

Cleaning the Washroom

Cleaning the Washroom

In this unit, students will be shown one way to clean a washroom. It should be stressed that each workplace will have its own procedure to meet the health and safety standards of the site and training should be given to the employee before the task is started.

PREREQUISITE OR ADDITIONAL SKILLS NOT TAUGHT IN THIS UNIT

- Understanding of how to work safely
- Understanding of fractional amounts ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full) as they relate to filling a bucket with water
- Understand how to locate key information on a product label
- How to mop a floor: see unit in this manual
- How to ask for help in a polite way

OBJECTIVES

Students will

- Mix a cleaning solution
- Wear the appropriate protective equipment
- Gather the necessary materials for cleaning a washroom
- Clean a toilet, sink and mirror
- Mop a floor and place the necessary safety sign
- Check and stock supplies in the washroom

MATERIALS

- *Understanding Hazardous Product Labels, Understanding Signs, and Floors* in this manual
- Bucket
- Mop,
- Cleaning cloths
- Sponge
- Paper towels
- Plunger
- Cleaning products: floor, toilet, glass, bleach, drain, all-purpose bathroom
- Access to water
- Access to a washroom
- Magazines or flyers that contain pictures of bathroom fixtures
- Chart paper, markers, glue, etc.

VOCABULARY

- Bar
- Base
- Bathroom / washroom / toilet / restroom
- Bowl
- Bucket
- Change table
- Cleaning products
- Closed for Cleaning
- Cloth
- Condoms
- Countertop
- Drain
- Faucet
- Feminine hygiene products
- Flush
- Garbage pail
- Gloves
- Handle
- Holder
- Liquid
- Male / female
- Men / women / ladies
- Mirror
- Mop
- Out of Order
- Overflow
- Paper towels
- Plug
- Plumber
- Plunger
- Rim
- Ring
- Safety signs
- Seat
- Sink
- Soap
- Sponge
- Stains
- Stall
- Tank
- Taps
- Toilet
- Toilet brush
- Toilet paper
- Toiletries
- Urinal
- Wet Floor

RESOURCES

- www.doityourself.com/stry/bathrooms Bathroom cleaning tips with many links to how to perform specific cleaning tasks: really good for students who like the Internet!
- www.mrsclennw.com/tips/clean-bathroom.html Deep cleaning the bathroom in a home (or seniors' residence, etc.)
- <http://housekeeping.about.com/cs/15minutecleanups/ht/15minutebathroo.htm> Great site for other links with making own cleaning products, etc.

#	Activity Description	ESSENTIAL SKILLS																
		RT	DU	W	N					OC	TS					WWO	CU	CL
					MM	SBA	MC	DA	NE		PS	DM	JTPO	SUM	FI			
1.	What's in a washroom		1							1	1	1		*				*
2.	Sinks and toilets		1	1						1	1	1		*	1	*		*
3.	Gathering cleaning materials	1	1	1						1	1	1		*	1	*		*
4.	Mixing and wringing		1							1	1	1		*	1			*
5.	Cleaning the toilet	1	1						1	1	1	1	1	*				*
6.	Cleaning the sink, countertop and mirror	1	1	1						1	1	1	1	*	1			*
7.	Refill paper products and soap									1	1	1		*				*
8.	Emptying the garbage									1	1	1		*				*
9.	Wash the floor									1	1	1	1	*				*
10.	Overflow!		1							2	1	1		*	1			*
11.	Final reminders									2								*
12.	Spotless!	1	1							1	1	1	1	*				

LEARNING ACTIVITIES

<p>1. WHAT'S IN A WASHROOM</p> <ul style="list-style-type: none"> • Document Use 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • <i>Understanding Signs</i> unit in this manual
<p>Explain to students that they may be asked to clean the workplace washroom as part of their janitorial duties.</p> <p>Ask if they have ever been in a public washroom in a coffee shop, mall, or another workplace.</p> <ul style="list-style-type: none"> • What fixtures (things) did they find there? (toilets and sinks) • What additional fixtures would be in their washrooms at home? (tub/shower stall) <p>Explain that public washrooms are sometimes different for men and for women.</p> <ul style="list-style-type: none"> • Ask how they will know whether it is a men's or women's washroom? (sign) <ul style="list-style-type: none"> ◦ Discuss and draw the variety of signs that they might see in public areas for washrooms: include reference to family washrooms, handicapped access, and the different ways to indicate male/female. ◦ There are some washroom signs in the <i>Understanding Signs</i> unit in this manual; you could also check the signs in your own workplace. • List all the items found in men's and women's washrooms: <ul style="list-style-type: none"> ◦ Use chart paper with 2 columns to list these. (sink, toilet, soap dispenser, mirror, faucet/taps, countertop, garbage container, toilet paper holder, stalls, etc.) ◦ Compare lists. ◦ What items are only in the men's washroom (urinal) ◦ What items are only in the women's washroom (feminine hygiene product dispenser and disposal; baby change table) 	

