Loading & Unloading the Dishwasher
Loading & Unloading the Dishwasher

This unit will help students to sort and stack dishes and cutlery taken out of a dishwasher. They will be asked to put things away according to labels or verbal instructions. This will enable them to put away or get dishes or cutlery of different types, by name, in a restaurant setting. They will be given the opportunity to load and unload a dishwasher.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understands concepts of “same” and “different”, “small”, “medium” and “large”.
- Recognizes that objects have different shapes.
- Recognizes and names dishes and cutlery used in everyday life.

OBJECTIVES

Students will

- Identify dishes and cutlery by name
- Categorize / sort: as directed (orally or written), and according to own choices
- Recognize basic shapes: round, oval
- Put items in order from smallest to largest
- Stack like materials according to type, shape and size
- Unload a dishwasher or dish draining rack
- Store / stack dishes safely and hygienically

MATERIALS

- Dishes of various sorts: especially oval and round plates of varying sizes
- Glasses, cups and mugs
- Collection of cutlery
- Cutlery drawers or drawer organizers
- Paper plates
- Cardboard, scissors, markers, labels
- Vocabulary cards
- Dish draining rack
- Access to dishwasher if possible
- Shelves, cupboards and drawers to use for practice in sorting and stacking
- Hard boiled egg (Task 1)
- Laminating facilities: mount and/or laminate all Teaching Aids
VOCABULARY

- Bowl
- Breakfast
- Cup
- Cupboard
- Cutlery
- Dessert
- Dinner
- Drawer
- Fork
- Glass / glasses
- Juice
- Knife
- Large / larger / largest
- Lunch

- Medium
- Mug
- Oval
- Plate / plates
- Platter
- Round
- Saucer
- Small / smaller / smallest
- Sort
- Soup
- Spoon
- Stack
- Tray
- Utensils
- Water

RESOURCES

- Sorting by Size unit in Retail manual (Bridging the Employment Gap; Simcoe/Muskoka Literacy Network)
- The lunchroom or kitchen where you work; if there is no place that has the dishwasher and dishes, perhaps you could arrange a visit to a local small restaurant (during quiet hours) to see how dishes are stored.
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<td>Bowls</td>
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<td>Glasses, cups and mugs</td>
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<td>• Teaching Aid: <em>Round and Oval</em></td>
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<td>• Document Use 1</td>
<td>• Student Activity Sheet: <em>Round or Oval</em></td>
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<td>• Writing 1</td>
<td>• Flip chart or chart paper &amp; marker, or board</td>
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<td>• Oral Communication 1</td>
<td>• Egg (hard boiled for safety!)</td>
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Ask the student to look around the classroom and find things that are round.
- Remind students that things that are round look like a circle or a ball—there are no corners.
- List round items on the board or flipchart.
- If any students are unsure of the concept of round, draw a circle or show them a round plate (see pattern).

Explain what is meant by "oval". You might use a round balloon and squash the sides with your hands. An oval looks like a squashed circle.
- Show the students an egg.
- Ask if it is round or oval. Often, people think of an oval as egg-shaped.
- Have students draw an oval.
- Ask students what else they can think of that is oval-shaped (race track, the face, a locket, picture frame, etc.)

Teach vocabulary: round, oval.

Use Teaching Aid: *Round and Oval* and Student Activity Sheet: *Round or Oval* for follow up.
2. PLATE SHAPES
- Oral Communication 1
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- Continuous Learning

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Oval and round plates</td>
</tr>
<tr>
<td>- Teaching Aid: <em>Round and Oval</em></td>
</tr>
<tr>
<td>- Large table for sorting plates on</td>
</tr>
</tbody>
</table>

Explain that some plates are round and some are oval. Show the plates that you have collected.

Ask why it would be important to have all the plates of the same shape together? (look neater, easier to sort by size, etc.)

Explain that when they take plates out of the dishwasher they should put all of the round plates together and all of the oval plates together.

