**NATIONAL CERTIFICATE (NC)** is a certification issued to individuals who achieved all the required units of competency for a national qualification as defined under the Training Regulations. NCs are aligned to specific levels within the PTQF. (TESDA Board Resolution No. 2004-13, Training Regulations Framework)

**NATIONAL CERTIFICATE LEVEL** refers to the four (4) qualification levels defined in the Philippine TVET Qualifications Framework (PTQF) Where the worker in:

a. **NC I** performs a routine and predictable tasks; has little judgment; and, works under supervision;

b. **NC II** performs prescribe range of functions involving known routines and procedures; has limited choice and complexity of functions, and has little accountability;



## How Do You Use This Module?

This Module has 3 Lessons. Each Lesson has the following:

- Learning Outcomes
- Performance Standards
- Materials
- References
- Definition of Terms
- What Do You Already Know?
- What Do You Need to Know?
- How Much Have You Learned?
- How Do You Apply What You Learned?
- How Well Did You Perform?
- How Do You Extend Your Learning?

To get the most from this Module, you need to do the following:

- Begin by reading and understanding the Learning Outcome/s and Performance Standards. These tell you what you should know and be able to do at the end of this Module.
- Find out what you already know by taking the Pretest then check your answer against the Answer Key. If you get 99 to 100% of the items correctly, you may proceed to the next Lesson. This means that you need not go through the Lesson because you already know what it is about. If you failed to get 99 to 100% correctly, go through the Lesson again and review especially those items which you failed to get.
- Do the required Learning Activities. They begin with one or more Information Sheets. An Information Sheet contains important notes or basic information that you need to know.  
After reading the Information Sheet, test yourself on how much you learned by means of the Self-check. Refer to the Answer Key for correction. Do not hesitate to go back to the Information Sheet when you do not get all test items correctly. This will ensure your mastery of basic information.
- It is not enough that you acquire content or information. You must be able to demonstrate what you learned by doing what the Activity / Operation /Job Sheet directs you to do. In other words, you must be able to apply what you have learned in real life.
- How well did you perform? Accomplish the Scoring Rubrics.

Each Lesson also provides you with references and definition of key terms for your guide. They can be of great help. Use them fully.



If you have questions, don't hesitate to ask your teacher for assistance.

## LESSON 1

# Use and Maintenance of Cleaning Tools and Equipment



### LEARNING OUTCOMES:

At the end of this Lesson you are expected to do the following:

- LO 1. use appropriate cleaning tools, equipment, supplies and materials; and
- LO 2. maintain cleaning equipment



## Definition of Terms

**Corrective or reactive activity** - unscheduled, unplanned task, usually associated with greater hazards and higher risk levels like repairing something to get it working again.

**Floor buffer** - an electrical appliance that is used to clean and maintain non-carpeted floors, such as hardwood, marble, tile or linoleum. It is also known as a floor polisher or floor burnisher. If it is a high speed floor buffer with a pad it rotates at over 1000 RPM (rotation per minute).

**Housekeeping** - the act of cleaning the rooms and furnishings of a home.

**Maintenance** - an act or process of preserving a tool or equipment. It is working on something to keep it in a functioning and safe state and preserving it from failure.

**Management** - the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims.

**Preventive or proactive activity** - usually a planned and scheduled process that is usually carried out to keep something functional.

**Tools** - devices that can be used to achieve a task, but not consumed in the process.

**Vacuum cleaner** - a device that uses an air pump to create a partial vacuum to suck up dust and dirt, usually from floors, and optionally from other surfaces as well.

## LEARNING OUTCOME 1

### USE AND MAINTENANCE OF CLEANING TOOLS AND EQUIPMENT

#### PERFORMANCE STANDARDS

- Used appropriate cleaning tools and equipment properly.
- Prepared appropriate supplies and materials for cleaning different areas.
- Followed instructions correctly in handling different tools, equipment, supplies and materials.
- Observed safety measures/ precautions in doing.



#### Materials

- Cleaning Tools and Equipment enumerated in the lessons



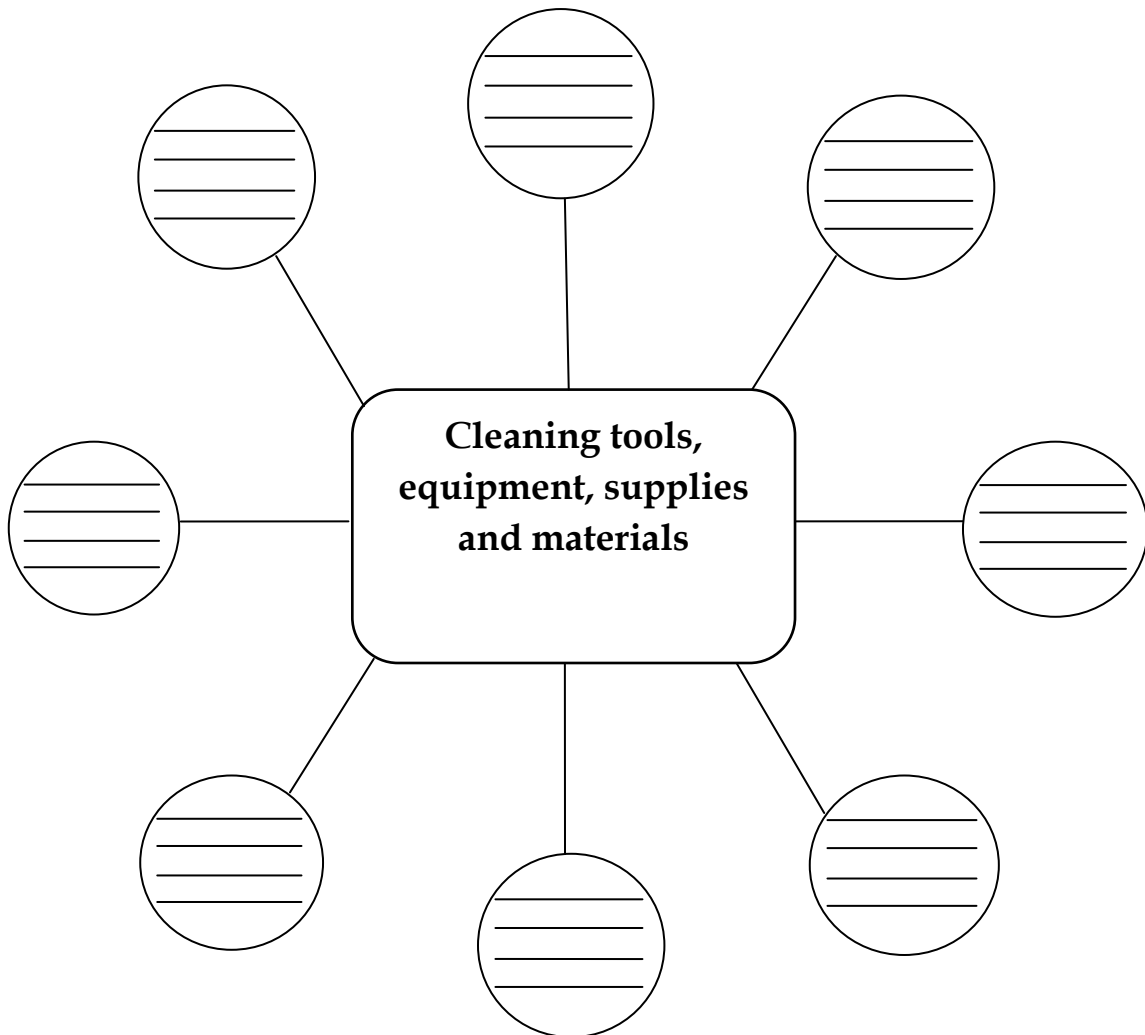
## What Do You Already Know?

Let us determine how much you already know about the use farm tools and equipment. Take this test.

Pretest LO 1

Name: \_\_\_\_\_ Section: \_\_\_\_\_

**Directions:** Fill up the circles by writing a cleaning tool, equipment, supply or materials and its use.












## What Do You Need To Know?






Read the Information Sheet 1.1 very well then find out how much you can remember and how much you learned by doing Self-check 1.1.



Information Sheet 1.1




### TYPES AND USES OF CLEANING TOOLS, EQUIPMENT, SUPPLIES AND MATERIALS

Today, cleaning is a very serious concern to have a well conducive environment for living. Our home, working places and the whole environment require serious treatment in order to give us clean atmosphere where we can easily live.

CLEANING TOOLS/EQUIPMENT	MEANING/USE
	<b>Broom</b> is a cleaning implement for sweeping made of bundle of straws or twigs attached to a long handle.
	<b>Dustpan</b> is a cleaning tool commonly used to scoop the dirt and wastes on the floor.
	<b>Vacuum cleaner</b> is a device that uses an air pump to create a partial vacuum to suck up dust and dirt, usually from floors, and optionally from other surfaces as well. The dirt is collected by either a dust bag or a cyclone for later disposal.
	<b>Water Hoses</b> are hollow tubes designed to carry fluids from one location to another. Hoses are also sometimes called <i>pipes</i> (the word <i>pipe</i> usually refers to a rigid tube, whereas a hose is usually a flexible one), or more generally <i>tubing</i> . The shape of a hose is usually cylindrical (having a circular cross section).
	<b>Bucket</b> is a watertight, vertical cylinder or truncated cone, with an open top and a flat bottom, usually attached to a semicircular carrying handle that is used to hold water or any liquid solution used in cleaning.

	<p><b>Cobwebber</b> is used for reaching and sweeping of floor without a stool. It is also used to in stairwells, ceiling corners and other high areas.</p>
	<p><b>Sponge</b> is characterized by readily absorbing water and becoming soft when wet while retaining toughness: used in bathing, in wiping or cleaning surfaces, etc.</p>
	<p><b>Dishcloth</b> is used in the kitchen to dry dishes and other surfaces. Typically they are made of cotton or other cloth, such as microfiber, and measure 11" to 13" inches square.</p>
	<p><b>Cleaning Cloth</b> is used to wipe the cleaning tools and equipment.</p>
	<p>A <b>floor buffer</b> is an electrical appliance that is used to clean and maintain non-carpeted floors, such as hardwood, marble, tile or linoleum. It is also known as a floor polisher.</p>

SUPPLIES/MATERIALS	MEANING/USE
	<p><b>Cleaning detergent</b> is a surfactant or a mixture of surfactants with "cleaning properties in diluted solutions that is also used in cleaning purposes.</p>
	<p><b>Liquid Detergent</b> is a detergent in liquid form used for cleaning tools and equipment.</p>
	<p><b>Scrubbing Foam</b> is used to remove the contaminants of any tool and equipment.</p>
	<p><b>Paper towel</b> is an absorbent textile made from paper instead of cloth used in drying hands, wiping windows, dusting and cleaning up spills.</p>
	<p><b>Water</b> is a liquid used for cleaning most of the tools and equipment. It is also known as the universal solvent.</p>

	<p>A <b>waste container</b> is a container for temporarily storing refuse and waste.</p>
	<p><b>Baking soda</b> otherwise known as bicarbonate of soda or sodium bicarbonate is used to deodorize refrigerators.</p>
	<p>A <b>glove</b> is a garment that covers the whole hand of a person that performs household services.</p>



## How Much Have You Learned?

### Self-Check 1.1

Refer to the Answer Key. What is your score?

### A. MATCHING TYPE

**Directions:** Match the meaning and functions in Column A with the terms in Column B. Write only the letter of your answer.

#### COLUMN A

1. It is used to hold water or any liquid solution used in cleaning.
2. It is a cleaning tool commonly used to scoop the dirt and wastes on the floor.
3. It is used to remove the contaminants of any tool and equipment.
4. They are devices used to achieve a task but not consumed during the process.
5. An implement for sweeping.
6. A device which uses an air pump.
7. It is also known as bicarbonate soda.
8. It is a garment which covers the whole hand.
9. It is a bin for refuses and wastes.
10. It is the universal solvent.

#### COLUMN B

- a. water
- b. waste container
- c. glove
- d. baking soda
- e. vacuum cleaner
- f. broom
- g. tools
- h. Scrubbing Foam
- i. dustpan
- j. bucket

## B. PICTURE GALLERY

**Directions:** Identify the following tools, equipment, supplies and materials used in cleaning.

_____ 1.		_____ 6.	
_____ 2.		_____ 7.	
_____ 3.		_____ 8.	
_____ 4.		_____ 9.	
_____ 5.		_____ 10.	



## How Do You Apply What You Have Learned?

Show that you learned something by doing this activity

Activity Sheet 1.1

### I. CHARADE

**Directions:** Group yourselves into five. From the given box below, pick three (3) tools/equipment/supplies/materials used in cleaning. One of you from the group will act the tool/equipment/supplies/materials picked and the rest of the members will guess what will be shown. The group who has the most number of correct answers in the earliest time will declare as winner.

Broom	Dustpan	Vacuum cleaner	Water Hoses
Bucket	glove	Napkin	cobwebber
Sponge	Cleaning Cloth	floor buffer	Bowl Cleaner
Cleaning detergent	Liquid Detergent	Baking soda	Scrubbing Foam
Talcum Powder	Paper towel	water	waste container

### II. ACTUAL DEMONSTRATION

**Directions:** Group yourselves into five. Each group will be given a specific area to clean. Apply the uses of necessary cleaning tools/equipment/supplies/materials. The actual performance will be evaluated by the given Scoring Rubrics.