<p>2. SINKS AND TOILETS</p> <ul style="list-style-type: none"> • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Magazines • Scissors, glue, markers, chart paper or mounting board • Prepared vocabulary cards
<p>Using the magazines you have collected, cut out pictures of toilets and sinks.</p> <ul style="list-style-type: none"> • Mount and display, or have students glue a sample of each in their notes. (Students can make the display together and attach labels) <p>Ask students if they know what each part of a toilet is called. Label each part of the pictures.</p> <ul style="list-style-type: none"> • Tank • Seat • Bowl • Rim • Base or stand • Handle / flush <p>Repeat the above process of labeling, using sinks and countertops:</p> <ul style="list-style-type: none"> • Sink / basin • Faucet / taps • Countertop • Drain • Plug • Soap dispenser (if applicable) 	

<p>3. GATHERING CLEANING MATERIALS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Working With Others • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bucket & mop, sponges, cloths, paper towels • Rubber gloves • Safety signs: “Closed for Cleaning”, “Out of Order”, “Wet Floor” • Cleaning products: toilet bowl cleaner, all-purpose bathroom cleaner, all-purpose floor cleaner, glass cleaner, drain cleaner, bleach • Chart paper, glue, markers etc. for creation of display
<p>Display a variety of materials needed to clean a washroom. Include a bucket and mop, cloths, sponge, paper towels, cleaning products, gloves, and safety signs (“Closed for cleaning”, “Out of Order”, “Wet floor”).</p> <p>Explain that when cleaning public washrooms, they will need to ensure that the washroom is empty before beginning, and will need to place a sign saying that the washroom is closed for cleaning. Ask why.</p> <p>Examine the labels on the cleaning products (toilet bowl cleaner, bleach, floor or all purpose cleaner, glass cleaner, drain cleaner).</p> <ul style="list-style-type: none"> • Discuss what each product is used to clean. • Discuss any protective equipment that should be used. • Discuss hazards mentioned on the label. (ex. Do not swallow.) • Emphasize that cleaning products must not be mixed together as dangerous, or even fatal, reactions can occur. • Discuss first aid instructions. • Locate directions for use. <p>Encourage students to create a display of the product labels and the important information they have discussed above. Post the display for reference.</p> <p>Explain that many locations will have a cleaning cart to store and move the products from location to location. Discuss what will be on the cart. (The products mentioned above, plus extra supplies of paper towels, toilet paper, soap, etc.)</p>	

<p>4. MIXING AND WRINGING</p> <ul style="list-style-type: none"> • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Access to water • Access to washroom • Bucket • Mop, sponge, cloths • Cleaning products: toilet bowl cleaner, all-purpose or floor cleaner • Rubber gloves
<p>Demonstrate how to fill a bucket half full with water. (The product being mixed will determine the temperature of the water to be used: some materials such as bleach give off dangerous fumes especially when combined with hot water; use the label to find the information.)</p> <p>Put on rubber gloves.</p> <p>Add cleaning product to the water according to directions on the label. (Estimate rather than measure!)</p> <p>Using the sponge and the cloth, demonstrate how to wring out excess liquid.</p> <p>Using the mop, demonstrate how to wring out excess solution.</p>	