Cut out the two shapes (use Teaching Aid: *Round and Oval*).
- Display each in a separate area of the table.
- Ask students to sort the plates you have brought in, into the two areas, depending on which shape the plate is like.
3. SORTING BY SIZE

- **Reading Text 1**
- **Document Use 1**
- **Writing 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

**Materials:**
- Student Activity Sheet: *Small, Medium and Large.*
- Cans, spoon, bowls, containers of varying sizes
- Student Activity Sheet: *Smallest to Largest*
- *Sorting by Size* unit in the *Retail* manual

Explain that another way of comparing things is by size.

Ask students to look around and find like things (pencils, desks, chairs, etc.) of different sizes (small, medium and large.) Teach vocabulary: “small”, “medium”, “large”.

- Ask students to identify items which are small, which medium, and which large.
- Note that these are comparative: the largest pencil is still smaller than the smallest desk.
- For added practice, give Student Activity Sheet: *Small, Medium and Large*.

Give students cans, spoons, bowls, plates or containers of different sizes.

- Ask students to put them in order from the smallest to the largest.

For added practice with sorting and ordering items, have students cut out all the pictures on Student Activity Sheet: *Smallest to Largest*, shuffle them up, sort them according to like things and then order them from the smallest to the largest.

Refer to *Sorting by Size* in the *Retail* manual if additional instruction and practice is needed.
### 4. LARGE & SMALL / ROUND & OVAL

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Large, medium and small plates, both round and oval. (See Materials on page 2)</td>
</tr>
</tbody>
</table>

Explain that restaurants often use small plates for bread and butter, medium size plates for sandwiches or lunch items, and large plates for the main dinner.

Using your collection of round and oval plates, ask students to sort them into large, medium, and small sizes of each shape. Display one example of each size for future reference. Explain that some people call the largest plates, platters.

Show students how to stack plates according to size and shape. Ask why this might be important. (If the plates are not the same size and shape, they might tip and fall over; when you are looking for a certain size and shape plate, it is easier if they are all in the same pile.)

Have students practise sorting and stacking plates of the same size. Demonstrate how to handle plates hygienically: hold on edges, not where food will be served.

### 5. BOWLS

- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Significant Use of Memory
- **Continuous Learning**

<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>collection of various size bowls</td>
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</table>

Ask students when they visit a restaurant and order soup, what type of dish is it served in?

Explain that some restaurants use bowls for cereal, ice cream, soup, dessert, and salads, etc.

- These bowls must also be washed.
- When the bowls come out of the dishwasher, they have to be stacked according to size and shape.
- Why would this be important?
- Display one example of each size for future reference.

Have collection of various size bowls to sort and stack. Demonstrate hygienic handling: keep hands out of where food will be served.
### 6. GLASSES, CUPS AND MUGS

**Materials:**
- Collection of glasses (at least 2 sizes), cups and mugs

<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>Oral Communication 1</td>
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<td>Thinking Skills</td>
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<td>Problem Solving 1</td>
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<td>Decision Making 1</td>
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<tr>
<td>Significant Use of Memory</td>
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<td>Continuous Learning</td>
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</tbody>
</table>

Ask students what they like to drink in a restaurant for breakfast? Lunch? Or dinner?
- What would it be served in? (a glass, a cup or a mug)
- Discuss the different types of glass: juice, water, etc.
- Display examples for future reference.

Ask what sort of drinks are served in glasses, and what in cups or mugs? (cold and hot)
- What is the difference between a cup and a mug? (A cup usually has a saucer under it, and is smaller than a mug.)

Show students the collection of glasses, cups and mugs. These too will be removed from the dishwasher and sorted before being used again.

Have them sort the items into like types and sizes. Demonstrate hygienic handling: don’t touch rim.

### 7. KNIVES, FORKS AND SPOONS

**Materials:**
- Assortment of cutlery: knives, 2 sizes of forks, 2 sizes of spoons
- Cutlery drawer organizer with at least 5 sections

<table>
<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>Oral Communication 1</td>
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<td>Thinking Skills</td>
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<td>Problem Solving 1</td>
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<td>Decision Making 1</td>
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<td>Job Task Planning &amp; Organization 2</td>
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<td>Significant Use of Memory</td>
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<td>Continuous Learning</td>
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</table>

Tell students when eating in a restaurant, you will be given eating utensils: knives, forks and spoons. (cutlery) Sometimes these are laid on the table; other times, they are rolled in a napkin. Sometimes additional cutlery is given if you order a particular item: soup spoon for soup, steak knife for steak. If you order take-out, you will usually be given plastic utensils.

