

**SCIENCE:**

**MEAL PREPARATION**



Area: Meal Preparation

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<b>OBJECTIVE</b>	<b>TEACHING ACTIVITIES</b>
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1. Student will identify appliances and utensils used in the kitchen.

1. Take students to the kitchen and demonstrate the use of basic appliances and utensils.
2. Have students participate by preparing a meal/snack with the student deciding which tools to use. Have students prepare as much of the meal as possible. Demonstrate what they are unable to do themselves.
3. Prepare a bulletin board which displays pictures of appliances and utensils.
4. Take students to the school cafeteria to visit the kitchen. Demonstrate how appliances and utensils differ from those used in homes.
5. Ask parents to reinforce identification and generalization of appliances and utensils at home.
6. The students will play in a kitchen area, using non-working or play appliances.
7. Have students look through magazines to select pictures of appliances and tools which they feel are necessary for a specific meal or recipe.
8. Glue pictures of appliances, tools and utensils on index cards and laminate. Place cards on cabinet doors and drawers to identify contents.

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**RESOURCES/MATERIALS**

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- Tools – hand held utensils, i.e., knives, graters, peelers, etc.
- Utensils – containers which hold food, i.e., measuring cups, bowls, strainer, etc.
- Appliances – mixers, can openers, etc.

Game can be made by cutting out small pictures of appliances from advertisements and gluing them to lotto style cards.


Play like any lotto game.



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will demonstrate basic kitchen hygiene.</p>	<ol style="list-style-type: none"> <li>1. Make sure all students wash their hands before they eat lunch. Review on a daily basis the importance of washing hands before eating.</li> <li>2. Discuss with students the importance of personal cleanliness when around areas where food is prepared. Establish the following routine at the beginning of meal preparation times:               <ol style="list-style-type: none"> <li>a. Wash hands.</li> <li>b. Keep hands and utensils out of mouth and hair. Emphasize that students should <u>never</u> lick fingers/spoon.</li> <li>c. Cover hair while in the kitchen.</li> <li>d. If students touch their clothes and/or face after washing hands, require them to re-wash hands.</li> </ol> </li> <li>3. Take students to a place where food is prepared to hear firsthand the importance of personal hygiene (e.g., hospital kitchen, cafeteria, restaurant).</li> <li>4. Examine unwashed hands under a microscope to determine how dirty they actually are.</li> <li>5. Place a chart by the sink and put a sticker or a stamp by the students' names as they wash their hands before beginning to prepare food. Each six weeks, when progress is reported, give an award for remembering to wash hands. Example:               <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Hands are waving for _____ for remember to wash his/her hands before meal preparation.</p> </div> </li> </ol>
<p>RESOURCES/MATERIALS</p> <p>“Health and Nutrition”, <u>Macmillan Early Skills Program</u> Microscope</p>	<ol style="list-style-type: none"> <li>6. Discuss with students that if a utensil or dish towel or rag is dropped on the floor, it needs to be washed before it can be used again.</li> <li>7. See attached activity, “Clean Hands Are Healthy”.</li> <li>8. Discuss with the class the reasons for cleaning up immediately following a meal.</li> </ol>



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
3. Student will open/close containers and/or fasteners.	<ol style="list-style-type: none"><li>1. Provide a variety of containers in the classroom for students to practice opening and/or closing. Include items such as jars, Tupperware containers, bottles, baggies, etc.</li><li>2. Provide a variety of fasteners usually found on foods (e.g., twist tops, push in on dotted lines, twisties, etc.). Challenge students to race each other (e.g., "The one who gets the lids on all his/her jars gets a prize.").</li><li>3. During preparation of their own lunch, snack or breakfast, expose students to many types of closed containers. Remember that jars, bottles, Tupperware, etc. should not always be empty. Students need to practice opening and closing full containers.</li></ol>

RESOURCES/MATERIALS

Variety of containers and fasteners



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OBJECTIVE	TEACHING ACTIVITIES
4. Student will experiment with simple measurement.	<ol style="list-style-type: none"><li>1. Provide a set of measuring cups.</li><li>2. Put a variety of containers on the table with a bucket of water, uncooked rice or utilize a sand/water table.</li><li>3. Allow students to experiment with concepts of full/empty, not full, half-full, divide in half, etc.</li><li>4. Incorporate measurement vocabulary into the daily routine as much as possible.</li><li>5. Allow the students to practice using measuring spoons.</li></ol>

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RESOURCES/MATERIALS

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Measuring cups  
Bucket of water  
Sand/water table  
Measuring spoons