- Group 1: Inside the classroom including the Comfort Room
- Group 2: School's Lobby/Guardhouse
- Group 3: Lawn/Yard in front and back of the classroom
- Group 4: Principal's Office
- Group 5: Home Economics Room/School Canteen



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

RUBRIC FOR PERFORMANCE						
Criteria	Highly Skilled	Skilled	Moderately Skilled	Unskilled	No Attempt	Score
<b>Use of tools equipment and materials (30%)</b>	<b>(29-30)</b> Appropriate selection, preparation and use of materials and tools/equipment all the time	<b>(27-28)</b> Appropriate selection, preparation and use of materials and tools/equipment most of the time	<b>(25-26)</b> Appropriate selection, preparation and use of materials and tools/equipment some of the time	<b>(23-24)</b> Never selects, prepares and use appropriate materials and tools/equipment	<b>(21-22)</b> No attempt to use tools/equipment	
	<b>(29-30)</b> Systematic application of procedure all the time without supervision	<b>(27-28)</b> Systematic application of procedure most of the time with minimum supervision	<b>(25-26)</b> Systematic application of procedure some of the time with constant supervision	<b>(23-24)</b> Never follows systematic application of procedure and highly development on supervision	<b>(21-22)</b> No attempt to apply procedure to project	
<b>Safety Work Habits (25%)</b>	<b>(24-25)</b> Highly self-motivated and observes all safety precautions at all times	<b>(22-23)</b> Self-motivated and observes most safety precautions most of the time	<b>(20-21)</b> Self-motivated and observes sometimes some safety precautions	<b>(18-19)</b> Needs to be motivated and does not observe safety precaution	<b>(16-17)</b> No motivation and totally disregards precautions	
	<b>(14-15)</b> Work finished ahead of time	<b>(12-13)</b> Work finished on time	<b>(10-11)</b> Work finished close to given time	<b>(8-9)</b> Work finished beyond the given time	<b>(6-7)</b> No concept of time	
<b>Total Score</b>						



## What Do You Need To Know?

Read the Information Sheet 1.2 very well then find out how much you can remember and how much you learned by doing Self-check 1.2.

Information Sheet 1.2

### SAFETY MEASURES IN DOING HOUSEHOLD TASKS

Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly; maintaining halls and floors free of slip and trip hazards; and removing of waste materials (e.g., paper, cardboard) and other fire hazards from work areas.

#### Safe Use

Risks can vary greatly. What important is, whoever has to use any tool or piece of equipment as part of their job does so with care. To ensure safe use, employers must orient workers and provide suitable information. They must also check that workers have the appropriate qualifications to use intricate tools and equipment. In addition, as part of their health and safety strategy employers should offer orientation and training. This isn't necessary for basic items, but when certain tools and equipment change, orientation and orientation improves skills and reminds users of safety procedures.

#### Material handling safety

Handling material is a daily function in the workplace. All too often it is a task taken for granted, with little knowledge of or attention to the consequences if done incorrectly.

The National Safety Council offers tips on the following:

#### Power Lifting

##### Protect Yourself

- Use the correct hand protection; wear gloves to prevent cuts.
- Wear safety shoes to prevent injury to your feet from a dropped item.

##### Size up the Load

- A. Determine if you can carry a load comfortably; tip it on its side.
- B. Get help if the load is too big or bulky for one person.
- C. Check for nails, splinters, rough strapping, and rough edges.

##### Lift It Right

- Make sure your footing is solid.
- Keep your back straight, with no curving or slouching.
- Center your body over your feet.
- Get a good grasp on the object and pull it close to you.
- Lift with your legs, not your back.
- Move your feet to turn. Don't twist your back.

## Tough Lifting Jobs

### Oversized Loads

- Don't try to carry a big load alone. Ask for help.
- Work as a team. Lift, walk, and lower the load together.
- Let one person give the directions and direct the lift.

### High Loads

- Use a step stool or a sturdy ladder to reach loads that are above your shoulders.
- Get as close as you can to the load.
- Slide the load toward you.
- Do all the work with your arms and legs, not your back.

### Low Loads

- Loads that are under racks and cabinets need extra care.
- Pull the load toward you, and then try to support it on your knee before you lift.
- Use your legs to power the lift.

## Power Carrying Tips

### Your Checklist

- Make sure your footing is firm.
- Ensure enough clearance at doorways to keep your hands and fingers safe.
- Check your route for hazards.
- Take extra care at platforms, loading docks, ramps, and stairs.
- Carry long loads on your shoulders, with front end high.
- Make sure the next person has a firm grip before you hand off the load.
- When you carry with others, everyone should carry the load on the same shoulder, walk in step, and put the load down as a team.

### Back Safety Tips

- Wear the right personal protective equipment for lifting and carrying.
- Lift with your legs, not your back; pivot, don't twist.
- Get help with tough lifting jobs.
- Spend a few minutes each day before work on power warm-ups.
- Exercise regularly to keep your back strong and healthy.
- Eat right, stay slender, and cut down on stress to avoid back injuries.





## How Much Have You Learned?

Self-Check 1.2

Refer to the Answer Key. What is your score?

### I. QUICK WRITES

**Directions:** Answer the table below by writing the safety measures to be observed in given activities.

Safety Measures		
Protect yourself	Checklist for power carrying tips	Tough lifting jobs



## How Do You Extend Your Learning?

### HOUSEKEEPING CHECKLIST

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Types of Tools/Equipment, Supplies/Materials	ACCOMPLISHED JOB (place a check if applicable)		Verified/ acknowledged by Parent/s
	General Cleaning		
	Yes	No	

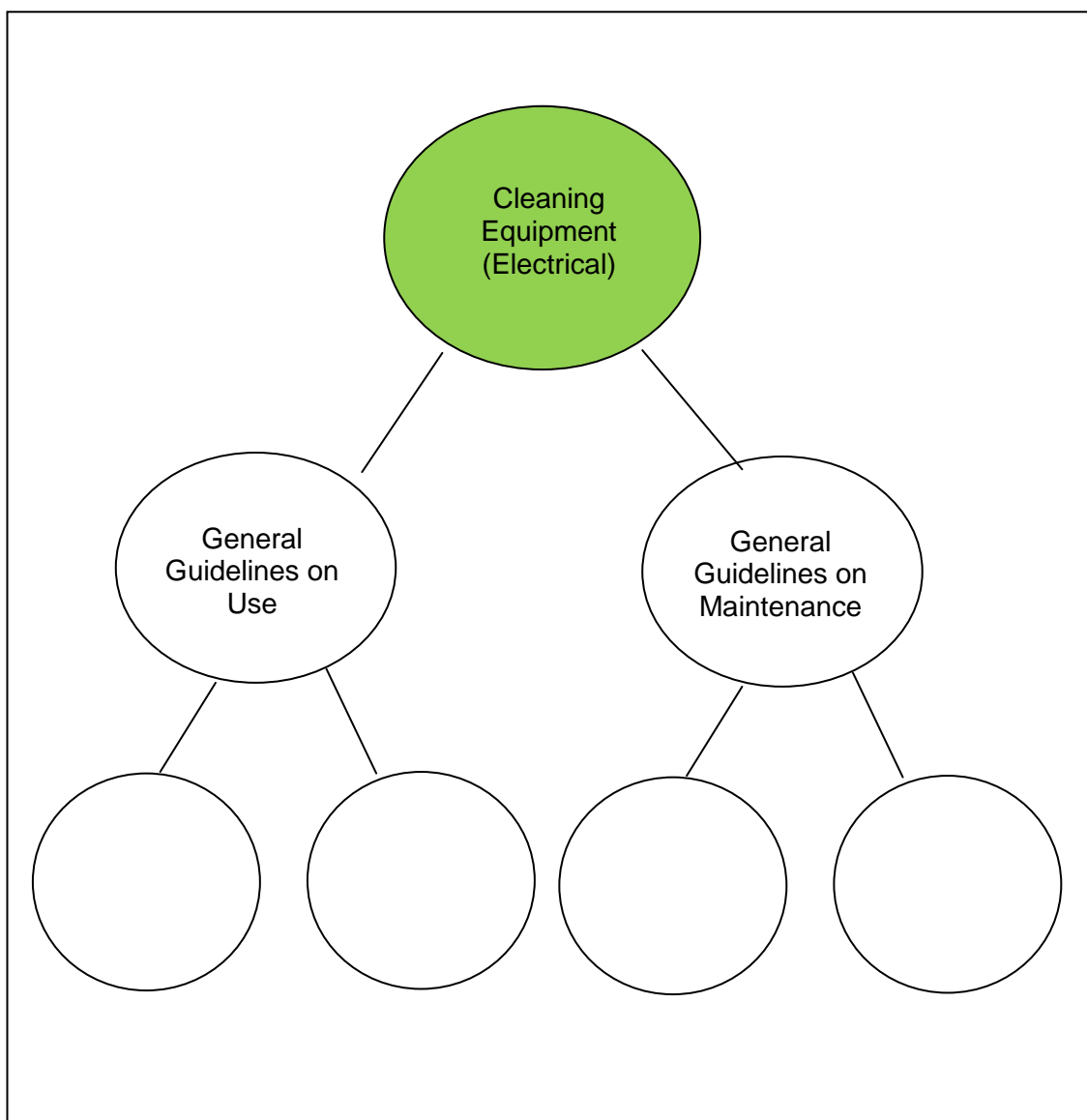


## What Do You Already Know?

Let us determine how much you already know about maintaining and cleaning equipment. Take this test.

Pretest LO 2

**Directions:** Fill in the blank circles with answers on general guidelines on the use and maintenance of electrical cleaning equipment.





## What Do You Need To Know?

Read the Information Sheet 2.1 very well then find out how much you can remember and how much you learned by doing Self-check 2.1.

Information Sheet 2.1

### I. MAINTENANCE OF CLEANING EQUIPMENT

A **vacuum cleaner** is a device that uses an air pump to create a partial vacuum to suck up dust and dirt, usually from floors, and optionally from other surfaces as well. The dirt is collected by either a dust bag or a cyclone for later disposal. Vacuum cleaners, which are used in homes as well as in industry, exist in a variety of sizes and models—small battery-operated hand-held devices, domestic central vacuum cleaners, huge stationary industrial appliances that can handle several hundred liters of dust before being emptied, and self-propelled vacuum trucks for recovery of large spills or removal of contaminated soil.



A **floor buffer** is an electrical appliance that is used to clean and maintain non-carpeted floors, such as hardwood, marble, tile or linoleum. It is also known as a **floor polisher** or floor burnisher. If it is a high speed floor buffer with a pad it rotates at over 1000 RPM (rotation per minute). It has a large, round scrubbing pad spinning in a circle in one direction which is powered by a small motor, usually directly over the center of the pad.

**VIDEO PRESENTATION ON HOW TO USE VACUUM CLEANER AND FLOOR POLISHER (refer to references)**

#### Correct Maintenance of Tools and Equipment

A further part of a health and safety strategy is to maintain tools and equipment regularly. This helps to identify safety problems before they become a serious hazard. Only qualified people should carry out the maintenance. They should also keep records of their inspections.

## **Management**

There is one important way to follow the rules and to manage the safe use and maintenance of tools and equipment. This is to assess and control the risks.

Employers should conduct Risk Assessments that cover the setting up, use and maintenance of tools and equipment at work. The risk assessment process must identify the environments in which workers will use the tools and equipment; any local conditions that may affect safety; and how the workers will actually use each item in practice.

Risk assessments such as these let employers know what orientation and training they need to run. The assessments also show what information employers must make available in the form of posters, user guides and Safety Signs.

By limiting risks in this way, employers have some control over potential hazards. Specifically, employers should:

- Place guards on machinery to protect fingers and limbs.
- Ensure that system controls have appropriate warning devices.
- Insist staff wear personal protective clothing as necessary.
- Arrange for maintenance when equipment is safely shut down and not in use.

### **General Rules in the Use of Cleaning Equipment**

1. Check electrical appliances and equipment before use. Check if there are frayed wires, loose plugs and connections. Never use any appliance that is defective.
2. Handle equipment with care and make sure it does not bump on hard surfaces.
3. Clean and store equipment in their custodial room immediately after use.
4. Empty dust bags of dry vacuum cleaners before they overload and after each use.
5. Follow manufacturer's operating instruction.
6. Schedule a regular check-up of equipment to prevent serious breakdown.
7. To avoid electric shock or short circuit, do not expose equipment to rain or water. Store them indoors to protect them from getting wet. Electrical equipment should never be used in wet surfaces.



# How Much Have You Learned?

Self-Check2.1

*Directions:* Write a paragraph about the lesson presented on how to use and maintain the vacuum cleaner and floor polisher.

VACUUM  
CLEANER

FLOOR  
POLISHER

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 )	Very Satisfactory ( 26-27 )	Satisfactory ( 24-25 )	Poor ( 22-23 )	
<b>Clarity 30%</b>	Clear relationship between concepts.	Relationship between concepts is evident	Unclear relationship between concepts	Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	Information is clear accurate and precise	Information is accurate	Information is inaccurate	Little or No attempt at all to explain	
<b>Coherence 25%</b>	Logical organization from components to sub-components	Components and sub-components are present.	Components and sub-components are not organized	Little or No attempt at all to explain	
<b>Presentation 20%</b>	Presentation is orderly and effective	Presentation is orderly	Presentation is not orderly	Little or No attempt at all to explain	
<b>Total Score</b>					



## How Do You Apply What You Have Learned?

Show that you learned something by doing this activity

Activity Sheet 2.1

### I. QUICK WRITES

**Directions:** Answer the table below by indicating the tools/equipments/materials/supplies used in performing the given household tasks and the safety practices to be observed.