Remind them that when cutlery comes out of the dishwasher, it has to be sorted by type and size. This makes it easier for the person who must get the utensils to lay the table.

Show a cutlery drawer organizer. Discuss where the different types of cutlery might go in this organizer: knives, large forks, small forks, soup spoons, small spoons.

Discuss how to put cutlery away in a hygienic way: hold by handles not by eating end. Why? (Your hands might be dirty; you don’t want to get germs on the clean piece of cutlery; no one wants to put something you have held in their mouth.)

Ask students to sort the cutlery you have brought in, into the drawer organizer.
### 8. LABELS
- **Document Use 1**
- **Oral Communication 1**
- **Thinking Skills**
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory
- **Continuous Learning**

<table>
<thead>
<tr>
<th>Materials:</th>
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<tbody>
<tr>
<td>• Labels / vocabulary cards</td>
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<tr>
<td>• Table or shelves for sorting</td>
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<tr>
<td>• Cutlery drawer organizer</td>
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<tr>
<td>• Full assortment of dishes and cutlery</td>
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Tell students that when they work in a kitchen, they may notice labels on the shelves, cupboards, and drawers that tell where things go when they come out of the dishwasher.

Make labels to match the items discussed in previous learning activities.
- Large round plates,
- Large oval plates,
- Juice glasses,
- Water glasses,
- Mugs,
- Soup bowls,
- Dessert bowls, etc.

Teach all vocabulary necessary.
- Use the labels like flash cards for practice.
- Students might focus on initial consonants to help with the recognition of the words.

Read labels with students and place them on the long sorting table or on empty shelves.
- Ask students to stack and sort the plates, placing them behind the appropriate label.

Repeat with bowls, then the glasses, etc.

Make vocabulary cards / labels for the cutlery as well, and repeat the exercise.

Explain that in a restaurant each different type or size of cutlery would have its own drawer section: they would never mix types or sizes together.
### 9. LOAD AND UNLOAD THE DISHWASHER

- Document Use 1
- Writing 1
- Oral Communication 1
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory
- Working With Others
- Continuous Learning

#### Materials:
- Location with dishwashing machine
- Assortment of dishes to wash

If your office, canteen, or workplace has a dishwashing machine, take students and observe, or demonstrate, how it is stacked. (Each machine has a different stacking format.)

Ask students what they think the stacking procedure would be for the machine you are looking at: where would plates go? cutlery? etc.

Tell them that there are some common rules to follow:
- Extra food or drink is always removed, and
- Often the plates are rinsed before putting them in.
- For safety, care must be taken when handling knives.
- Putting cutlery in with the handles upwards makes it possible to remove them by the handles.
- Be careful that glasses do not touch each other.
- Don’t force anything: it might break.

Perhaps students could take turns stacking the machine.

When the dishwashing and cooling cycle is complete, ask if it would be possible for students to unload the dishwasher and put away items, according to the procedure being used in the location you are visiting. If no set procedure is followed, ask if students could suggest a way to stack the dishes and put away the cutlery: for example, labeling the cupboards, drawers and shelves.

You could make this part of another activity: perhaps a shared lunch, practicing social behavior – conversations, etc. Afterwards, the cleanup (dishwasher) would be a natural conclusion.

***The student would receive full training with loading a dishwasher in a restaurant. Here the focus is on identifying like dishes and cutlery, and on safe handling of all dishes. Reading the operational instructions in the manual is a higher level skill.***
Round and Oval

Round:

Oval:
Round or Oval?

Write the word “round” or the word “oval” beside the picture.

_______________________  ______________________

_______________________  ______________________

_______________________  ______________________
Round or Oval, cont.

(the button)  

____________________

(the opening in the frame)

____________________

(the lights)

____________________

(the eggs)

____________________
Small, Medium, and Large

Write small, medium or large for each picture.