<p>5. CLEANING THE TOILET</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper & markers • Toilet cleaning products • Bucket, toilet brush, sponge & cloths • Rubber gloves • Access to washroom • Student Activity Sheet: <i>Cleaning the Toilet</i>
<p>Ask students to select the products needed to clean a toilet and the cleaning tools needed. (toilet bowl cleaner, all-purpose or fixture cleaner; bucket of water, sponge, cloth, toilet brush, gloves)</p> <ul style="list-style-type: none"> • Some products are applied directly inside the toilet bowl; others must be mixed. <p>Make a chart for the wall, to list the steps needed to complete the job. Discuss each step as listed. Use Student Activity Sheet: <i>Cleaning the Toilet</i>. Ask students to add details to help them remember the steps. Pictures could also be used .</p> <ul style="list-style-type: none"> • Put on gloves • Fill bucket half-full with water. • Mix cleaning solution <ul style="list-style-type: none"> ◦ Add toilet cleaning product to the water, or apply the product directly into the bowl, following directions on the label. Leave this in the bowl while you clean the rest of the toilet. ◦ If product has been directly applied to the bowl, mix a cleaning solution for the rest of the toilet. • Clean tank and seat. <ul style="list-style-type: none"> ◦ Using a sponge or a cloth, dip into the cleaning solution and wring out. ◦ Wipe down the outside of the toilet tank, toilet handle, seat cover, and seat. • Clean rim and base. <ul style="list-style-type: none"> ◦ Rinse sponge or cloth and wring out extra solution. ◦ Lift up toilet seat. Wipe the underside of the seat, the rim and the base or stand of the toilet. • Repeat. <ul style="list-style-type: none"> ◦ Rinse sponge or cloth and wring out extra solution. ◦ Use this damp sponge or cloth to wipe over all parts again. • Clean the inside of the bowl. <ul style="list-style-type: none"> ◦ Use a toilet brush to scrub the inside of the bowl and under the rim, using the solution or product applied earlier. ◦ Flush. • Repeat the above steps to clean the urinal in the men's washroom. 	

<p>6. CLEANING THE SINK, COUNTERTOP AND MIRROR</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Rubber gloves • Bucket, sponge, cloths, paper towels, small brush (old toothbrush) • Glass cleaner, all-purpose bathroom cleaner • Chart paper & markers • Access to washroom • Student Activity Sheet: <i>Cleaning the Sink, Countertop and Mirror</i>
<p>Ask students to collect the products and tools needed to clean sinks and countertops: cleaning product, sponge or cloth, rubber gloves, paper towels, small brush (old toothbrush). Make a chart for the wall, to list the steps needed to complete the job. Discuss each step as listed. Pictures could be added where possible. Give Student Activity Sheet: <i>Cleaning the Sink, Countertop and Mirror</i> so that students can copy the steps as you make the chart.</p> <ul style="list-style-type: none"> • Put on gloves • Fill bucket half-full with water. • Mix all-purpose cleaning solution. • Clean the sink: <ul style="list-style-type: none"> ◦ Using a sponge or a cloth, dip into the cleaning solution and wring out. ◦ Wipe down the entire sink. ◦ Wipe the faucet and taps. ◦ Wipe down the countertops. • Use the old toothbrush to clean stains: <ul style="list-style-type: none"> ◦ Dip into the cleaning solution. ◦ Scrub around the faucet and taps, and the drain inside the sink to remove stains (hard water marks, etc.) • Rinse sponge or cloth with clean water. <ul style="list-style-type: none"> ◦ Wipe all parts. • Clean mirror. <ul style="list-style-type: none"> ◦ Spray mirror with glass cleaner. ◦ Use paper towels to wipe the mirror clean. ◦ Start at the top. ◦ Use an up and down pattern or a side to side pattern to cover entire surface and to avoid streaks. ◦ Wipe away any spots of glass clean that may have got on countertop. • Polish taps with a dry paper towel. 	

<p>7. REFILL PAPER PRODUCTS AND SOAP</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ Numerical Estimation 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bar soap and liquid soap • Pack of paper towels or roll of paper towels • Samples of toilet paper • Access to washroom
<p>Check to see if the toilet paper dispenser or toilet rolls are full. Check the paper towel dispenser (if there is one). Check the soap levels in the dispensers.</p> <p>Show both bar and liquid soap. Explain that in many public washrooms, liquid soap only is used. Why? (bar soap can become dirty quickly, while liquid is clean for each user.)</p> <p>Show a pack of paper towels or a paper towel roll if possible. Explain that both types may be used.</p> <p>Explain that many washrooms use hot air dryers instead of paper towels. Why? (people leave paper towels lying around; paper towels run out and need to be refilled, while hot air is always available.)</p> <p>If empty, or low, refill. On the job training will be given as each container/ holder is different.</p>	