Household Tasks			
Task	Tools/Equipment Used	Supplies/Materials Used	Safety Precautions to be observed
Sweeping yard/lawn			
Dusting furniture/displays			
Cleaning comfort room			
Washing dishes			
Ironing of clothes			
Others			





## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 ) Clear relationship between concepts.	Very Satisfactory ( 26-27 ) Relationship between concepts is evident	Satisfactory ( 24-25 ) Unclear relationship between concepts	Poor ( 22-23 ) Little or No attempt at all to explain	
<b>Clarity 30%</b>	( 24-25 ) Information is clear accurate and precise	( 21-22 ) Information is accurate	( 19-20 ) Information is inaccurate	( 17-18 ) Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	( 24-25 ) Logical organization from components to sub-components	( 21-22 ) Components and sub-components are present.	( 19-20 ) Components and sub-components are not organized	( 17-18 ) Little or No attempt at all to explain	
<b>Coherence 25%</b>	( 19-20 ) Presentation is orderly and effective	( 16-17 ) Presentation is orderly	( 14-15 ) Presentation is not orderly	( 12-13 ) Little or No attempt at all to explain	
<b>Presentation 20%</b>	<b>Total Score</b>				



**Congratulations! You did a great job!  
Rest and relax a while then move on to  
the next lesson. Good luck!**

## REFERENCES

- <http://www.thefabricator.com/article/safety/material-handling-safety>
- [http://www.google.com.ph/imgres?q=floor+polisher&um=1&hl=tl&sa=N&biw=1280&bih=667&tbm=isch&tbnid=79GG824rv9651M:&imgrefurl=http://acehardware.ph/Acehardware/index.php%3Fp%3D236%26subcat\\_id%3D113&docid=6vtd\\_x6wXof2MM&imgurl=http://acehardware.ph/Acehardware/uploads/products/4adeaf03\\_Black%2526DeckerFloorPolisherB115.jpg&w=360&h=480&ei=F2FET9CnDK2yiQfVkJL2oAw&zoom=1](http://www.google.com.ph/imgres?q=floor+polisher&um=1&hl=tl&sa=N&biw=1280&bih=667&tbm=isch&tbnid=79GG824rv9651M:&imgrefurl=http://acehardware.ph/Acehardware/index.php%3Fp%3D236%26subcat_id%3D113&docid=6vtd_x6wXof2MM&imgurl=http://acehardware.ph/Acehardware/uploads/products/4adeaf03_Black%2526DeckerFloorPolisherB115.jpg&w=360&h=480&ei=F2FET9CnDK2yiQfVkJL2oAw&zoom=1)
- [http://en.wikipedia.org/wiki/Waste\\_container](http://en.wikipedia.org/wiki/Waste_container)
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- [http://en.wikipedia.org/wiki/Vacuum\\_cleaner](http://en.wikipedia.org/wiki/Vacuum_cleaner)
- <http://www.bamboofloorings.org/category/floor-polisher-2/>
- [http://en.wikipedia.org/wiki/Floor\\_buffer](http://en.wikipedia.org/wiki/Floor_buffer)
- <http://www.youtube.com/watch?v=6pNSaWtR9fs>  
<http://www.youtube.com/watch?v=QzgU9dRw0n8&feature=related>
- <http://www.youtube.com/watch?v=PaKFrQDInUY&feature=relmfu>
- <http://www.youtube.com/watch?v=0PyfCqH442E>

## LESSON 2

# Practice Occupational Health And Safety Procedures



### LEARNING OUTCOMES:

At the end of this Lesson you are expected to do the following:

- LO 1. Evaluate/identify hazards and risks;
- LO 2. Control hazards and risks; and
- LO 3. Maintain occupational health and safety awareness.



## Definition of Terms

**Clean Air Act** - the constitutional law designed to make sure that all Filipinos have air that is safe to breathe.

**Corrosive wastes** - generally aqueous wastes with a pH less than or equal to two (2) or greater than or equal to 12.5.

**Earthquake** - the shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.

**Ergonomic Hazards** - include improperly designed tools or work areas, improper lifting or reaching, poor visual conditions, or repeated motions in an awkward position which can result in accidents or illnesses in the workplace.

**Fire drills** - intended to ensure by means of training and rehearsal, that in the event of fire.

**Fire safety** - a set of precautionary measures that are taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage.

**First Aid** - the provision of initial care for an illness or injury. It is usually performed by non-expert, but trained personnel to a sick or injured person until definitive medical treatment can be accessed.

**Hazardous equipment** - refers to plant equipment which by their very nature has the potential of causing severe or fatal injury to the worker or operator.

**Hazardous work processes** - refer to work operations or practices performed by a worker in the establishment or workplace in conjunction with or as an incident to such operations or practices and which expose the employees to hazards likely to cause any disabling injury, illness, death or physical or psychological harm.

**Hazardous materials or substances** - refers to substances which upon exposure results or may result in adverse effects on health and safety of humans in an occupational setting.

**Ignitable wastes** - liquids with a flash point below 60°C or 140°F.

**Imminent Danger** - refers to a condition or practice in any workplace that could reasonably be expected to cause death or serious physical harm before abatement until the enforcement procedures can be accomplished.

**Mitigation activities** - done to eliminate or reduce the probability of disaster occurrence, or reduce the effects of unavoidable disasters.

**Occupational Hazards** - refers to various environmental factors or stresses that can cause sickness, impaired health, or significant discomfort in workers and can be classified as chemical, physical, biological or ergonomic.

**Occupational Health Service** - the continuous, systematic use of routinely collected health data to guide OSH decisions and actions.

**OSH Trainings** - interventions conducted to facilitate learning on occupational safety and health, the results of which can contribute to the attainment of better and improved OSH conditions.

**Personal Protective Equipment (PPE)** - refers to devices worn by workers to protect them against hazards in the work environment including but not limited to safety helmet, safety spectacles, face shields, ear plugs/muffs, respirators, chemical gloves, safety belt/harness, working clothes, and safety shoes.

**Preparedness programs** - done to achieve a satisfactory level of readiness to respond to any emergency situation through programs that strengthen the technical and managerial capacity of governments, organizations, and communities.

**Primary Prevention Program on OSH** - the promotion of health by personal, workplace and community-wide efforts.

**Reactive wastes** - those wastes that are unstable, explosive, and capable of detonation or react violently with water.

**Recovery** - a measure that augments the affected population who is capable of undertaking a growing number of activities aimed at restoring their lives and the infrastructure that supports them.

**Response** - aims to provide immediate assistance to maintain life, improve health and support the morale of the affected population.

**Safety device** – refers to mechanical, electrical, hydraulic or other device which prevent or restricts the dangerous or harmful influence on a person that can be caused by the machinery, the processed materials and their surroundings.

**Technical Services** - refer to occupational safety and health services extended to workplaces such as but not limited to health examinations, safety audits, work environment measurement, testing of personal protective equipment, environment assessments as these relate to work conditions and procedures.

**Threshold Limit Value** - refers to the Philippine Occupational Safety and Health Standards set for airborne concentrations of substances and represents conditions under which workers may be repeatedly exposed for an 8-hours workday at a total of 48 hours per week, without adverse health effects; (OSHS).

**Toxic wastes** - chemicals that pose a hazard to health or the environment.

**Waste management** - the collection, transport, processing, recycling or disposal of waste materials.

**Work Environment Measurement** - shall mean sampling and analysis carried out in respect of the atmospheric working environment and other fundamental elements of working environment for the purpose of determining actual conditions therein.

## LEARNING OUTCOME 1

### Identify/Evaluate Hazards And Risks

#### PERFORMANCE STANDARDS

- Effects of hazards are determined.
- OHS issues and concerns are identified in accordance with workplace requirements and relevant workplace OHS legislation.
- Hazards are identified.



### Materials

- First Aid Kit
- Personal Protective Equipment



## What Do You Already Know?

Let us determine how much you already know about the use farm tools and equipment. Take this test.

Pretest LO 1

### II. IDENTIFICATION

**Directions:** Identify the following sentences and write the correct answer that will make the sentences complete by selecting the right word given in the box.

1. What executive order governs the Establishment of an Occupational Safety and Health Center in the Employees' Compensation Commission?
2. It is a cross-disciplinary area concerned with protecting the safety, health and welfare of people engaged in work.
3. It is a situation that poses a level of threat to life, health, property, or environment.
4. They are the workers, companies, public or private offices, trade unions and workers' organizations or any organizations/communities requesting for or requiring technical assistance from the OSHC.
5. This refers to the office, premises or worksite where a worker is temporary or habitually assigned.
6. He/She refers to any member of the labor force, whether employed or unemployed, wage or non-wage.
7. The goal of all occupational safety and health programs is to foster a \_\_\_\_\_.
8. It is a type of hazard wherein an organism that is foreign (in presence or concentration) to the organism being affected.
9. It is a physical factor within the environment that harms the musculoskeletal system.
10. It is defined as the probability that exposure to a hazard will lead to a negative consequence.

Worker	Executive Order No. 307	Client
	Risk	Workplace
Biological	Technical Assistance & Advice	
Orgonomic	Hazard	
	Occupational Health & Safety	



## What Do You Need To Know?

Read the Information Sheet 1.1 very well then find out how much you can remember and how much you learned by doing Self-check 1.1.

Information Sheet 1.1

### I. PHILIPPINE OCCUPATIONAL HEALTH AND SAFETY STANDARDS

**Occupational Safety and Health** is a cross-disciplinary area concerned with protecting the safety, health and welfare of people engaged in work. The goal of all occupational safety and health programs is to foster a safe work environment. As a secondary effect, it may also protect co-workers, family members, employers, customers, suppliers, nearby communities, and other members of the public who are impacted by the workplace environment. It may involve interactions among many subject areas, including medicine, occupational well-being, public health, safety engineering / industrial engineering, chemistry, health physics and others.

The Occupation Safety and Health Center in the country is established by Executive order No. 307. The implementing rules and regulations are issued by the Employees Compensation Commission (ECC).

These Implementing Rules and Regulations are issued pursuant to the authority of the Employees Compensation Commission (ECC) under Section 8 of Executive Order No. 307 establishing the Occupational Safety and Health Center (OSHC).

The main objectives of the OSC are follows:

1. prevent, eliminate or reduce work-related injuries, illnesses and deaths
2. implement effectively occupational health and safety programs that will promote the health, efficiency and general well-being of the Filipino workers through the improvement of the quality of his working life that will enhance significantly the productivity of industries and business
3. maintain an expert intelligence and training center for industrial disease and occupational safety

#### Coverage of Services

The Services of the Occupational Safety and Health Center (OSHC) covers the preventive (primary, secondary, tertiary prevention) aspects of occupational safety and health in every workplace, public or private.

The Center serves as the authority on Occupational Safety and Health in the areas of research, training, and information dissemination and technical services.

The Center undertakes studies and research in all aspect of occupational safety and health. It focuses and studies:



1. To prevent and reduce occupational and work-related injuries and illnesses;
2. To continuously review and support the updating of the list of occupational illnesses as prescribed in PD 626, Employees' Compensation and State Insurance Fund; and
3. To aid standard setting and enforcement of OSH Standards.

## II. HAZARDS AND RISKS AND ITS EFFECTS

A hazard is a situation that poses a level of threat to life, health, property, or environment. Most hazards are dormant or potential, with only a theoretical risk of harm. However, once a hazard becomes "active", it can create an emergency situation. A hazard does not exist when it is not happening. A hazardous situation that has come to pass is called an incident. Hazard and vulnerability interact together to create risk.

Hazards are sometimes classified into three modes:

- Dormant - The situation has the potential to be hazardous, but no people, property, or environment is currently affected by this. For instance, a hillside may be unstable, with the potential for a landslide, but there is nothing below or on the hillside that could be affected.
- Armed - People, property, or environment are in potential harm's way.
- Active - A harmful incident involving the hazard has actually occurred. Often this is referred to not as an "active hazard" but as an accident, emergency, incident, or disaster.

### TYPES OF HAZARDS

#### 1. Biological

A biological hazard is one originating from an organism that is foreign (in presence or concentration) to the organism being affected. Many biological hazards are associated with food, including certain viruses, parasites, fungi, bacteria, and plant and seafood toxins. Pathogenic *Campylobacter* and *Salmonella* are common food borne biological hazards. The hazards from these bacteria can be avoided through risk mitigation steps such as proper handling, storing, and cooking of food. Disease in humans can come from biological hazards in the form of infection by bacteria, viruses, or parasites.

#### 2. Chemical

A chemical can be considered a hazard if by virtue of its intrinsic properties can cause harm or danger to humans, property, or the environment. Some chemicals occur naturally in certain geological formations, such as radon gas or arsenic. Other chemicals include products with commercial uses, such as agricultural and industrial chemicals, as well as products developed for home use. Pesticides, which are normally used to control unwanted insects and plants, may cause a variety of negative effects on non-target organisms.

#### 3. Mechanical

A mechanical hazard is any hazard involving a machine or process. Motor vehicles, aircraft, and air bags pose mechanical hazards. Compressed gases or liquids can also be considered a mechanical hazard.

#### 4. Physical

A physical hazard is a naturally occurring process that has the potential to create loss or damage. Physical hazards include, but are not limited to, earthquakes, floods, and tornadoes. Physical hazards often have both human and natural elements. Flood problems can be affected by climate fluctuations and storm frequency, both natural elements, and by land drainage and building in a flood plain, human elements. Another physical hazard, X-rays, are naturally occurring from solar radiation, but have been utilized by humans for medical purposes; however, overexposure can lead to cancer, skin burns, and tissue damage.

#### 5. Ergonomic

It is a physical factor within the environment that harms the musculoskeletal system. Ergonomic hazards include uncomfortable workstation height and poor body positioning. Ergonomic hazards are caused by poorly designed workplaces or processes. Examples are poor lighting, or a job that requires you to repeat the same movement over and over. An office receptionist that has to type an abundant amount of documents may be affected by ergonomic hazards. If she/he is not seated they will have back pain, neck pain, bad eye sight and leg cramps.

One of the most basic health practices in any workplace is having it free from common workplace hazard. Workplace hazards vary from one working environment to another. Because there are so many types of hazards, the three that will be discussed are mechanical hazards, biological hazards, and chemical hazards.

### **Effect of Hazards in Workplace**

#### 1. Mechanical Hazards

The severity of the injury depends on mostly how the accident happens like slips, falls and entanglement. It is the responsibility of the company to make sure all risks are minimized.

#### 2. Chemical Hazards

Everywhere around us see chemical and mixture of chemicals. Some chemicals are acidic while some are extremely volatile. The workplace health risks involved any particular chemical is hard to determine without first knowing what exactly the chemical is and what environment it is in.

#### 3. Biological Hazards

Viruses, diseases and other forms of sickness and biological hazards are the hardest to manage when it comes to the workplace. The most common areas of transmitting disease are in public areas and at work so workplace health is seriously threatened by biological hazards. One more reason why biological hazards are hard to manage is their ability to travel from place to place.

### **Hazard vs. Risk**

The terms hazard and risk are often used interchangeably, however, in terms of risk assessment, these are two very distinct terms. As defined above, a hazard is any biological, chemical, mechanical, or physical agent that is reasonably likely to cause harm or damage to humans or the environment with sufficient exposure or dose. Risk is defined as the probability that exposure to a hazard will lead to a negative consequence, or more simply, Risk = Hazard x Dose (Exposure).



## How Much Have You Learned?

Self-Check 1.1

Refer to the Answer Key. What is your score?

