

## CURRICULUM GUIDE OVERVIEW

The intent of this curriculum guide is to assist teachers to develop a foods program that allows the Special Ed. student to become functionally independent in the kitchen. Upon completion of the course, it is intended that each student can plan and prepare a nutritional meal or snack by and for themselves without any assistance from another person.

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Extensive research has been conducted over the past four years to find materials that are suitable to use in the classroom for students with disabilities. It became evident that there are a limited number of resources available. It is important to understand that these materials are excellent resources and are recommended for purchase and use in a similar classroom situation.

The materials printed on white paper may be reproduced as needed to support the individual classroom activities. After years of trial and error, each activity has been revised, adapted and prepared to specifically meet the needs of the student with disabilities.

Each section is separated with dividers to assist in the usage of the curriculum guide. They are color coded to separate the specific topic and overview. The overview includes teacher information that suggests specific methods for implementation. Materials that have not been granted copyright will have an explanation written on the page and may be used as teacher information only unless purchased from the publisher.

The pages included are used as worksheets, home assignments, tests, and recipes. Since the abilities of the student varies, the pages have been illustrated in both picture and written form. The recipe format was developed after experimenting with a variety of recipes in the classroom.

Greater success and skill development was accomplished by using a consistent format with identical pictures which are familiar to the student .

The recipes begin with the title on top. The next section informs the student of what is needed by listing the ingredient and amount, and identifying all utensils and equipment. The directions are sequenced in numerical order with both pictures and written description. A written recipe is provided for those students who are able to comprehend the written material.

The worksheets included are intended to be student activities with very little content of information provided. The teacher will need to create lesson plans which are adapted to their own individual teaching style and preferences. Experience has shown that the student's performance is slow and the teaching is more elementary. Depending upon the student's abilities, each will understand and comprehend the information differently. Consequently, the assignments may need to be individualized to some degree. For instance, if a student cannot read or understand the terms for a crossword puzzle, do not require it from that student.

The goals and objectives outlined by the teacher will determine the content for the individualized program. One approach may be to cover the basics as completely as possible without overwhelming the students. It is critical to challenge those students who are higher functioning and, additionally, meet the needs of the lower functioning students within the same class. The practical cooking experience provides the majority of learning for the student. Therefore, once the basics are mastered, allow the students to develop skills with many cooking experiences.

The program can be organized as a semester or a full-year class. Again, student comprehension and understanding will be enhanced with more hands-on experiences in the kitchen. The students who repeat will move more quickly. It is exciting to see the individual progress that comes from participation in the class more than once.

Because there are both high and low functioning students at Viewmont High School in basically two different programs, each teacher is allowed six student slots per semester. The kitchen laboratory capacity only accommodates twenty-four students. Therefore, the program limits enrollment to twelve students with disabilities and twelve assigned peer tutors.

The approach of the class is simplified to enhance individual learning. So much is often taken for granted, one doesn't realize that opening a can with a can opener may be a devastating experience. Many attempts using a handheld can opener may or may not prove to be more successful than using an electric one.

The first and third terms cover very similar topics including equipment; safety; measuring liquid and dry ingredients, brown sugar and shortening; reading and following a recipe. The second and fourth terms allow for independent cooking experiences. As a teacher, it is important to decide the areas of study that will benefit the present student population best. Since the student has been exposed to the Basic Four Food Groups from elementary school and change of concept is difficult, it was determined to design the curriculum according to these groupings and not change to the Food Pyramid recently introduced. Learning the Basic Four Food Groups gives students variety and creates more independence in the individual's kitchen. This also allows the students more hands-on experience in the kitchen.

The students need to be introduced to the program. Therefore, it is suggested that the food groups are discussed the first class period of the new term. Display examples of the foods from each food group area, explain the functions and why our bodies need the nutrients from these foods. If time allows, a discussion on table setting is always helpful.

The peer tutors spend the first class period with the Special Ed. educator. They learn about the data sheets, the difference between the prompts used, and how to keep track of the data that is required for each unit.

The recipes used in each unit have been carefully planned, progressing from simple to more complex. The student works individually and must prepare the recipe without assistance before moving to the next recipe in the sequence. Again, the intended goal is to help the student learn skills to become more skilled, functional, and independent in the kitchen. The students will prepare the sequenced recipes from the following areas: the Bread and Cereal Group, Milk and Dairy Group, Fruits and Vegetable Group and eggs from the Meat Group. In addition, a microwave unit is being developed.

After successfully passing off the recipe independently with the peer tutor, the student places a sticker on a chart. This tracks the student's progress and informs the teacher which recipes the students will be working

on the next day. This helps the teacher create a grocery list so the necessary ingredients will be available for the next class. The recipes are then placed into their student binders to take home. The students then obtain the next recipe in sequence from the file to prepare. Some students may repeat the same recipe all term or may be able to be successful after one try. The teacher or teacher aides should determine if a student would benefit by progressing to the next recipe if unable to pass it off completely after several attempts.

A management recommendation is to use plastic folders to cover each recipe while in use to prevent soiling and tearing of the recipe. Upon completion, the plastic cover is removed and returned to the teacher.

Because the program is individualized, its operation is very costly. Recipes are developed as single servings. Since many students with disabilities have limited skills and convenience foods are readily available, their use has been incorporated into the developed recipes. Additional equipment may be considered for purchasing based on the needs of the students; ie., timers, electric and handheld can openers.

Additional funding sources may need to be obtained to offset the extra expenditures. It is estimated that the increased food costs will be approximately \$500.00 a semester for a class of twelve students and twelve peer tutors. The student usually prepares single servings of food that can be shared with the peer tutor.

Other expenses may include the remodeling of the facility. At least one unit should be adjusted to allow wheelchair accessibility to the counter and sink areas. An open space without doors under the sink is needed for dish washing from a wheelchair. Small appliances may require extra electrical outlets as placement and involvement is considered.

Once a workable program is created that is student, teacher, and tutor friendly, it will become an extremely rewarding experience for all involved. One of the biggest challenges is creating student ready recipes ahead of time. A recipe revision in both picture and written form is very time consuming taking hours to do just one recipe. Many recipes are available from resources in written format; however, recipes with pictures are almost nonexistent. It is hoped that the recipes prepared in this curriculum guide will be useable and can be adapted to meet the needs of the students in each individual classroom situation. With the information and the variety of recipes contained in this guide, it is intended to provide enough resources to allow coverage for a two-year program.