<p>8. EMPTYING THE GARBAGE</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • <i>Garbage</i> unit in this manual • Garbage bags to reline cans in washroom • Access to washroom
<p>Empty garbage pails in the main part of the washroom and any containers which may be in the stalls. Replace garbage bags.</p> <p>See unit on <i>Garbage</i> in this manual for further activities.</p> <p>Some sanitary disposal units may require special handling. If so, training must be given at the job.</p>	

<p>9. WASH THE FLOOR</p> <ul style="list-style-type: none"> • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Bucket, mop • All-purpose floor cleaner • Access to water • Access to washroom or to floor that can be washed • <i>Floors</i> unit in this manual • “Slippery When Wet” or “Wet Floor” signs
<p>Explain that floor washing is the last job to be done. Discuss why. (So nothing falls on it; don’t slip on wet floor while continuing to clean other areas.)</p> <p>Ask students where they think they should start washing the floor. (Furthest point from the door.) Why? (So dirt from their feet won’t track over clean floor; so they don’t slip.)</p> <p>Remind students to remove the cart with all the cleaning supplies from the washroom before beginning to wash the floor.</p> <p>Use learning activities in <i>Floors</i> that deal with mixing floor cleaning solution and mopping a floor.</p> <p>Tell students that as they leave the washroom, they should wipe the door handles with a damp cloth from the cart, and place the “Slippery When Wet” or “Wet Floor” sign at the entrance.</p>	

<p>10. OVERFLOW!!</p> <ul style="list-style-type: none"> • Document use 1 • Oral Communication 2 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Significant Use of Memory ◦ Finding Information 1 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Plunger • Access to washroom • “Out of Order” sign
<p>Ask students if they have ever been in a public washroom where a toilet has backed up, failed to properly flush, or even overflow. Ask what should happen next. (Someone come to fix the problem.)</p> <p>Explain that this would be a job they would have to do.</p> <p>Show a toilet plunger. Ask if anyone has used one before. If so, ask them to describe the situation and how they used the plunger.</p> <p>Demonstrate how to use the plunger, both on the dry floor and in a toilet. Have students practise plunging a toilet.</p> <p>Discuss the other possible clean-ups that would be required: cleaning the floor, garbage removal etc. Emphasize personal safety if there is toilet material (feces) on the floor.</p> <p>Another overflow situation could occur in a sink if the drain backs up. They may need to use a drain cleaner to try to get the water moving. These products are very dangerous (corrosive / caustic) so safety should be discussed. Each product requires special handling, so finding and reading the instructions is important. Look at the drain product you have and find the key information (or check the product display made earlier.)</p> <p>Ask what they should do if the toilet or sink still did not work properly: report to supervisor so that a plumber can be called; close the washroom entirely or the affected stall or sink, placing a warning sign that the sink or toilet is out of order.</p>	

<p>11. TUBS AND SHOWERS</p> <ul style="list-style-type: none"> • Reading Text 1 • Document Use 1 • Writing 1 • Oral Communication 1 • Thinking Skills <ul style="list-style-type: none"> ◦ Problem Solving 1 ◦ Decision Making 1 ◦ Job Task Planning & Organization 1 ◦ Significant Use of Memory • Computer Use 2 • Continuous Learning 	<p>Materials:</p> <ul style="list-style-type: none"> • Computer with Internet access • Chart paper & markers
<p>Most janitorial positions won't include this task; however, janitors in hospitals, seniors' homes, etc. will.</p> <p>Ask students if they have cleaned the tub or shower at home. Ask how they did it.</p> <p>For detailed cleaning methods, students could visit the following websites: www.doityourself.com/stry/bathrooms or http://housekeeping.about.com/od/bathroom1/ht/bathtub.htm These sites are very user-friendly, so students with some computer skills will be able to use them independently. (This is where Reading Text is involved.)</p> <p>Explain that the process is similar to that of cleaning the sink and counter areas:</p> <ul style="list-style-type: none"> • Clean the walls or tub surround. <ul style="list-style-type: none"> ◦ Pay special attention to any mildew stains in the grout. Explain that many tub and tile cleaners will take care of this problem. Use a small scrub brush or old toothbrush if necessary. • Clean the tub itself. • Clean the taps. • Clean or wash shower curtains and bath mats regularly. <p>Make a chart similar to that for sinks to display.</p>	

<p>12. FINAL REMINDERS</p> <ul style="list-style-type: none"> • Oral Communication 2 • Continuous Learning 	<p>Materials: None</p>
<p>Remind students that they should receive training on the job. If they don't, what should they do? (Ask for it.)</p> <p>Practise how to ask politely for training – specific products, methods, etc.</p> <p>Students may also have to fill dispensers in public washrooms: toiletries, condoms, feminine hygiene, etc. Again, they will be shown how to do this.</p>	

Cleaning the Toilet

1. Put on gloves
2. Fill bucket half-full with water.
3. Mix cleaning solution
4. Clean tank and seat.
5. Clean rim and base.
6. Repeat.
7. Clean the inside of the bowl.
8. Repeat the above steps to clean the urinal in the men's washroom.

