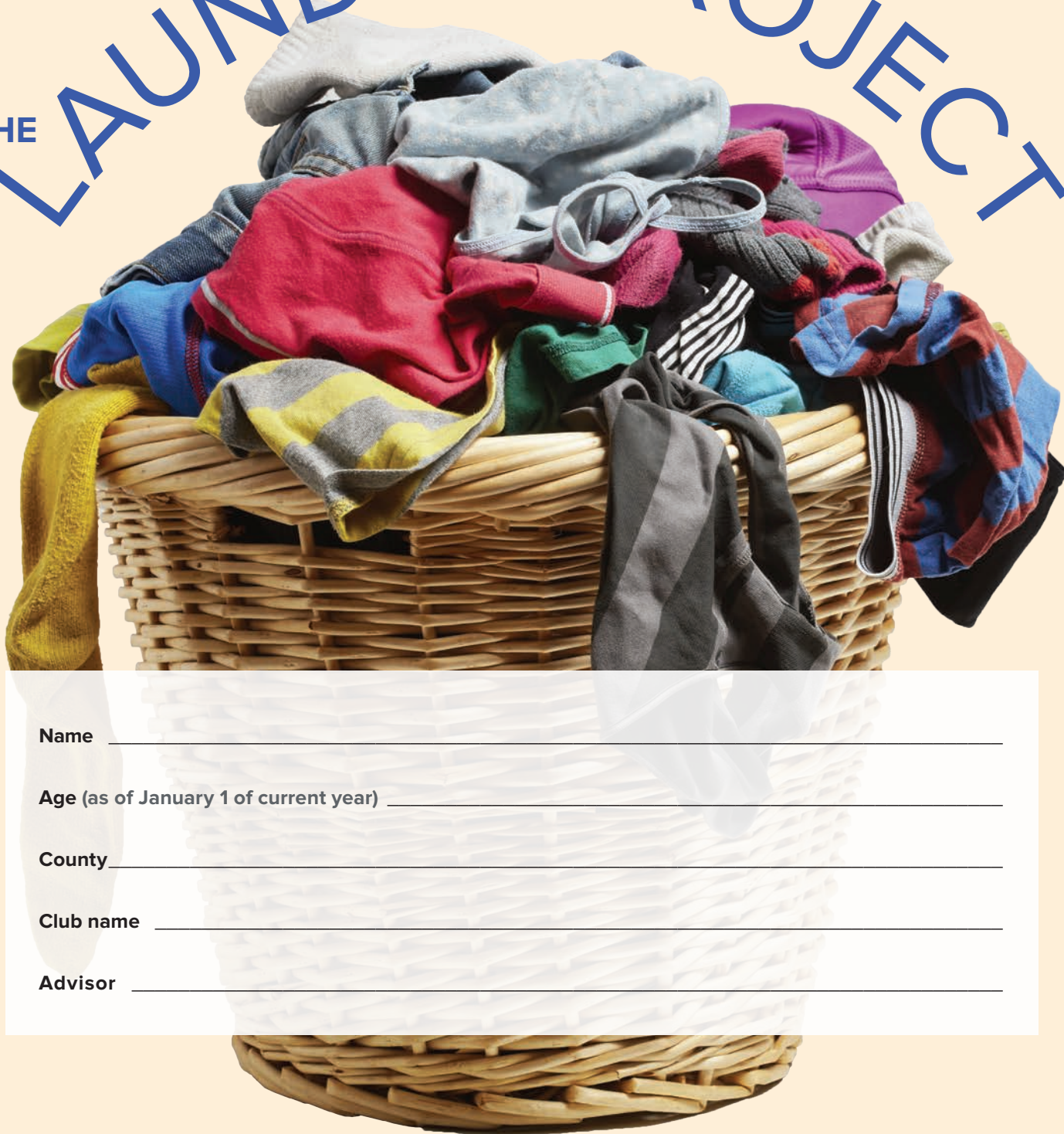


THE LAUNDRY PROJECT



Name _____

Age (as of January 1 of current year) _____

County _____

Club name _____

Advisor _____



THE OHIO STATE UNIVERSITY

COLLEGE OF FOOD, AGRICULTURAL,
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NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another individual important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide. This is followed by helping the youth focus on each activity, providing support and feedback, and determining what was done well, what could have been done differently, and where to go next.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of developing laundry skills.