### MODIFIED TRUE OR FALSE

**Directions:** Tell whether the following sentences are true or false. If false, supply the correct word.

1. A hazard is a condition that poses a level of threat to life, health, property, or environment.
2. The situation has the potential to be hazardous, but no people, property, or environment is currently affected by this is categorized active hazard.
3. For every company, all job descriptions must have occupational hazards.
4. Accident prone areas should have signs that warn people.
5. Risk is defined as the probability that exposure to a hazard will lead to a positive consequence.
6. All chemicals are hazardous to man.
7. Ergonomics hazards include earthquakes, floods, and tornadoes.
8. Ergonomics is a physical factor within the environment that harms the musculoskeletal system.
9. Compressed gases or liquids can also be considered a mechanical hazard.
10. Pesticides are normally used to control unwanted insects and plants may cause a variety of negative effects on non-target organisms.
11. A hazardous situation that has come to pass is called an accident.
12. Regular medical checkups that will monitor the employees' health can also prevent the transfer of diseases between employees.
13. A biological hazard is one originating from an organ that is foreign to the organism being affected.
14. Motor vehicles, aircraft, and air bags pose mechanical hazards.
15. Removing occupational hazards is only one way of improving worker protection.



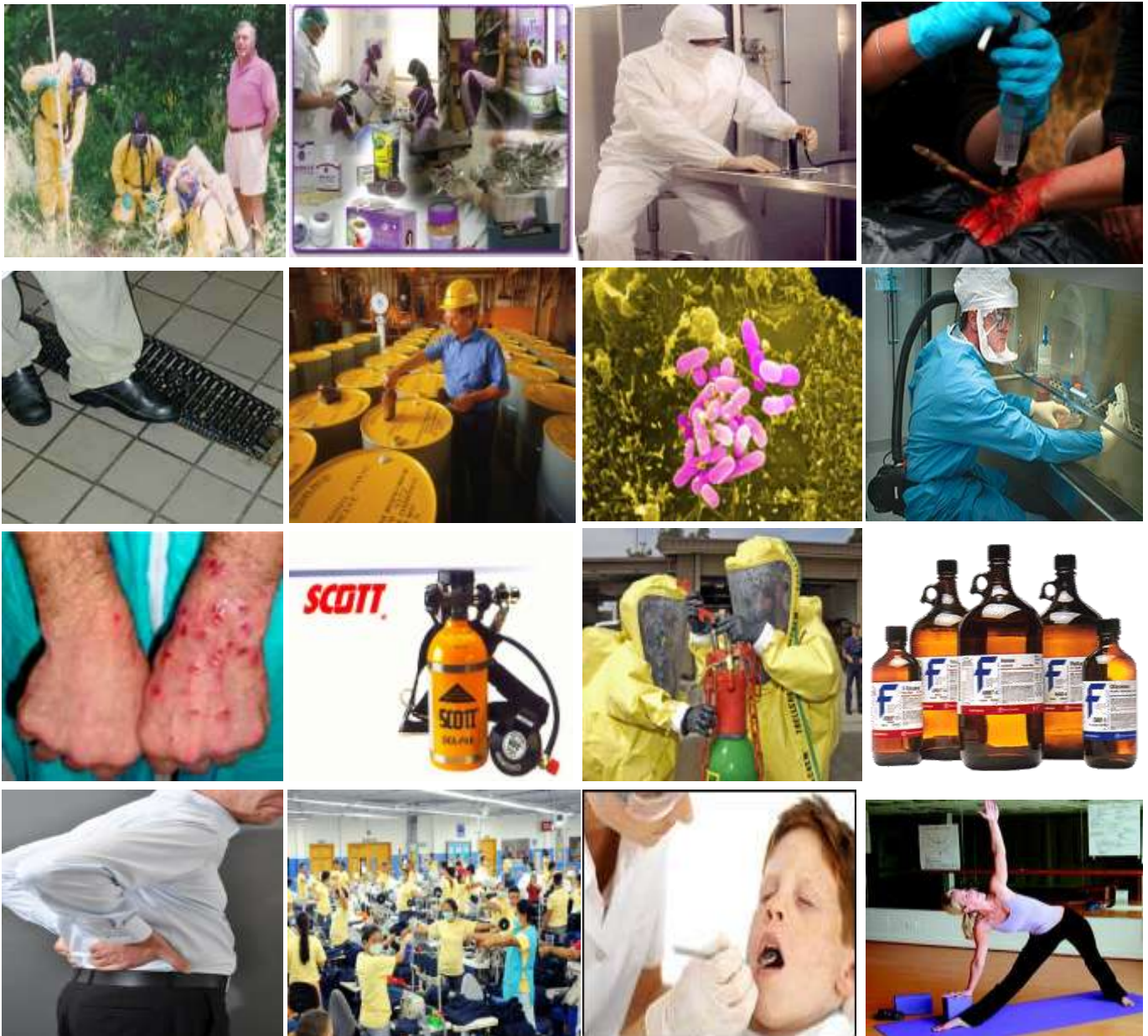
# How Do You Apply What You Have Learned?

Show that you learned something by doing this activity

Activity Sheet 1.1

## PICTURE GALLERY

**Directions:** Classify and describe the following pictures as to the types of hazard – Biological, Chemical, Mechanical, Physical or Ergonomic.





## What Do You Already Know?

Let us determine how much you already know about Safety Regulations. Take this test.

Pretest LO 2

### I. IDENTIFICATION

**Directions:** Identify the following sentences by choosing correct word provided in the box.

1. It is a constitutional law designed to make sure that all Filipinos have safe air to breathe.
2. It is otherwise known as the Philippine Clean Air Act.
3. These are precautions that are taken to prevent or reduce the likelihood of fire that may result in death, injury or damage of property.
4. This is the collection, transport, processing recycling, or disposal of waste materials.
5. It aims to reduce, or avoid the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery.
6. This is a written emergency procedures plan which describes what actions must be taken to minimize hazards.
7. It refers to various measures taken to prevent contagious diseases from being spread from a patient to other patients, health care workers, and visitors, or from others to a particular patient.
8. This process is the reduction or removal of chemical agents.
9. This plan is used to describe the need to remove all participants from the safe grad area and the hotel due to a fire alarm (real or false) or other reason.
10. A kind of isolation that is used for diseases that are spread through particles that are exhaled.

Decontamination	RA 8749	Disaster Management
Contingency Plan	Evacuation	Respiratory Isolation
Isolation	Clean Air Act	Fire Safety
Waste Management		

### II. PICTURE GALLERY

**Directions:** Identify the following Personal Protective Equipment by writing its name on your paper.



1.



6.



2.



7.



3.



8.



4.



9.



5.



10.



## What Do You Need To Know?

Read the Information Sheet 2.1 very well then find out how much you can remember and how much you learned by doing Self-check 2.1.

Information Sheet 2.1

### SAFETY REGULATIONS

#### 1. The Philippines Clean Air Act of 1999

The Clean Air Act is the constitutional law designed to make sure that all Filipinos have air that is safe to breathe. Public health protection is the primary goal, though the law also seeks to protect our environment from damage caused by air pollution. In 1999, Congress enacted Republic Act No. 8749, otherwise known as the Philippine Clean Air Act, a landmark legislation setting a comprehensive air quality management policy and program which aims to achieve and maintain healthy air for all the people in the Philippines.

The Clean Air Act is guided by the following principles:

- a. Protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature;
  - b. Promote and protect the global environment while organizing the primary responsibility of local government units to deal with environmental problems;
  - c. Recognize that the responsibility of cleaning the habitat and environment is primarily area-based; and
  - d. Recognize that a clean and healthy environment is for the good of all and should therefore be the concern of all.
2. **Waste management** is the collection, transport, processing, recycling or disposal of waste materials. Waste Management program helps manage hazardous chemical, radioactive, medical and other wastes safely and legally.

#### Types of Waste

Waste includes all items that people no longer have any use for, which they either intend to get rid of or have already discarded. Many items can be considered as waste like household rubbish, sewage sludge, wastes from manufacturing activities, packaging items, discarded cars, old televisions, garden waste, old paint containers and others. Thus all our daily activities can give rise to a large variety of different wastes arising from different sources.

##### A. Solid wastes

Solid waste is defined as any waste that is dry in form and is discarded as unwanted. It can describe the solid waste from general housekeeping as residential waste, refuse, household waste or domestic

waste. Examples are plastics, styrofoam containers, bottles, cans, papers, scrap iron, and other trashes.

#### B. Liquid Wastes

Liquid waste includes human waste, runoff (storm water or flood water), sullage, industrial wastewater and other forms of wastewater from different sources. Examples are chemicals, oils, waste water from ponds.

### **Classification of Wastes According to their Properties**

#### A. Bio-degradable

Biodegradable wastes are those that can be broken down (decomposed) into their constituent elements by bacteria and other microorganisms. The term can be applied to both liquid and solid waste. Examples are Human and animal wastes, food waste, paper, and agricultural wastes.

#### B. Non-biodegradable

Non-biodegradable trash is any discarded item that cannot be broken down by living organisms. Non-biodegradable trash accumulates in the environment because it cannot return to its origins. Examples are plastics, bottles, old machines, containers and others.

### **Classification of Wastes According to their Effects on Human Health and the Environment**

A. Hazardous wastes – are unsafe substances used commercially, industrially, agriculturally, or economically. Examples are paint, motor oil, pesticide, drain opener, prescription drugs, air fresheners, batteries.

B. Non-hazardous – are safe substances used commercially, industrially, agriculturally, or economically. Examples are papers, cardboard, linings, wrappings, paper packaging materials or absorbents.

#### **Process Flow of Waste Management**

The process flow refers to the 3 (or 4) Rs of reduce, reuse, recycle, and recover which classify waste management strategies according to their desirability. The Rs are meant to be a hierarchy, in order of importance. However, the waste hierarchy has 5 steps: reduce, reuse, recycle, recovery, and disposal.

**Reduce** - to buy less and use less.

**Reuse** - elements of the discarded item are used again.

**Recycle** - discards are separated into materials that may be incorporated into new products.



**Recover** - capturing useful material for waste to energy programs.



3. **Disaster Preparedness and Management** aims to reduce, or avoid the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery.

#### **Disaster Management Cycle**

- Mitigation - Minimizing the effects of disaster.  
Examples: building codes and zoning; vulnerability analyses; public education.
- Preparedness - Planning how to respond.  
Examples: preparedness plans; emergency exercises/training; warning systems.
- Response - Efforts to minimize the hazards created by a disaster.  
Examples: search and rescue; emergency relief.
- Recovery - Returning the community to normal.  
Examples: temporary housing; grants; medical care.



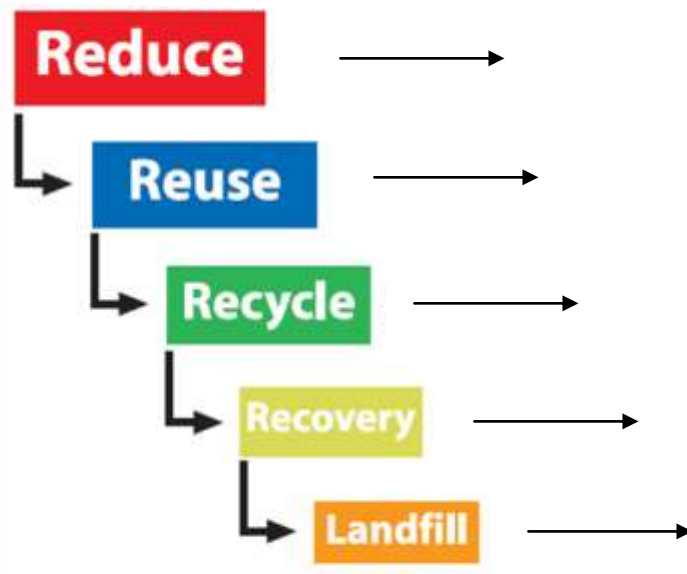
# How Much Have You Learned?

Self-Check 2.1

Refer to the Answer Key. What is your score?

I. **Directions:** Classify the following recyclable and waste materials in the boxes under each process flow.

Plastic bags	Glass Bottles	Cans
Paper bags	Paper wrappers	
Old clothes	Candy wrappers	Left over foods
Batteries	Plastic bottles	



**II. Directions:** Identify the following wastes. Put a check (✓) mark according to the types, properties and effects to human health and environment.

Wastes	Types		Properties		Effects to Human Health and Environment	
	Solid	Liquid	Biodegradable	Non-biodegradable	Hazardous	Non-Hazardous
1. styro cup						
2. candy wrapper						
3. syringe						
4. paint						
5. left over foods						
6. Glass bottles						
7. pesticide						
8. cooking oil						
9. paper wrapper						
10. old clothes						



## How Do You Apply What You Have Learned?

Show that you learned something by doing this activity

Activity Sheet 2.1

### SLOGAN AND POSTER MAKING

**Directions:** Make a Slogan and Poster out of the following topics:

- Clean Air Act
- Electrical and Fire Safety Code
- Waste Management
- Disaster Preparedness and Management



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

Workmanship	-	30%
Content (details of the output and appropriateness)	-	20%
Compliance to standards	-	15%
Totality (appearance, physical impact)	-	15%
Work Habits/Technique	-	10%
Speed	-	10%



## What Do You Need To Know?

Read the Information Sheet 2.2 very well then find out how much you can remember and how much you learned by doing Self-check 2.2

Information Sheet 2.2

### CONTINGENCY MEASURES AND PROCEDURES

A contingency plan is a written emergency procedures plan which describes what actions must be taken to minimize hazards from fires, explosions or unplanned releases of hazardous waste or hazardous waste constituents to air, soil or water.

#### What Must a Contingency Plan Include?

- A description of the emergency procedures to be followed by facility personnel in response to fires, explosions, or any unplanned sudden or non-sudden release of hazardous waste or hazardous waste constituents to the air, soil or water;
- A description of arrangements agreed to by local police departments, fire departments, hospitals, contractors, and state and local emergency response teams;
- An up-to-date list of names, addresses and phone numbers (office and home) of all persons qualified to act as emergency coordinator. When more than one person is listed, one must be designated as primary emergency coordinator and the others must be listed in the order in which they will assume responsibility as alternates;
- An up-to-date list of all emergency equipment at the facility, including the location and physical description of each item, along with a brief outline of its capabilities. Examples of emergency equipment include, but are not limited to, fire extinguishing systems, communications and alarm systems, personnel protective equipment, spill containment or clean-up equipment, and decontamination equipment; and
- An evacuation plan for facility personnel.

