

## EGG UNIT OVERVIEW

The intent of the Egg Unit is to allow student mastery by preparing a variety of foods. The recipes used progress from simple to complex. It is expected that each student will independently obtain the ingredients, utensils and equipment needed for each recipe, and prepare the recipe by following each step in the directions. If the student meets all the following criteria, they pass off the recipe, place a sticker on the chart, and choose the next recipe in sequence.

The Egg Group is the third unit prepared. This unit is taught before the Milk and Dairy within the same term because there were not enough recipes for a full term. The recipes included were selected from a variety of resources and revised to the present format. This unit is more economical because basic ingredients are used in many of the recipes. One problem noticed is that the students eat many eggs during one class if the recipe needs to be repeated. This causes them to become sick of eggs. Nevertheless, it was felt that this unit is important and practical since most people have eggs on hand and eggs can be eaten for breakfast, lunch or dinner.

The selection and order of recipes were evaluated by the teachers and sequenced from simple to complex allowing the student to master different techniques. Each student must completely master the recipe without assistance before moving on to the next recipe. The peer tutor observes to collect data and records the information on a generic data sheet using the following prompts:

+	correct
v	verbal prompt
m	model prompt
p	physical prompt

The markings are recorded and dated for comparison.

The following steps must be passed off correctly before moving on to the next recipe:

- 1) Get the proper supplies.
- 2) Measure correctly.
- 3) Demonstrate the proper use of equipment.
- 4) Use the stove/oven/microwave appropriately.
- 5) Follow the steps in the recipe.
- 6) Practice safety rules.
- 7) Set the table with the proper place setting.
- 8) Use appropriate table manners.

The other steps listed on the generic data sheet need to be evaluated; however, incorrect procedures will not inhibit the student from passing off the recipe. If time allows, a student can redo a single recipe during the classtime. There may not be enough time to eat both products during that class period.

Student progress is checked off on a chart by placing a sticker in the appropriate space. This provides a visual positive reinforcement for all to see. As mentioned before, this also assists the teacher in the preparation of the necessary ingredients ahead of the students. Since all students work on different recipes, one must be very organized to be prepared with food and recipes needed each day.

It is felt that students should only start two new recipes per day. Sometimes there is extra time available in class but not enough to prepare another recipe. Therefore, have worksheets to use ie., crossword puzzles, word searches.