Your Role as Project Helper

Your contributions are critical to delivery of the 4-H program. It is essential that your interactions support positive youth development within the framework of these Eight Key Elements:

1. Positive relationship with a caring adult
2. Safe environment, emotional and physical
3. Opportunity for mastery
4. Opportunity for value and practice service
5. Opportunity for self-determination
6. Welcoming environment
7. To be an active participant in the future
8. Engagement in learning

For more information on the Eight Key Elements, please refer to the Advisor Handbook available online at ohio4h.org. In addition, on a practical level, your role as a project helper means you will . . .

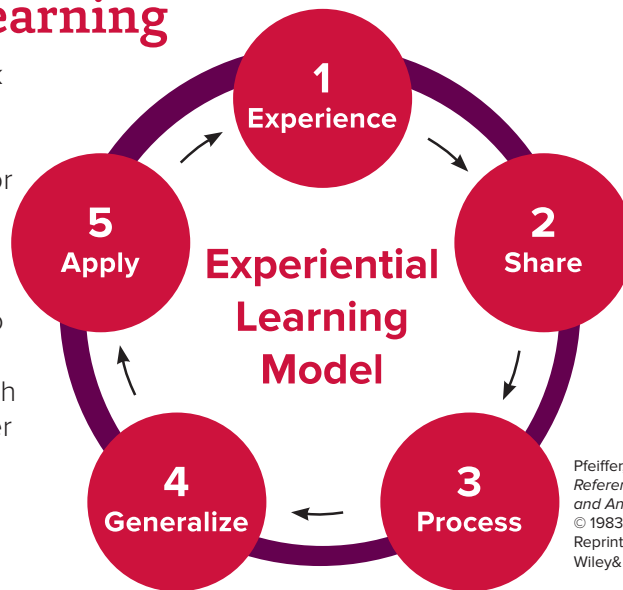
- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about laundry.





What You Should Know About Experiential Learning

The information and activities in this book are arranged in a unique, experiential fashion (see model). In this way, youth are introduced to a particular practice, idea, or piece of information through an opening (1) **experience**. The results of the activity are then recorded on the accompanying pages. Youth then take the opportunity to (2) **share** what they did with their project helper, (3) **process** the experience through a series of questions that allow the learner to (4) **generalize** and (5) **apply** the new knowledge and skill.



Pfeiffer, J.W., and Jones, J.E.,
Reference Guide to Handbooks and Annuals.
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What You Can Do

- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each activity to understand the learning taking place. See page 44 for a Summary of Learning Outcomes.
- Become familiar with each activity and the related background information. Stay ahead of the learner by trying out activities beforehand.
- Begin the project by helping the learner establish a plan for the project. This is accomplished by reviewing the Member Project Guide.
- After each activity, conduct a debriefing session that allows the learner to answer the review questions and share results. This important step improves understanding from an experiential learning perspective.
- Help the learner celebrate what was done well and to see what could be done differently. Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the activities that have been completed.



MEMBER PROJECT GUIDE

Thank you for taking *The Laundry Project*! This project book is designed for 4-H members of all ages with no experience in doing laundry. The activities within help you become familiar with laundry machines and their products, the simple steps to doing laundry, and learning laundry techniques to keep your clothes and laundry items always looking great. The skills learned in this project will last a lifetime!

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

Project Guidelines

Step 1: Complete **all 11** activities.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.



MEET YOUR MECHANICAL HELPERS

Have you ever done your own laundry or helped with laundry? Washers and dryers have many settings so you can wash and dry your laundry items just the way they are meant to be handled. Once you learn your way around all the features they offer, doing laundry will be a breeze!

What to Do

Investigate washers and dryers by going to an appliance store or going online to an appliance store. Fill in the chart below with information about at least a traditional washer, a high-efficiency (HE) washer, and two different dryers.