**Evacuation** is the immediate and rapid movement of people away from the threat or actual occurrence of a hazard. Examples range from the small scale evacuation of a building due to a bomb threat or fire to the large scale evacuation of a district because of a flood, bombardment or approaching weather system. In situations involving hazardous materials or possible contamination, evacuees may be decontaminated prior to being transported out of the contaminated area.

**Isolation** refers to various measures taken to prevent contagious diseases from being spread from a patient to other patients, health care workers, and visitors, or from others to a particular patient. Various forms of isolation exist, some of which contact procedures are modified, and others in which the patient is kept away from all others.

## Forms of Isolation

- a. Strict isolation is used for diseases spread through the air and in some cases by contact.
- b. Contact isolation is used to prevent the spread of diseases that can be spread through contact with open wounds.
- c. Respiratory isolation is used for diseases that are spread through particles that are exhaled.
- d. Blood and body fluids precaution is used when there is concern about communicable diseases found in a patient's body fluid.
- e. Reverse isolation is a method to prevent a patient in a compromised health situation from being contaminated by other people or objects.

**Decontamination** is the reduction or removal of chemical agents. It may be accomplished by removal of these agents by physical means or by chemical neutralization or detoxification.



## How Much Have You Learned?

Self-Check 2.2

### 1. ONE MINUTE ESSAY

**Directions:** State the importance of having a contingency plan for an emergency case.



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 )	Very Satisfactory ( 26-27 )	Satisfactory ( 24-25 )	Poor ( 22-23 )	
<b>Clarity 30%</b>	Clear relationship between concepts.	Relationship between concepts is evident	Unclear relationship between concepts	Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	Information is clear accurate and precise	Information is accurate	Information is inaccurate	Little or No attempt at all to explain	
<b>Coherence 25%</b>	Logical organization from components to sub-components	Components and sub-components are present.	Components and sub-components are not organized	Little or No attempt at all to explain	
<b>Presentation 20%</b>	Presentation is orderly and effective	Presentation is orderly	Presentation is not orderly	Little or No attempt at all to explain	
<b>Total Score</b>					






**Read the Information Sheet 2.3 very well then find out how much you can remember and how much you learned by doing Self-check 2.3**

Information Sheet 2.3








### III. PERSONAL PROTECTIVE EQUIPMENT (PPE)

**Personal Protective Equipment (PPE)** refers to protective clothing, helmets, goggles, or other garment or equipment designed to protect the wearer's body from injury by blunt impacts, electrical hazards, heat, chemicals, and infection, and job-related health purposes.

#### List of Personal Protective Equipment (PPE)

Personal Protective Equipment	PICTURE	USES
1. Non-specialty safety-toe protective footwear		A steel-toe boot (also known as a safety boot, steel-capped boot or safety shoe) is a durable boot or shoes that has a protective reinforcement in the toe which protects the foot from falling objects or compression, usually combined with a mid sole plate to protect against punctures from below.
2. Non-specialty prescription safety eyewear		Glasses, also known as eyeglasses (formal), spectacles or simply specs (informal), are frames bearing lenses worn in front of the eyes. They are normally used for vision correction or eye protection. Safety glasses are a kind of eye protection against flying debris or against visible and near visible light or radiation.
3. Sunglasses/sunscreen		Sunglasses allow better vision in bright daylight, and may protect against damage from high levels of ultraviolet light. Other types of glasses may be used for viewing visual information (such as stereoscopy).
4. Sturdy work shoes		A shoe is an item of footwear intended to protect and comfort the human foot while doing various activities.
5. Lineman's boots		Lineman's Boots are worn both for their functionality – protecting the foot and leg from water, snow, mud or hazards or providing additional ankle support for strenuous activities.



6. Ordinary cold weather gear		A jacket or ordinary cold weather gear is a hip- or waist-length garment for the upper body. A jacket typically has sleeves, and fastens in the front. A jacket is generally lighter, tighter-fitting, and less insulating than a coat, which is outerwear.
7. Logging boots		A logging boot is a type of footwear and a specific type of shoe. Most boots mainly cover the foot and the ankle and extend up the leg, sometimes as far as the knee or even the hip.
8. Ordinary rain gear		A raincoat is a waterproof or water-resistant coat worn to protect the body from rain. The term rain jacket is sometimes used to refer to raincoats that are waist length. A rain jacket may be combined with a pair of rain pants to make a rain suit.
9. Back belts		Back belts, or lumbar support belts, are generally lightweight belts worn around the lower back to provide support to the lumbar.
10. Long sleeve shirts		A long-sleeved shirt is a type of shirt, of a style and fabric similar to a T-shirt, although, of course, with long sleeves. A long-sleeved t-shirt is sometimes worn underneath a short-sleeved shirt for warmth, typically during cold season.
11. Long pants		Long pants or long trousers, pants (usually in the plural) a garment extending from the waist to the knee or ankle, covering each leg separately.
12. Dust mask/respirators used		A dust mask is a flexible pad held over the nose and mouth by elastic or rubber straps to protect against dusts encountered during construction or cleaning activities, such as dusts from drywall, concrete, wood, fiberglass, silica (from ceramic or glass production), or sweeping.



# How Much Have You Learned?

Self-Check 2.3

## I. EXIT CARD

**Directions:** On an index cards or slips of paper and complete the following prompts:

- ✓ The most important thing I learned about Personal Protective Equipment is \_\_\_\_\_.
  
- ✓ The two (2) things I still want to know more about Personal Protective Equipment are  
(1) \_\_\_\_\_  
(2) \_\_\_\_\_
  
- ✓ The question/s I still have in mind is/are:  
\_\_\_\_\_  
\_\_\_\_\_

(Be sure to discuss this activity with the class)



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 )	Very Satisfactory ( 26-27 )	Satisfactory ( 24-25 )	Poor ( 22-23 )	
<b>Clarity 30%</b>	Clear relationship between concepts.	Relationship between concepts is evident	Unclear relationship between concepts	Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	Information is clear accurate and precise	Information is accurate	Information is inaccurate	Little or No attempt at all to explain	
<b>Coherence 25%</b>	Logical organization from components to sub-components	Components and sub-components are present.	Components and sub-components are not organized	Little or No attempt at all to explain	
<b>Presentation 20%</b>	Presentation is orderly and effective	Presentation is orderly	Presentation is not orderly	Little or No attempt at all to explain	
<b>Total Score</b>					



## How Do You Apply What You Have Learned?

**Show that you learned something by doing this activity**

Activity Sheet 2.3

**Group Work:** From the current news (hazards and risks that just happened) write a Contingency plan with the following considerations:

- Control hazards and risks following OHS procedures strictly
- Procedures in dealing with workplace accidents, fire and emergencies
- Procedures in providing appropriate assistance in the event of workplace emergencies
- Personal Protective Equipment are correctly used

**Note:** The Contingency Plan made may be presented by the following activities:

- Talk of a Resource Speaker
- Panel Discussion
- Class Reporting
- Actual Presentation/Demonstration
- Research
- Video Presentation



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 )	Very Satisfactory ( 26-27 )	Satisfactory ( 24-25 )	Poor ( 22-23 )	
<b>Clarity 30%</b>	Clear relationship between concepts.	Relationship between concepts is evident	Unclear relationship between concepts	Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	Information is clear accurate and precise	Information is accurate	Information is inaccurate	Little or No attempt at all to explain	
<b>Coherence 25%</b>	Logical organization from components to sub-components	Components and sub-components are present.	Components and sub-components are not organized	Little or No attempt at all to explain	
<b>Presentation 20%</b>	Presentation is orderly and effective	Presentation is orderly	Presentation is not orderly	Little or No attempt at all to explain	
<b>Total Score</b>					



## What Do You Already Know?

**Let us determine how much you already know about maintaining occupational health and safety awareness. Take this test.**

Pretest LO 3

### IDENTIFICATION

**Directions:** Choose the best answer from the choices given below after each sentence by writing the letter on your answer sheet.

1. There are other several causes of fire, they are as follows except from one.
  - a. Overheated appliances
  - b. Worn-out electrical connections
  - c. Lighted candles
  - d. Sudden surge of electricity
  
2. Fire drills are conducted at the frequencies specified by the Fire Code and involve all of the following activities except from one.
  - a. Fire alarm
  - b. Supervisory staff operates emergency systems
  - c. Shouting aloud
  - d. occupant' participation is taken into account
  
3. This refers to precautions that are taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage.
  - a. Fire Safety
  - b. Fire Drill
  - c. Earthquake
  - d. Earthquake Drill
  
4. It is the shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.
  - a. Shaking
  - b. Vibration
  - c. Earthquake
  - d. Volcanic Eruption
  
5. It is the provision of initial care for an illness or injury. It is usually performed by non-expert, but trained personnel to a sick or injured person until definitive medical treatment can be accessed.
  - a. Sudden Aid
  - b. First Aid
  - c. Emergency Aid
  - d. Urgent Aid

6. The following are the general Directions for First Aid except from one.
  - a. Give immediate action
  - b. Assess the situation
  - c. Plan action to be taken
  - d. Don't panic
  
7. A good first aider must possess the following characteristics except from one.
  - a. Gladsome
  - b. Gentle
  - c. watchful
  - d. Fast
  
8. During the Earthquake observed the following except from one.
  - a. Run
  - b. Drop
  - c. Hold on
  - d. Cover
  
9. After the Earthquake observed the following except from one.
  - a. Expect aftershocks
  - b. Check yourself for injuries
  - c. Remember to help your neighbors
  - d. Market for basic needs
  
10. After the Earthquake at home observed the following except from one.
  - a. Inspect your home for damage
  - b. Gas: Check for gas leaks
  - c. Electricity: Look for electrical system damage
  - d. Inspect your neighbor's home



## What Do You Need To Know?

**Read the Information Sheet 3.1 very well then find out how much you can remember and how much you learned by doing Self-check 3.1.**

Information Sheet 3.1

### **OPERATIONAL HEALTH AND SAFETY PROCEDURE, PRACTICES AND REGULATION/EMERGENCY-RELATED DRILLS AND TRAINING**

#### **Fire Safety**

This refers to precautions that are taken to prevent or reduce the likelihood of a fire that may result in death, injury, or property damage, alert those in a structure to the presence of an uncontrolled fire in the event one occurs, better enable those threatened by a fire to survive, or to reduce the damage caused by a fire. Fire safety measures include those that are planned during the construction of a building or implemented in structures that are already standing, and those that are taught to occupants of the building.

In our country, Fire Prevention Month is being observed in March of every year led by the Bureau of Fire Protection (BFP). The purpose of the month-long observance is to heighten the fire safety consciousness of the Filipino people and reduce incidence of fires that result to property losses.

Most fires start in the kitchen because people are too negligent about loose valves of liquefied petroleum gas (LPG) tanks. There are other several causes of fire, they are as follows:

- Overheated appliances, like failure to switch off water heater and unplug flat iron after use
- Worn-out electrical connections
- Left unattended lighted candles
- Overheated lights (Christmas lights to be specific) and lanterns
- Sudden surge of electricity

Fire drills are conducted at the frequencies specified by the Fire Code and involve all of the following activities and considerations:

- The fire alarm system is activated as part of the drill (activated in a manner to assess the response of supervisory staff and participants to the alarm condition, or alternatively activated by an individual participating in a given fire scenario situation which is an expected response during the drill)
- Supervisory staff operates emergency systems and equipment as they would in the event of an actual fire, (where applicable the voice communication or paging system, elevator protocol, smoke control equipment protocol, etc.)
- All supervisory staff that have specific duties identified in the fire safety plan participate (notification of the fire department, provisions for access for firefighting, evacuating endangered occupants, closing doors, notification of supervisory staff who may be off site and an assessment of their timely response, etc.).



- The fire drill runs long enough to adequately assess the expected responses of supervisory staff and the emergency procedures relative to the scenario expectations (if the drill is too short, it may not be possible to adequately assess whether sufficient staff have or will respond, etc.)
- The fire drill outcomes are documented and where concerns are identified, corrective measures are implemented.
- The desirable degree of occupant' participation is taken into account.

## Earthquake

It is the shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.

The following activities are to be undertaken:

### During the Earthquake

#### Indoors

- Stay inside
- Drop, cover and hold on. Move only a few steps to a nearby safe place. Take cover under and hold onto a piece of heavy furniture or stand against an inside wall. Stay indoors until the shaking stops. Stay away from windows and doors.
- If you are in bed, hold on, stay and protect your head with a pillow.

#### Outdoors

- Find a clear spot away from buildings, trees, and power lines.
- Drop to the ground until the shaking stops.

### After the Earthquake

#### Personal Safety

- Expect aftershocks. Each time you feel one, drop, cover and hold on.
- Check yourself for injuries. Protect yourself by wearing long pants, a long-sleeved shirt, sturdy shoes and work gloves.
- Listen to a battery-operated radio or television for the latest emergency information.
- Check others for injuries. Give first aid where appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury.
- Remember to help your neighbors who may require special assistance--infants, the elderly, and people with disabilities.

## Home

- Inspect your home for damage. Get everyone out if your home is unsafe.
- Fires: Look for and extinguish small fires.
- Gas: Check for gas leaks. If you smell gas or hear blowing or hissing noise, open a window and leave building. Turn off the gas at the valve.
- Electricity: Look for electrical system damage. Turn off the electricity at the main fuse box or circuit breaker if you see sparks or broken or frayed wires, or if smell hot insulation. If you have to step in water to get to the fuse box or circuit breaker, call an electrician first for advice.
- Sewage, Water: Check for sewage and water lines damage.

## First Aid

It is the provision of initial care for an illness or injury. It is usually performed by non-expert, but trained personnel to a sick or injured person until definitive medical treatment can be accessed.

A good first aider must possess the following characteristics:

- Watchful – pay strict attention to the situation.
- Resourceful – ability of devising ways and means.
- Gentle – having a kind and calm characteristics.
- Diplomatic – careful in saying a word not to upset other people.
- Sympathetic – a mutual association or feeling to be shown to the victim.
- Gladsome – possessing a good spirit, likely to display gloom.