_________  __________   __________

___________  __________   ____________

__________________________

_________  __________   ____________
Smallest to Largest

- Cut out all the pictures.
- Then sort them so that you have all of a certain type together: all the glasses, all the mugs, etc.
- Now arrange each group in order, from smallest to largest.
Smallest to Largest, cont.
Smallest to Largest, cont.
**Sort Them Out**

**ESSENTIAL SKILLS**
- Reading Text 1
- Document Use 1
- Thinking Skills
  - Problem Solving 1
  - Decision Making 1
  - Job Task Planning & Organization 2
  - Significant Use of Memory

**DEMO DESCRIPTION**
The student will be given a selection of cutlery to sort into sections of a cutlery organizer. The student will also be asked to sort and stack dishes and glasses according written labels. Finally, the student will be asked to get several specific items.

**INSTRUCTOR NOTES**
- Do this demonstration in a location where you can use a dishwasher if possible. Load the dishwasher with clean dishes and cutlery. If this is not possible, use a dish draining rack. Load it.
- Use a collection of cutlery and a cutlery drawer organizer.
- Use an assortment of glassware and dishes.
- Make labels for each type of dish or glass. Put labels on shelves or other sorting area.
- Provide a tray for the items listed in Task 3. (Make sure you have the items named in Task 3.
- Provide *What I Have Learned and Skills Practised* to link demonstration to the Essential Skills With student
  - Read aloud instructions if necessary.
  - Do not read labels aloud.

**ACHIEVEMENT INDICATORS**
- Unloaded dishwasher safely
- Handled dishes and cutlery in hygienic manner
- Sorted dishes by type
- Sorted each type by shape
- Sorted each type by size
- Could read the labels
- Placed dishes in correct labeled location
- Sorted cutlery appropriately
- Assessed own performance
Sort Them Out

TASK 1

You are working in the kitchen of a small restaurant. The cutlery has not been away neatly. The owner has asked you to sort it out.

Sort the cutlery into the labeled sections of the cutlery organizer.

Your instructor will check your work.
Sort Them Out

TASK 2

You have just taken glasses and dishes out of the dishwasher. You must put them away according to the labels.

Use the dishes provided by your instructor.

Put them away according to the labels given.
Sort Them Out

TASK 3

The waiter has asked you to give him some dishes and cutlery to take to his table in the restaurant.

He asks for these things to be put on a tray for him.

- A small round plate
- A juice glass
- A water glass
- A knife, a fork, and a soup spoon
- A cup and saucer with a small spoon
### Sort Them Out

**TASK 4**

I Can Unload the Dishwasher

<table>
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<tr>
<th>I CAN</th>
<th>YES/DATE</th>
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<tbody>
<tr>
<td>I can sort plates according to shape.</td>
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<tr>
<td>I can sort dishes according to size.</td>
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<tr>
<td>I can sort dishes according to type (bowls, plates, etc.)</td>
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<tr>
<td>I can stack plates safely.</td>
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<tr>
<td>I can stack bowls safely.</td>
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<tr>
<td>I can sort cutlery into a cutlery organizer.</td>
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<tr>
<td>I can handle cutlery and dishes hygienically.</td>
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<tr>
<td>I can put dishes away according to labels.</td>
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<tr>
<td>I know the names of different dishes and cutlery.</td>
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<tr>
<td>I can get specific dishes and cutlery when I am asked.</td>
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</table>
DEMONSTRATION ASSESSMENT

Sort Them Out

Student: ____________________________
Instructor: _________________________
Date: ______________________________
Total Time for Demonstration: _______
Help Given? _____ Yes _____ No
Details: ____________________________
Accommodations?: _____ Yes _____ No
Details: ____________________________

ESSENTIAL SKILLS:
• Reading Text 1
• Document Use 1
• Thinking Skills
  ° Problem Solving 1
  ° Decision Making 1
  ° Job Task Planning & Organization 2
  ° Significant Use of Memory

ACHIEVEMENT INDICATORS BEGINNING DEVELOPING ACCOMPLISHED
• Unloaded dishwasher safely
• Handled dishes and cutlery in hygienic manner
• Sorted dishes by type
• Sorted each type by shape
• Sorted each type by size
• Could read the labels
• Placed dishes in correct labeled location
• Sorted cutlery appropriately
• Assessed own performance