Model name of washer or dryer and price?	How much does it hold? (cubic feet)	Does it have an Energy Star designation?	Cost to operate per year?	Does it have recommendations or consumer rankings?

Learning Outcomes

Project Skill: Comparing clothes washers and dryers using selected criteria

Life Skill: Processing information

Educational Standard: Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark C: Advocate consumer rights and responsibilities

Success Indicator: Understands the different features for clothes washers and dryers



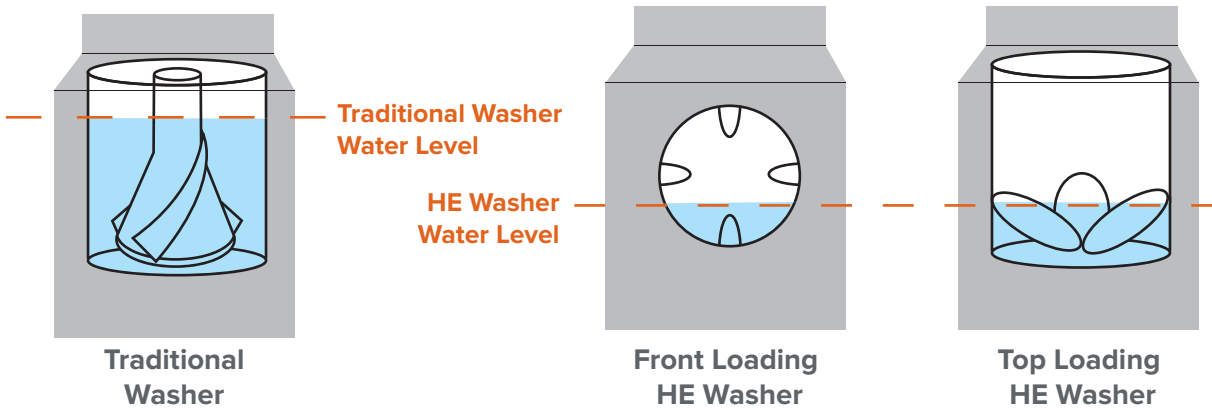


Background

Clothes washers today come in two basic categories—traditional and high-efficiency (HE). They also come in front-loading or top-loading styles. Front loading is more common in HE models.

Traditional washers have an agitator which moves back and forth or up and down. Clothing in the washer will be completely submerged in water. As the agitator moves the laundry in the washer, the soils are loosened.

High-efficiency washers use a tumbler system with low-water wash and rinse cycles. They do not have an agitator. These washers also use about 50 percent less water and 20–50 percent less energy than traditional models.



Clothes dryers also come in two categories—electric and gas powered. Electric is the most common and gas is powered by a gas burner and is often more energy efficient. Clothes dryers also differ in the way they are programmed to shut off. They use either a thermostat or a moisture sensor. Moisture sensor dryers have been found to be easier on fabrics because they shut off when the load is dry, which results in less energy use as well.

Did you know?

Washing the family laundry used to take all day for our ancestors. Water had to be boiled, lye soap was homemade, laundry was then scrubbed on a board with ridges on it, followed by rinsing and wringing by hand, next it was hung on a line to dry, and finally you would iron almost every piece of clothing. Don't forget they didn't have electricity for the stove to heat the water or for the iron!

More Challenges

Investigate the laundry apps that are available online for smart phones or tablets. They can remind you when you need to move a load to the dryer, give stain removal tips, and even identify care instructions for specialty items. Share tips you find with club members.

Sources

energystar.gov
cleaninginstitute.org

GO GREEN

IN THE LAUNDRY ROOM

Most of us are looking for ways to be kinder to the planet by recycling our trash when we can and not letting the water run while we brush our teeth. But have you ever thought about how doing laundry affects our **environment**? Let's explore ways to reduce your impact on the environment when you're in the laundry room.

Did you know?

The first Earth Day was celebrated on April 22, 1970. Later that year the United States Environmental Protection Agency was established and Congress passed the Clean Air Act.