## General Directions for First Aid

1. Give immediate action. Action taken needs to be careful not to cause panic. The first – aider must remain calm all the times.
2. Keep the victim on its position; if possible lay him/her down.
3. Assess the situation. Examine the victim from injuries.
4. Plan action to be taken. It involves seeking expert assistance.



# How Much Have You Learned?

Self-Check 3.1

## I. ORGANIZATION

**Directions:** Identify the following sentences on the circles and categorize them where they belong by connecting a line on the big boxes namely Fire Drill, Earthquake Drill and First Aid.

(Note: This activity can turn into a basketball game)

The activity area contains the following text in circles:

- Stay Inside
- Assess the situation
- Expect aftershocks.
- Overheated Appliances
- Gladsome
- Drop, cover, & hold on
- Worn out electrical connections
- Immediate action
- Activated fire alarm system
- Gentle

At the bottom of the box are three cylinders representing categories:

- FIRE** (Red cylinder)
- EARTHQUAKE DRILL** (Green cylinder)
- FIRST** (Blue cylinder)

Refer to the Answer Key. What is your score?



## How Do You Apply What You Have Learned?

**Show that you learned something by doing this activity**

Activity Sheet 3.1

### Group Activity

Conduct an actual Fire Drill, Earthquake Drill and First Aid based on a written plan to be prepared by the group. The written plan includes purpose of the drill, personnel with the duties to be performed, set of steps/procedure to be undertaken, and comments/suggestions/recommendations to future reference.

Group 1: Conduct Fire Drill

Group 2: Conduct Earthquake Drill

Group 3: Conduct First Aid



## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

RUBRIC FOR PERFORMANCE						
Criteria	Highly Skilled (29-30)	Skilled (27-28)	Moderately Skilled (25-26)	Unskilled (23-24)	No Attempt (21-22)	Score
Use of tools equipment and materials (30%)	Appropriate selection, preparation and use of materials and tools/equipment all the time	Appropriate selection, preparation and use of materials and tools/equipment most of the time	Appropriate selection, preparation and use of materials and tools/equipment some of the time	Never selects, prepares and use appropriate materials and tools/equipment	No attempt to use tools/equipment	
	(29-30)	(27-28)	(25-26)	(23-24)	(21-22)	
Application of procedure (30%)	Systematic application of procedure all the time without supervision	Systematic application of procedure most of the time with minimum supervision	Systematic application of procedure some of the time with constant supervision	Never follows systematic application of procedure and highly development on supervision	No attempt to apply procedure to project	
	(29-30)	(27-28)	(25-26)	(23-24)	(21-22)	
Safety Work Habits (25%)	Highly self-motivated and observes all safety precautions at all times	Self-motivated and observes most safety precautions most of the time	Self-motivated and observes sometimes some safety precautions	Needs to be motivated and does not observe safety precaution	No motivation and totally disregards precautions	
	(24-25)	(22-23)	(20-21)	(18-19)	(16-17)	
Speed/Time (15%)	Work finished ahead of time	Work finished on time	Work finished close to given time	Work finished beyond the given time	No concept of time	
	(14-15)	(12-13)	(10-11)	(8-9)	(6-7)	
<b>Total Score</b>						



**Congratulations! You did a great job! Rest and relax a while then move on to the next lesson. Good luck!**

## REFERENCES

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## LESSON 3

### Maintain Effective Relationship with Clients/Customers



#### LEARNING OUTCOMES:

At the end of this Lesson you are expected to do the following:

- LO 1. Maintain a professional image;
- LO 2. Build credibility to meet customers/clients' requirements



## Definition of Terms

**Child and Elder Care** - a task of domestic worker to take care for children from infant through adolescent. An elderly member of the household may also need a domestic worker's care. This work may involve bathing, companionship, and assistance with doctor visits.

**Cleaning** - involves daily chores involve cleaning floors, furniture, windows, and all rooms. Doing laundry and ironing may be among duties as well.

**Cooking** - prepares by a domestic worker in the family to serve meals.

**Customer** - a recipient of good, service, product, or idea obtained from seller for a monetary consideration.

**Description of the service** - sketches or drawings of the service are to be made. A brief description of the service should be specified.

**Domestic helpers** - persons who render service in the employer's home, with such service necessary or desirable for the maintenance and enjoyment of the living conditions of the employer.

**Laundry** - done by a housekeeper daily, or prepares a schedule to do it. This may involve checking household laundry hampers, which may be in a central location in the laundry room. To do laundry, the housekeeper separates whites, colors and delicate apparel.

**Objective/s** - the goal you want to achieve.

**Protective paraphernalia** - most commonly refers to tools and materials used in or necessary for a particular activity.

**Hygiene** - refers to the set of practices perceived by a community to be associated with the preservation of health and healthy living.

**Materials, Tools, and Equipment** - includes an itemized listing of the materials and supplies needed to complete the service.

**Name of the Service** - refers to the end product or the result of the activity. This should state briefly and cohesively what is to be created as the service.

**Personal grooming** - (also called titivating and preening) is the art of cleaning, grooming, and maintaining parts of the body. It is a species-typical behavior that is controlled by neural circuits in the brain.

**Personal hygiene** - refers to practices that lead to cleanliness and health preservation.

**Procedure** - refers to the process in which the service is completed. A step-by-step instruction is preferred.

**Public relations (PR)** - the practices of managing the flow of information between an organization and its publics.

**Service plan** - a plan that gives directions to any undertaking.



**Shopping** - may be a task for the domestic worker. Duties could involve keeping groceries stocked in the pantry and buying household items. The employer needs to give a shopping budget and guidelines to follow. Some domestic workers are responsible for shopping for family clothing and larger scales household items and appliances.

**Uniform** - worn by members of an organization while participating in that organization's activity.

**Workforce** - the labor pool in employment. It is generally used to describe those working for a single company or industry, but can also apply to a geographic region like a city, country, state, etc.

## LEARNING OUTCOME 3

### Maintain Occupational Health and Safety Awareness

## PERFORMANCE STANDARDS

- Procedures in emergency related drill are strictly followed in line with the established organization guidelines and procedures.
- OHS personal records are filled up in accordance with workplace requirements.



## Materials

- Copy of the Service Plan



## What Do You Already Know?

Let us determine how much you already know about maintaining a professional image. Take this test.

Pretest LO 1

### I. WORD HUNT

**Directions:** Find the following terms in the password puzzle.

ASSOCIATION  
EMPLOYMENT  
WORKERS

ORGANIZATION  
WAGE  
EDUCATION

WORK  
WORKFORCE  
PROTECTION

ETHICS

A	S	S	O	C	I	A	T	I	O	N	O	U	K
S	E	R	R	G	N	O	T	I	K	V	B	J	L
E	D	S	G	E	W	O	R	R	E	R	D	S	S
D	W	H	A	F	E	R	O	F	E	W	W	O	R
U	G	E	N	M	I	W	W	Q	S	D	O	C	N
C	B	N	I	N	M	E	D	S	E	R	R	S	O
A	J	D	Z	E	N	M	R	E	S	T	K	F	I
T	K	K	A	E	M	P	L	O	Y	M	E	N	T
I	U	M	T	F	M	E	E	W	R	S	R	T	C
O	U	T	I	Q	I	T	I	S	S	O	S	M	E
N	U	W	O	S	A	S	N	A	C	O	N	T	T
O	J	X	N	B	T	I	W	N	I	K	D	R	O
O	F	F	E	G	A	W	M	E	H	G	T	E	R
F	S	E	V	B	N	M	O	M	T	D	W	E	P
E	C	R	O	F	K	R	O	W	E	T	D	W	H

## II. JUMBLED LETTERS

**Directions:** Arrange the jumbled letters to identify the word each sentence defines/describes.

**U S O T E M R C**

1. It is a recipient of good, service, product, or idea obtained from seller for a monetary consideration

**R O F C E K O R W**

2. It is the labor pool in employment.

**C I H E T S**

3. It deals with the philosophical science dealing with the morality of human acts.

**D E C O R P E R U**

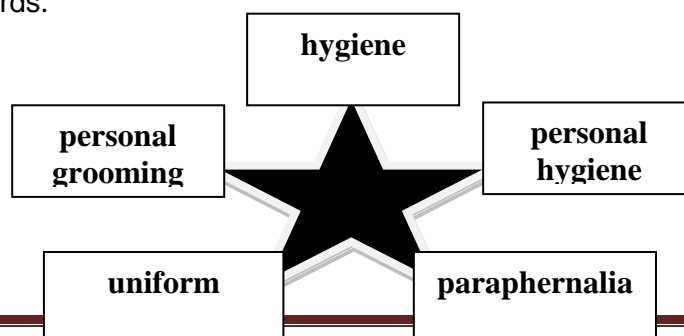
4. It is the step-by-step instruction in planning.

**LOHUSODEH KOWERR**  
household.

5. Anyone you pay to provide domestic services in your household.

## III. WORD BANK

**Directions:** Identify the word being defined or described in each item. Choose your answer from the list of words.



1. This refers to apparatus, equipment, or furnishing used in or necessary for a particular activity.
2. It is worn by members of an organization while participating in that organization's activity.
3. It is also called tidying and preening which is the art of cleaning, grooming, and maintaining parts of the body.
4. It refers to practices that lead to cleanliness and health preservation.
5. This refers to the set of practices perceived by a community to be associated with the preservation of health and healthy.



## What Do You Need To Know?

**Read the Information Sheet 1.1 very well then find out how much you can remember and how much you learned by doing Self-check 1.1.**

Information Sheet 1.1

### **I. PROFESSIONAL CODE OF CONDUCT/ETHICS OF A HOUSEHOLD WORKER**

The primary purpose of the household work profession is to enhance human well being and help meet the basic human needs by performing a variety of household services for an individual or a family. These household services may include cooking, doing laundry and ironing, food shopping, gardening, taking care for children and/or elders, and other household errands.

The purpose of the household work profession is rooted in a set of core values. These core values, embraced by household workers throughout the profession's history, are the foundation of household work's unique purpose and perspective:

- service
- dignity
- importance of human relationships
- integrity
- competence

## Ethical Principles

The following broad ethical principles are based on household work's core values of service, dignity, importance of human relationships, integrity, and competence. These principles set forth ideals to which all household workers should aspire.

### Value: Service

Household workers elevate service to others above self interest. They draw on their knowledge, values, and skills to help people in need of doing household services for them.

### Value: Dignity

Household workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. They seek to enhance customers' capacity and opportunity to address their own needs.

### Value: Importance of Human Relationships

Household workers understand that relationships between and among people are an important vehicle for efficiency. They engage people as partners in the helping process.

### **Value: Integrity**

Household workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. They act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

### **Value: Competence**

Household workers continually strive to increase their professional knowledge and skills and to apply them in practice. They should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all household workers. These standards concern (1) household workers' ethical responsibilities to clients, (2) household workers' ethical responsibilities to colleagues, and (3) household workers' ethical responsibilities as professionals.

### **1. HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS**

- **Commitment to Clients.** Household workers' primary responsibility is to promote the well being of clients through doing household tasks for them.

- **Self Determination.** Household workers respect and promote the right of clients through assisting them in their efforts to accomplish their jobs at the most convenient time.
- **Competence.** Household workers should provide services and represent themselves as competent within the boundaries of their education, training, license, certification, supervised experience, or other relevant professional experience.
- **Cultural Competence and Social Diversity.** Household workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- **Privacy and Confidentiality.** Household workers should respect clients' right to privacy. They should not solicit private information from clients unless it is essential in the conduct of services.
- **Access to Records.** Household workers should provide clients with reasonable access to records concerning the household services rendered.
- **Sexual Relationships.** Household workers should under no circumstances engage in sexual activities or sexual contact with clients, whether such contact is consensual or forced.
- **Sexual Harassment.** Household workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- **Derogatory Language.** Household workers should not use derogatory language in their written or verbal communications to or about clients. They should use accurate and respectful language in all communications to and about clients.
- **Payment for Services.** When setting fees, Household workers should receive fee that are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- **Interruption of Services.** Household workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
- **Termination of Services.** Household workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests. They should take reasonable steps to avoid abandoning clients who are still in need of services.

## **2. HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES**

- **Respect.** Household workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. They should cooperate with household work colleagues when such cooperation serves the well being of clients.

- Confidentiality. Household workers should respect confidential information shared by colleagues in the course of their relationships and work.
- Consultation. Household workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- Sexual Relationships. Household workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest.
- Sexual Harassment. Household workers should not sexually harass colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- Impairment of Colleagues. Household workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- Incompetence of Colleagues. Household workers who have direct knowledge of a Household work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- Unethical Conduct of Colleagues. Household workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

## 1. HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS

- Competence. Household workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- Discrimination. Household workers should not practice, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.
- Private Conduct. Household workers should not permit their private conduct to interfere with their ability to fulfill their responsibilities.
- Dishonesty, Fraud, and Deception. Household workers should not participate in, or be associated with dishonesty, fraud, or deception.
- Impairment. Household workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their performance.
- Misrepresentation. Household workers should ensure that their representations to clients, agencies, affiliations, services provided, or results to be achieved are accurate.

- Solicitations. Household workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client’s prior statement as a testimonial endorsement) from current clients or from other people who are vulnerable to undue influence.



## How Much Have You Learned?

### Self-Check 1.1

#### FILL IN THE BLANKS

**Directions:** Fill in the blanks with the correct answer to make the sentences complete.

1. The primary purpose of the household work profession is to enhance human well being and help meet the basic human needs by performing a variety of \_\_\_\_\_ for an individual or a family.
2. Household workers elevate \_\_\_\_\_ to others above self interest. They draw on their knowledge, values, and skills to help people in need of doing household services for them.
3. Household workers should under no circumstances engage in sexual activities or sexual contact with clients, whether such contact is consensual or forced. This refers to \_\_\_\_\_ with the clients.
4. Household workers continually strive to increase their professional knowledge and skills and to apply them in practice. They should aspire to contribute to the knowledge base of the profession. This value refers to \_\_\_\_\_.
5. Household workers should respect confidential information shared by colleagues in the course of their relationships and work. This refers to \_\_\_\_\_.
6. Household workers should make reasonable efforts to ensure \_\_\_\_\_ in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.
7. Household workers should not \_\_\_\_\_ clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
8. Household workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. They seek to enhance customers’ capacity and opportunity to address their own needs. This refers to \_\_\_\_\_.
9. Household workers are continually aware of the profession’s mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. This refers to \_\_\_\_\_.