Cleaning Sinks, Countertops and Mirrors

1. Put on gloves
2. Fill bucket half-full with water.
3. Mix all-purpose cleaning solution.
4. Clean the sink:
 -
 -
 -
 -
5. Use the old toothbrush to clean stains:
 -
 -
6. Rinse sponge or cloth with clean water.
 -
7. Clean mirror.
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 -
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 -
 -
8. Polish taps with a dry paper towel.

DEMONSTRATION INSTRUCTOR PAGE

Spotless!**ESSENTIAL SKILLS**

- **Reading Text 1**
- **Document Use 1**
- **Oral Communication 1**
- **Numeracy**
 - Numerical Estimation 1
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 1
 - Significant Use of Memory

DEMO DESCRIPTION

The student will clean a washroom, either at the class or work site, or at home. The toilet, sink, counter, taps, and mirror must be cleaned. The student will be expected to know what equipment to use and how to use it safely.

INSTRUCTOR NOTES

- Provide access to a washroom at the class location that the student could clean (at least one toilet and one sink with taps and counter.)
- Provide necessary equipment, including a selection of cleaning products from which the student must clean the appropriate ones.
- Provide extra toilet paper, paper towels and soap to fill the dispensers.

With student

- Review the items that should be cleaned in the washroom.
- Remind student about personal safety, and the safety of those who might be around while cleaning is occurring.

ACHIEVEMENT INDICATORS

- Chose appropriate cleaning tools and cleansers.
 - Mixed cleaning solution (if appropriate).
 - Practiced personal safety.
 - Knew what signs would be required.
 - Cleaned a toilet according to steps taught.
 - Cleaned the sink, taps, countertop and mirror according to steps taught.
 - Restocked toilet paper, paper towels and soap.
 - Assessed own performance
-

Spotless!

TASK 1

You have got a janitorial job in a seniors' complex. One of your jobs is to keep the guest washroom on the main floor clean and spotless. It has a toilet, sink and countertop, and a small mirror.

The floors are done by a co-worker.

- Choose the equipment you will need to clean the washroom.
- Choose what other supplies you will need to make sure it is ready for guests. Tell your instructor.

Spotless!

TASK 2

I CAN CLEAN A BATHROOM

I CAN	YES / DATE
I can choose the cleaning supplies I would need to clean a bathroom.	
I can mix a cleaning solution.	
I know how to be safe while cleaning the bathroom.	
I know what signs to use if I am cleaning a bathroom.	
I can clean a toilet.	
I can clean a sink.	
I can clean a countertop.	
I can clean the taps.	
I can clean the mirror.	
I know in what order to clean the parts of the washroom.	
I can refill toilet paper and paper towel holders.	
I can refill the soap dispenser.	

DEMONSTRATION ASSESSMENT

Spotless!

Student: _____

Instructor: _____

Date: _____

Total Time for Demonstration: _____

Help Given? Yes No

Details: _____

Accommodations?: Yes No

Details: _____

ESSENTIAL SKILLS:

- **Reading Text 1**
- **Document Use 1**
- **Numeracy**
 - Numerical Estimation 1
- **Oral Communication 1**
- **Thinking Skills**
 - Problem Solving 1
 - Decision Making 1
 - Job Task Planning & Organization 2
 - Significant Use of Memory

ACHIEVEMENT INDICATORS	BEGINNING	DEVELOPING	ACCOMPLISHED
• Chose appropriate cleaning tools and cleansers.			
• Mixed cleaning solution (if appropriate).			
• Practiced personal safety.			
• Knew what signs would be required.			
• Cleaned a toilet according to steps taught.			
• Cleaned the sink, taps, countertop and mirror according to steps taught.			
• Restocked toilet paper, paper towels and soap.			
• Assessed own performance			

ADDITIONAL COMMENTS