What to Do

Start simple and **recycle**. Maybe you are already recycling aluminum cans and cardboard cereal boxes. Let's continue this way of thinking and visit your laundry room. Look at the packaging of your laundry products. Do you see any plastic or cardboard containers? Begin recycling those products. Keep track of what you recycle from the laundry room for one month.

Date	Item(s) Recycled	Type of Material	Recycle Location
<i>Example: 4/17/YR</i>	jug of laundry detergent	plastic	grocery store parking lot

Learning Outcomes

Project Skill: Identifying items that can be recycled in laundry room

Life Skill: Managing resources

Educational Standard: Ohio FCS, Standard 5, Become Consumer Savvy, Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources

Success Indicator: Recycles items from laundry room for one month





Background

Being stingy with our resources, such as gas and electrical energy, reduces our impact on the environment. Encourage your family to try as many of the following environmentally friendly actions as possible.

Ways to Go Green in the Laundry Room	
Action	Result
Reduce the amount of packaging that comes in the home and recycle everything possible*	Saves from filling up landfills needlessly
Use as cool a water temperature as possible	Saves energy
Purchase concentrated products**	Reduces packaging and saves transportation energy costs
Hang clothes on a line	Saves gas or electrical energy used by a dryer
Use recommended amount of detergent (throwing in “a little extra” isn’t beneficial)	Saves buying detergent sooner than needed Cuts down on transportation energy costs
Use the right amount of water	Saves water
Wait until you have a full load	Saves water and gas or electrical energy

* Be sure to rinse or empty all laundry containers, then recycle them.

** Products with “concentrated” on the label have had excess water removed. This means the container can be smaller. A smaller container cuts down on the weight of the item, makes it less expensive to transport and leaves us with less to recycle. Small changes make a big difference!

More Challenges

Think about other ways you can treat the environment with care. Maybe you could set up a clothesline outside, or a drying rack indoors to air dry your clothes. Buying a detergent meant for cold water would save you from using warm or hot water for your laundry loads. See what you come up with and share your ideas with your project helper.



Resource

earthday.org

Sources

Cheryl Mendelson, *Laundry: The Home Comforts* (New York: Scribner, 2009).
cleaninginstitute.org/clean_living/going_beyond_green.aspx



Summary of Learning Outcomes

Activity	Project Skill	Life Skill	Educational Standard*	Success Indicator
1. Meet Your Mechanical Helpers	Comparing clothes washers and dryers using selected criteria	Processing information	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark C: Advocate consumer rights and responsibilities	Understands the different features for clothes washers and dryers
2. Go Green in the Laundry Room	Identifying items that can be recycled in laundry room	Managing resources	Ohio FCS, Standard 5, Become Consumer Savvy, Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources	Recycles items from laundry room for one month
3. Keep Safety in Mind	Learning safe practices while doing laundry	Preventing personal injury	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Takes precautions to keep the laundry room safe for all family members
4. Laundry Detergent Duel	Comparing two laundry detergents	Making decisions	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Learns differences between various laundry detergents
5. Fabric Softener Challenge	Comparing two fabric softeners	Making decisions	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Learns differences between various fabric softeners
6. Putting Stain Removers to the Test	Using different methods to get a set of stains removed from fabric	Using scientific methods	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Evaluates various stain removal techniques
7. Decoding Care Labels	Reading care labels	Processing information	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Uses care labels to launder items correctly
8. Sorting It Out	Evaluating dirty laundry so similar items are washed together	Thinking critically	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Sorts loads of dirty laundry correctly
9. Coming Clean	Following a set of instructions to wash a load of laundry	Making decisions	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Washes a load of laundry correctly
10. Be a Fiber Detective	Understanding how heat affects different types of fibers	Using scientific methods	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Uses proper washing and drying heat settings based on fiber content
11. The Big Finish	Using care labels to guide drying and finishing of laundry items	Critical thinking	Ohio FCS, Standard 5, Become Consumer Savvy, Introductory Benchmark B: Recognize strategies, products, and service decisions that meet individual needs and valued ends	Dries and finishes a load of laundry items correctly

* The educational standards cited here are from the Ohio Department of Education Family and Consumer Sciences. These are available in their entirety by visiting education.ohio.gov.