10. Household workers understand that \_\_\_\_\_ between and among people is an important vehicle for efficiency. They engage people as partners in the helping process.

Refer to the Answer Key. What is your score?



## How Do You Apply What You Have Learned?

Show that you learned something by doing this activity



Activity Sheet 1.1

**Directions:** View a video from the internet or television (other sources, story from a magazine) featuring a role of a household worker. Note the Ethical principles observed. (As HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES TO CLIENTS, HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES TO COLLEAGUES, and HOUSEHOLD WORKERS' ETHICAL RESPONSIBILITIES AS PROFESSIONALS).



Read the Information Sheet 1.2 very well then find out how much you can remember and how much you learned by doing Self-check 1.2

## II. UNIFORM, EQUIPMENT AND PARAPHERNALIA OF A HOUSEHOLD WORKER

Employers may require their domestic workers to wear a uniform, livery or other "domestic workers' clothes" when in their employers' residence. The uniform is usually simple. Female servants wore long, plain, dark-coloured dresses or black skirts with white belts and white blouses, and black shoes, and male servants and butlers would wear something from a simple suit, or a white dress shirt, often with tie, and knickers.

	<p>An <b>apron</b> is an outer protective garment that covers primarily the front of the body. It may be worn for hygienic reasons as well as in order to protect clothes from wear and tear. (for female)</p>
	<p>A <b>housekeeping shirt and pants</b> is an outer protective garment that covers the body. (for female)</p>

The word **protective paraphernalia** most commonly refers to tools and materials used in or necessary for a particular activity. Below are examples of worker's protective paraphernalia.

	
<p>Hand towels – used for wiping and drying</p>	<p>Long sleeves – used for covering the arms to protect arms from heat, dust and insect</p>

wet hands.	bit.
	
Protective mask – used for protecting the mouth and nose from inhaling dust and chemicals while working.	Protective gown – used for protecting the dress from dirt.
	
protective shoes – used for protecting the feet from any harm.	Hairnet – used to prevent the hair from falling while at work.
	
long pants – used for protecting the legs against dust, heat and insect bit.	Glooves – used for protecting the hands from cuts, burn and other related incident.



## How Much Have You Learned?

Self-Check 1.2

## 1. ONE MINUTE ESSAY

**Directions:** State the importance of wearing uniform and protective paraphernalia in accordance with employer/agency standards.



### How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

	Criteria				Score
	Excellent ( 29-30 ) Clear relationship between concepts.	Very Satisfactory ( 26-27 ) Relationship between concepts is evident	Satisfactory ( 24-25 ) Unclear relationship between concepts	Poor ( 22-23 ) Little or No attempt at all to explain	
<b>Clarity 30%</b>	( 29-30 ) Clear relationship between concepts.	( 26-27 ) Relationship between concepts is evident	( 24-25 ) Unclear relationship between concepts	( 22-23 ) Little or No attempt at all to explain	
<b>Comprehensiveness 25%</b>	( 24-25 ) Information is clear accurate and precise	( 21-22 ) Information is accurate	( 19-20 ) Information is inaccurate	( 17-18 ) Little or No attempt at all to explain	
<b>Coherence 25%</b>	( 24-25 ) Logical organization from components to sub-components	( 21-22 ) Components and sub-components are present.	( 19-20 ) Components and sub-components are not organized	( 17-18 ) Little or No attempt at all to explain	
<b>Presentation 20%</b>	( 19-20 ) Presentation is orderly and effective	( 16-17 ) Presentation is orderly	( 14-15 ) Presentation is not orderly	( 12-13 ) Little or No attempt at all to explain	
<b>Total Score</b>					



### What Do You Need To Know?

Read the Information Sheet 1.3 very well then find out how much you can remember and how much you learned by doing Self-check 1.3

Information Sheet 1.3

### III. PERSONAL HYGIENE AND GOOD GROOMING

**Personal Hygiene** and **Good Grooming** is all about inviting respect and admiration from others through your appearance and actions.

- A. **Personal hygiene** refers to practices that lead to cleanliness and health preservation. Examples of personal hygiene practices include hair cutting, shaving, brushing teeth, bathing daily, nail clipping, etc. It also refers to good personal appearance. Hygiene encourages personal health. Personal Hygiene is the first step to good grooming and good health. It is an ongoing task.
- ✓ Bathe or shower daily
  - ✓ Brush & floss daily
  - ✓ Drink plenty of water
  - ✓ Regular exercise
  - ✓ Wear little perfume
- B. **Good grooming** is knowing what to do and putting it into practice on a daily basis. It starts before you put on your clothing. It means taking care of your hair, skin, face, hands and your total body. Good grooming can lift your morale and help increase your self-esteem.

Good Grooming is structured to:

- understand the importance of creating a positive impression;
- behave appropriately at social and business functions;
- enhancing the Corporate and Social Image through dressing;
- understanding that basic grooming is all about cleanliness, tidiness and hygiene;
- how to manage personal hygiene;
- understanding the importance of nonverbal communication through facial expressions, posture and behavior; and
- understanding the uniqueness of cultures around the world and how to apply the skills of cultural understanding to become more successful in the global business environment.

#### Grooming Do's & Don'ts

- Wear your hair clean & styled neatly.
- Use deodorant.
- Shave your facial hair.
- Trim your beard (if you are sporting one).
- Do not use a lot of perfume/cologne.
- Do not smoke, chew gum or spit tobacco.
- Do not have dirty fingernails. Trim & scrub hands if necessary.

#### Clothing Do's & Don'ts

- Wear clean, ironed clothes.
- Empty pockets-beware of bulging keys & coins.
- Don't wear loud, bright colors. These colors can be used sparingly as accents or accessories.

- C. **Etiquette** constitutes "the forms, manners, and ceremonies established by convention as acceptable or required by society, in a profession or in official life." It is also considered as the ability to reason and do the right thing at the right time. Etiquette is the foundation of having social grace.
- Look the person you are speaking to straight in the eye. This gives the person the impression that you are interested and very attentive.
  - Avoid distraction which might result if you stare other things other than the person you are speaking to.
  - Think before, during and after you speak.
  - Do not speak with your mouth full.
  - Speak in a gentle and pleasing tone.
  - Avoid the use of slang, swearing, or any other "bad" language.
  - Do not interrupt people while they are talking.
  - Refrain from sarcasm or double meanings in your conversation.
  - Try to keep the main topic of the conversation away from yourself.
  - Refrain from discussing people's private affairs or secrets.
  - Try not to speak ill of others.
  - Reserve a cheerful topic for conversation.
  - Speak only about things you know.
  - Make introductions to make new friends.
  - Remember to respect others.
  - Maintain a behavior that does not offend others.
  - Look your best at all times according to the time place and occasion.
  - Do not eat or drink in places not designated for such.
  - Do not groom yourself in public.
  - Maintain a proper decorum.
  - Be courteous.
  - Consider others.
  - Be sure not to make noises that may bother others.



## How Much Have You Learned?

Self-Check 1.3

**Refer to the Answer Key. What is your score?**

### IDENTIFICATION

**Directions:** Read the statements below and classify them if they are under DO or DON'T column.

DO	DON'T

1. Reserve a cheerful topic for conversation
2. Speak with your mouth full
3. Speak ill of others
4. Speak things you don't know
5. Make noise
6. Use deodorant
7. Wear bright, loud colored dress
8. Wear little perfume
9. Bath daily
10. Empty pockets-beware of bulging keys & coins



## How Do You Apply What You Have Learned?

**Show that you learned something by doing this activity**

Activity Sheet 1.3

Directions: Fill up the Household Tasks Checklist.

### Household Tasks Checklist

Time	Task (Perform at least 5 tasks)	Steps Taken	Paraphernalia Used	Remarks	Signature
Prepared by:			Date:		

**Note:**  
 Students must note the time, household tasks completed together with the steps taken and paraphernalia used. An observant must fill up the Remarks column and fix his/her signature on the column. (An observant maybe parents, sisters/brothers)





## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

RUBRIC FOR PERFORMANCE						
Criteria	Highly Skilled	Skilled	Moderately Skilled	Unskilled	No Attempt	Score
<b>Use of tools equipment and materials (30%)</b>	<b>(29-30)</b> Appropriate selection, preparation and use of materials and tools/ equipment all the time	<b>(27-28)</b> Appropriate selection, preparation and use of materials and tools/ equipment most of the time	<b>(25-26)</b> Appropriate selection, preparation and use of materials and tools/equipme nt some of the time	<b>(23-24)</b> Never selects, prepares and use appropriate materials and tools/ equipment	<b>(21-22)</b> No attempt to use tools/ equipment	
	<b>(29-30)</b> Systematic application of procedure all the time without supervision	<b>(27-28)</b> Systematic application of procedure most of the time with minimum supervision	<b>(25-26)</b> Systematic application of procedure some of the time with constant supervision	<b>(23-24)</b> Never follows systematic application of procedure and highly development on supervision	<b>(21-22)</b> No attempt to apply procedure to project	
<b>Safety Work Habits (25%)</b>	<b>(24-25)</b> Highly self-motivated and observes all safety precautions at all times	<b>(22-23)</b> Self-motivated and observes most safety precautions most of the time	<b>(20-21)</b> Self-motivated and observes sometimes some safety precautions	<b>(18-19)</b> Needs to be motivated and does not observe safety precaution	<b>(16-17)</b> No motivation and totally disregards precautions	
	<b>(14-15)</b> Work finished ahead of time	<b>(12-13)</b> Work finished on time	<b>(10-11)</b> Work finished close to given time	<b>(8-9)</b> Work finished beyond the given time	<b>(6-7)</b> No concept of time	
<b>Total Score</b>						



## What Do You Already Know?

Let us determine how much you already know about maintaining a professional mage. Take this test.

Pretest LO 2

### MATCHING TYPE

**Directions:** Match the meaning in Column A to the word in Column B. Write the letters in the blank.

#### COLUMN A

- \_\_\_\_\_ 1. A household worker is anyone you pay to provide domestic services in your household.
- \_\_\_\_\_ 2. This refers to the process in which the service is completed.
- \_\_\_\_\_ 3. If there are small infants and toddlers in the house, the housekeeper may be responsible for caring for them.
- \_\_\_\_\_ 4. Consistently exceeds job description expectations.
- \_\_\_\_\_ 5. Duties could involve keeping groceries stocked in the pantry and buying household items.
- \_\_\_\_\_ 6. Perform his job's duties in a manner that demonstrates he understands his job's goals, duties, and job description.
- \_\_\_\_\_ 7. Perform his job's duties with accuracy.
- \_\_\_\_\_ 8. Exercises sound decision making skills when needed.
- \_\_\_\_\_ 9. This refers to the goal you want to achieve.
- \_\_\_\_\_ 10. Follows clientele's rules, regulations, policies, procedure.

#### COLUMN B

- a. Honest
- b. Responsible
- c. Procedure
- d. Shopping
- e. Household worker
- f. Loyal
- g. Industrious
- h. Objective
- i. Child care
- j. Decisiveness



## What Do You Need To Know?

Read the Information Sheet 2.1 very well then find out how much you can remember and how much you learned by doing Self-check 2.1.

Information Sheet 2.1

### DESIRABLE TRAITS OF A HOUSEHOLD WORKER

**Household Worker** is a person who works within the employer's household. Household workers perform a variety of household services for an individual or a family, from providing care for children and elderly dependents to cleaning and household maintenance known as housekeeping. Responsibilities may also include cooking, doing laundry and ironing, food shopping and other household errands.

#### Desirable Traits of a Household Worker

1. **Loyal.** Follows clientele's rules, regulations, policies, procedure, etc.
2. **Trustworthy.** A person can prove his trustworthiness by fulfilling an assigned responsibility - and as an extension of that, not to let down expectations.
3. **Honest.** Perform his job's duties with accuracy.
4. **Responsible.** Perform his job's duties in a manner that demonstrates he understands his job's goals, duties, and job description.
5. **Industrious.** Consistently exceeds job description expectations.
6. **Respectful.** Shows respect for customer's authority and responsibility.
7. **Cooperative.** Cooperates with other employees to achieve common objectives.
8. **Flexible.** Willing to change how he performs his job as his job's responsibilities change.
9. **Decisive.** Exercises sound decision making skills when needed.
10. **Punctual.** It is the characteristic of being able to complete a required task before or at a previously designated time. "Punctual" is often used synonymously with "on time."

### DUTIES AND RESPONSIBILITIES OF A HOUSEHOLD WORKER

A household worker is anyone you pay to provide domestic services in your household, such as:

- Babysitters, and nannies;
- Caretakers, health aides, and private nurses;
- Housekeepers and maids;
- Gardeners, landscapers, and yard-keepers;
- Drivers and chauffeurs; and
- Personal assistants, personal chefs, and cooks.

Specifically, the following are the duties and responsibilities of a household worker:

### **1. Cleaning**

The domestic worker will be assigned certain areas in the home or specific tasks such as daily cleaning or deep cleaning. Daily chores involve cleaning floors, furniture, windows, and all rooms. Doing laundry and ironing may be among duties as well. Deeper cleaning, such as shampooing carpets, is not done as often.

### **2. Child and Elder Care**

A domestic worker may also be assigned the care of children from infant through adolescent. In this instance, experience with children is needed. Caring for infants and toddlers places more demands on the worker. Some responsibilities involved in the child's care are bathing, diapering, feeding, supervising and entertaining.

An elderly member of the household may also need a domestic worker's care. This work may involve bathing, companionship, and assistance with doctor visits.

### **3. Cooking**

Some domestic workers prepare the family's meals. When this is the case, it is good to know the family's preferences. A thorough cookbook offering varied dishes will help the domestic worker prepare tasty meals for breakfast, lunch and dinner. If the worker does not cook on weekends, she sometimes prepares dishes ahead of time that family members can conveniently heat and serve themselves.

### **4. Shopping**

Shopping may be a task for the domestic worker. Duties could involve keeping groceries stocked in the pantry and buying household items. The employer needs to give a shopping budget and guidelines to follow. Some domestic workers are responsible for shopping for family clothing and larger scale household items and appliances.

### **5. Laundry**

Housekeepers may do laundry daily, or prepare a schedule to do it. This may involve checking household laundry hampers, which may be in a central location in the laundry room. To do laundry, the housekeeper separates whites, colors and delicate apparel. When the clothing is dry, she removes it from the dryer to minimize wrinkles. Clothes are then ironed and folded and placed back into the proper drawers and closets.

## 6. Childcare

If there are small infants and toddlers in the house, the housekeeper may be responsible for caring for them. It is important that the housekeeper is trained in first aid and CPR with smaller children and is very attentive. Older children may be present in the home after school hours. The housekeeper may have to pick the child up from school and transport him to after school activities.

Aside from the specific tasks mention earlier, a household worker is expected to dispense some of the following tasks as part of her/his duty and responsibility:

- Clean rooms, hallways, lobbies, lounges, restrooms, corridors, stairways, locker rooms, and other work areas so that health standards are met.
- Empty wastebaskets, empty and clean ashtrays, and transport other trash and waste to disposal areas.
- Dust and polish furniture and equipment.
- Clean rugs, carpets, upholstered furniture, and draperies, using vacuum cleaners.
- Keep storage areas and carts well-stocked, clean, and tidy.
- Sweep, scrub, wax, or polish floors, using brooms, mops, or powered scrubbing and waxing machines.
- Wash windows, walls, ceilings, and woodwork, waxing and polishing as necessary.
- Carry linens, towels, toilet items, and cleaning supplies.
- Replenish supplies, such as drinking glasses, linens, writing supplies, and bathroom items.
- Hang draperies and dust window blinds.
- Polish silver accessories and metalwork, such as fixtures and fittings.
- Move and arrange furniture and turn mattresses.
- Disinfect equipment and supplies, using germicides or steam-operated sterilizers.
- Sort clothing and other articles, load washing machines, and iron and fold dried items.
- Sort, count, and mark clean linens and store them in linen closets.
- Request repair services and wait for repair workers to arrive.
- Wash dishes and clean kitchens, cooking utensils, and silverware.
- Answer telephones and doorbells.

- Assign duties to other staff and give instructions regarding work methods and routines.
- Care for children or elderly persons by overseeing their activities, providing companionship, and assisting them with dressing, bathing, eating, and other needs.
- Run errands, such as taking laundry to the cleaners and buying groceries.
- Plan menus and cook and serve meals and refreshments following employer's instructions or own methods.
- Purchase or order groceries and household supplies to keep kitchens stocked and record expenditures.

### **SERVICE PLAN**

Working without a plan is similar to providing household services without knowing what and how to start. A plan is necessary to give direction to any undertaking. The parts of a plan are as follows:

**A. Name of the Service**

This refers to the end product or the result of the activity. This should state briefly and cohesively what is to be created as the service.

**B. Objective**

This refers to the goal you want to achieve. Objectives should be set cooperatively by the student and the teacher. It should focus on the three domains of learning: cognitive, psychomotor, and affective. It includes the principles, skills, and values that should be learned as the service is completed.

**C. Description of the Service**

This part of the service plan consists of illustrations, sketches or drawings of the service to be made. A brief description of the service should be specified.

**D. Materials, Tools, and Equipment**

This includes an itemized listing of the materials and supplies needed to complete the service. The list of materials needed should be presented in tabular form to show a description of each. The quantity, unit, total cost, tools and equipment needed to complete the service should be included in the table. List of tools and equipment needed follows the list of materials. The date when the service was started and completed can also be indicated in this part.

**E. Procedure**

This refers to the process in which the service is completed. A step-by-step instruction is preferred.



## How Much Have You Learned?

Self-Check 2.1

What is your score?

### MATCHING TYPE

- I. **Directions:** Match the meaning in Column A to the word in Column B. Write the letters in the blank.

#### Desirable Traits of a Household Worker

##### Column A

1. Willing to change how he performs his job as his job's responsibilities change.
2. Exercises sound decision making skills when needed.
3. Perform his job's duties in a manner that demonstrates he understands his job's goals, duties, and job description.
4. A person can prove his trustworthiness by fulfilling an assigned responsibility - and as an extension of that, not to let down expectations.
5. It is the characteristic of being able to complete a required task before or at a previously designated time. "Punctual" is often used synonymously with "on time."
6. Cooperates with other employees to achieve common objectives.
7. Shows respect for customer's authority and responsibility.
8. Consistently exceeds job description expectations.
9. Follows clientele's rules, regulations, policies, procedure, etc.
10. Perform his job's duties with accuracy.

##### Column B

- a. Loyal
- b. Trustworthy
- c. Punctual
- d. Cooperative
- e. Flexible
- f. Honest
- g. Decisive
- h. Responsible
- i. Industrious
- j. Respectful

### ENUMERATION

- II. **Directions:** Enumerate the following sentences.
1. Give 5 specific duties that a household worker performs.
  2. Give 5 general duties that a household worker renders.



# How Do You Apply What You Have Learned?

Show that you learned something by doing this activity

Activity Sheet 2.1

## SERVICE PLAN

Directions: Make a Service Plan for household task.

Sample Service Plan

Service Plan for \_\_\_\_\_

Name: \_\_\_\_\_

Year & Section: \_\_\_\_\_

Date Begun: \_\_\_\_\_

Date Finished: \_\_\_\_\_

I. Type of Service: \_\_\_\_\_

II. Objectives:

At the end of the activity, I should be able to:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

III. Design of the Service:

IV. Materials, Tools and Equipment

A. Materials:

Quantity	Description	Unit Cost	Total Cost
----------	-------------	-----------	------------

B. Tools:

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

2. \_\_\_\_\_ 4. \_\_\_\_\_

C. Equipment:

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

2. \_\_\_\_\_ 4. \_\_\_\_\_

V. Procedure:

A. Preliminary Activities

B. Evaluation of the Service

VI. Remarks: \_\_\_\_\_





## How Well Did You Perform?

Find out by accomplishing the Scoring Rubric honestly and sincerely. Remember it is your learning at stake!

RUBRIC FOR PERFORMANCE						
Criteria	Highly Skilled (29-30)	Skilled (27-28)	Moderately Skilled (25-26)	Unskilled (23-24)	No Attempt (21-22)	Score
Use of tools equipment and materials (30%)	Appropriate selection, preparation and use of materials and tools/equipment all the time	Appropriate selection, preparation and use of materials and tools/equipment most of the time	Appropriate selection, preparation and use of materials and tools/equipment some of the time	Never selects, prepares and use appropriate materials and tools/equipment	No attempt to use tools/equipment	
	(29-30)	(27-28)	(25-26)	(23-24)	(21-22)	
Application of procedure (30%)	Systematic application of procedure all the time without supervision	Systematic application of procedure most of the time with minimum supervision	Systematic application of procedure some of the time with constant supervision	Never follows systematic application of procedure and highly development on supervision	No attempt to apply procedure to project	
	(29-30)	(27-28)	(25-26)	(23-24)	(21-22)	
Safety Work Habits (25%)	Highly self-motivated and observes all safety precautions at all times	Self-motivated and observes most safety precautions most of the time	Self-motivated and observes sometimes some safety precautions	Needs to be motivated and does not observe safety precaution	No motivation and totally disregards precautions	
	(24-25)	(22-23)	(20-21)	(18-19)	(16-17)	
Speed/ Time (15%)	Work finished ahead of time	Work finished on time	Work finished close to given time	Work finished beyond the given time	No concept of time	
	(14-15)	(12-13)	(10-11)	(8-9)	(6-7)	
<b>Total Score</b>						



**Congratulations! You did a great job!**

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## ANSWER KEYS

### LESSON 1: USE AND MAINTENANCE OF TOOLS AND EQUIPMENT

#### SELF – CHECK 1.1

##### I. Matching Type

1. J
2. I
3. H
4. G
5. F
6. E
7. D
8. C
9. B
10. A

##### II. Picture Gallery

1. Vacuum Cleaner
2. Water Hose
3. Water
4. Scrubbing Foam
5. Trash Can
6. Bucket
7. Sponge
8. Gloves
9. Floor Polisher/Floor Buffer
10. Cobwebber

#### SELF – CHECK 1.2

<b>Safety Measures</b>		
Protect yourself	Checklist for power carrying tips	Tough lifting jobs
<ul style="list-style-type: none"> <li>• Use the correct hand protection; wear gloves to prevent cuts.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your footing is firm.</li> </ul>	<ul style="list-style-type: none"> <li>• Don't try to carry a big load alone. Ask for help.</li> </ul>
<ul style="list-style-type: none"> <li>• Wear safety shoes to prevent injury to your feet from a dropped item.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure enough clearance at doorways to keep your hands and fingers safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Work as a team. Lift, walk, and lower the load together.</li> </ul>
	<ul style="list-style-type: none"> <li>• Check your route for hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Let one person give the directions and direct the lift.</li> </ul>
	<ul style="list-style-type: none"> <li>• Take extra care at platforms, loading docks, ramps, and stairs.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Carry long loads on your shoulders, with front end high.</li> </ul>	

## LESSON 2: PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

### PRETEST LO:1

#### Identification

1. Executive Order No. 307
2. Occupational Health & Safety
3. Hazard
4. Client
5. Workplace
6. worker
7. Technical Assistance & Advice
8. Biological
9. Organomic
10. Risk

### SELF – CHECK 1.1

1. F/situation
2. F/Dormant
3. T
4. T
5. F/negative
6. T
7. F/Physical
8. T
9. T
10. T
11. F/ incident
12. T
13. F/organism
14. T
15. T

### PRETEST LO:2

#### I. Identification

1. Clean Air Act
2. RA 8749
3. Fire Safety
4. Waste Management
5. Disaster Management
6. Contingency Plan
7. Isolation
8. Decontamination
9. Evacuation
10. Respiratory Management

#### II. Picture Gallery

1. Sunglasses/sunscreen
2. Ordinary cold weather gear
3. Logging boots
4. Dust mask/respirators used
5. Long sleeve shirts
6. Back belt
7. Non-specialty prescription safety eyewear
8. Non-specialty safety-toe protective footwear
9. Long pants
10. Ordinary rain gear

### SELF – CHECK 2.1

#### Activity 1

11. Plastic bags - reduce
12. Glass bottles – reuse
13. Cans – reduce, recycle
14. Paper bags – reuse
15. Paper wrappers - reuse

16. Old clothes – reuse, recycle
17. Candy wrappers – recycle
18. Left over foods – recycle (fertilizer)
19. Batteries – landfill
20. Plastics bottles – recycle, reduce

### Activity 2

Wastes	Type		Properties		Effect to Human Health and Environment	
	Solid	Liquid	Biodegradable	Non-biodegradable	Hazardous	Non-Hazardous
1. styro cup	√			√	√	
2. candy wrapper	√			√	√	
3. syringe	√			√	√	
4. paint		√	√			√
5. left over foods	√		√			√
6. Glass bottles	√			√		√
7. pesticide		√	√			√
8. cooking oil		√	√			√
9. paper wrapper	√		√			√
10. old clothes	√		√			√

### PRETEST LO: 3

#### Multiple Choice

- |      |       |
|------|-------|
| 1. C | 6. A  |
| 2. C | 7. D  |
| 3. A | 8. A  |
| 4. C | 9. D  |
| 5. B | 10. D |

### SELF – CHECK 3.1

#### Fire Drill

- A. Overheated Appliances
- B. Worn-out electrical connections
- C. Activated Fire Alarm

#### Earthquake Drill

- D. Stay inside
- E. Expect Aftershocks
- F. Drop, cover and hold on

### First Aid

- G. Assess the situation
- H. Gladsome
- I. Gentle
- J. Immediate action

## LESSON 3: MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS

### PRETEST LO:1

#### I. WORD HUNT

A	S	S	O	C	I	A	T	I	O	N	O	U	K
S	E	R	R	G	N	O	T	I	K	V	B	J	P
E	D	S	G	E	W	O	R	R	E	R	D	S	R
D	W	H	A	F	E	R	O	F	E	W	W	O	O
U	A	E	N	M	I	W	W	Q	S	D	O	C	T
C	G	N	I	N	M	E	D	S	E	R	R	S	E
A	E	D	Z	E	N	M	W	E	S	T	K	F	C
T	K	K	A	E	M	P	L	O	Y	M	E	N	T
I	U	M	T	F	M	E	E	W	R	S	R	T	I
O	U	T	I	Q	I	T	I	S	S	K	S	M	O
N	U	W	O	S	E	T	H	I	C	S	N	T	N
O	J	X	N	B	T	I	W	N	I	K	D	R	O
O	F	F	E	G	A	W	M	E	H	G	T	E	R
F	S	E	V	B	N	M	O	M	T	D	W	E	P
E	C	R	O	F	K	R	O	W	E	T	D	W	H

#### II. JUMBLED LETTERS

1. CUSTOMER
2. WORKPLACE
3. ETHICS
4. PROCEDURE
5. HOUSEHOLD WORKER

#### III. WORD BANK

1. Paraphernalia
2. Uniform
3. Personal Grooming
4. Personal Hygiene
5. Hygiene

### **SELF – CHECK 1.1**

1. Household Services
2. Service
3. Sexual Relationship
4. Competence
5. Confidentiality
6. Continuity of Service
7. Sexually harass
8. Dignity
9. Integrity
10. Human Relation

### **SELF – CHECK 1.3**

1. Do
2. Don't
3. Don't
4. Don't
5. Don't
6. Do
7. Don't
8. Do
9. Do
10. Do

### **PRETEST LO:2**

1. E
2. C
3. I
4. G
5. D
6. B
7. A
8. J
9. H
10. F

### **SELF – CHECK 2.1**

#### **I. Matching Type**

- E
- G
- H
- B
- C
- D
- J
- I
- A
- F

#### **II. Enumeration**

1 – 5 Cleaning  
Cooking  
Child Care  
Shopping  
Laundry

6 – 10

- Dust and polish furniture and equipment.
- Carry linens, towels, toilet items, and cleaning supplies.
- Hang draperies and dust window blinds.
- Move and arrange furniture and turn mattresses.
- Answer telephones and doorbells.



# *Acknowledgement*

This Learning Module was developed for the Exploratory Courses in Technology and Livelihood Education, Grades 7 and 8 of the K to 12 Curriculum with the assistance of the following persons:

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