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>5. Student will set the table.</p>	<ol style="list-style-type: none"> <li>1. Place items needed on the table. Model and verbally label the procedure:                             <ol style="list-style-type: none"> <li>a. Set the plate on the table.</li> <li>b. Place the cup above the plate.</li> <li>c. Put the fork beside the plate on the left.</li> <li>d. Place the knife on the right side of the plate. The spoon goes on the right side of the knife.</li> </ol> </li> <li>2. Instruct the student by saying, “(Name)”, please set the table here.” and indicate place. Instruct a peer to assist the student with verbal prompts and physical assistance when necessary. Continue the procedure until the student meets criterion with help.</li> <li>3. Fade physical assistance. Continue until student successfully sets places correctly with verbal prompts only.</li> <li>4. Fade verbal prompts until student independently sets place settings correctly within three (3) minutes of request.</li> <li>5. Provide students with a laminated place mat. On the place mat, outline places for utensils, plate and glass.                             <ol style="list-style-type: none"> <li>a. Have students begin to set the table by matching the utensils and dishes on their placement.</li> <li>b. Develop the skill further by asking them to set the table for four friends.</li> <li>c. As students increase their matching skills, remove one outline at a time (or make new place mats). Evaluate their progress toward setting the table independently.</li> </ol> </li> </ol>
<p>-----  <b>RESOURCES/MATERIALS</b>                      -----                      Knife, fork, spoon,                      napkin, plate, glass                      Place mat</p>	<ol style="list-style-type: none"> <li>6. Skills should be practiced in preparation for snack or lunch.</li> <li>7. Contact parents and explain the objective. Arrange for students to help set the table at home as often as possible.</li> <li>8. Give students the opportunity to set the table when they must determine how many places are needed.</li> </ol>



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>6. Student will pour from a pitcher.</p>	<ol style="list-style-type: none"> <li>1. Start with a small pitcher and gradually move to a regular-sized pitcher. Place the pitcher and a cup on the table in front of student (student should be standing). Model grasping the pitcher with one or both hands and pouring liquid into the cup. Say to the student, “(Name)”, pour the (juice) please”. If the student responds, praise and assist as necessary to prevent spilling.</li> <li>2. If there is no response within five seconds, repeat the request and handshape the student.               <ol style="list-style-type: none"> <li>a. Grasp the pitcher with one hand (two hands for the young child) and cup with the other hand.</li> <li>b. Lift pitcher up to and touch the cup.</li> <li>c. Pour the liquid into the cup, half to completely full.</li> </ol> </li> <li>3. Fade assistance until the student independently meets the criterion that has been established.</li> <li>4. Serve juice or Kool-Aid for snack and have students practice. Continue throughout the school year until students master the task.</li> <li>5. Have students practice pouring from a plastic milk jug.</li> </ol>

RESOURCES/MATERIALS

Pitcher, cup  
 Tupperware liquid measuring cup  
 Plastic milk jug

Adaptations:

1. Use a Tupperware liquid measuring cup (2 cup capacity) as a pitcher for very young children. It is light weight and easy to handle.
2. If spilling is a problem, place the cup in the student’s hand with the index finger pointing down into the cup. Guide the student’s other hand to the spout of the container, then to the handle. Place the container spout-side next to the cup. When the liquid fills the cup and touches the student’s finger, say “(Name)”, stop.” Then remove the container.



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

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OBJECTIVE	TEACHING ACTIVITIES
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7. Student will identify and sort articles that are refrigerated and non-refrigerated.

1. Develop a bulletin board which is divided into 2 sections – refrigerated and non-refrigerated. Have students cut out pictures from magazines and decide where they should be stored.
2. Visit the grocery store during Community Based Instruction. Walk through the refrigerated and freezer cases. Talk about the kind of foods that are stored there and where they are stored at home. Then walk down aisles of canned goods, breads, dried foods, etc. Talk about where these foods are stored at home.
3. Ask students to make a notebook for items that must be kept in the refrigerator/freezer.
4. Make folder games similar to the bulletin board idea in #1 above. Have students sort pictures at their desk on the folder.

Refrigerator	Freezer
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Refrigerator	Cabinet
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OBJECTIVE

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TEACHING ACTIVITIES

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(Continued)

5. If there is a refrigerator in the class-room, cut pictures out of magazines and/or advertisements (mount and laminate for durability). Put a magnetic strip on the back of each picture. Allow students to put the pictures on the refrigerator/freezer where they belong.



6. Allow students to put up groceries after returning from the grocery store. Monitor to ensure students put them in the correct place.
7. Contact parents and inform them of the objective. Arrange for students to help put groceries away at home.
8. Allow students to practice refrigerator skills by making tuna salad sandwiches. See attached activity.

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RESOURCES/MATERIALS

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Home Cooking;  
Picture Cookbook  
Ellen M. Sudol



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify the materials/ingredients necessary to prepare various foods.	<ol style="list-style-type: none"><li>1. Discuss with students the importance of having all ingredients and materials ready, before beginning preparation of food.</li><li>2. Prior to snack time or cooking time, ask students to think about what is needed to prepare a particular food item (e.g., "What do we need to make chocolate pudding?").</li><li>3. Make a list of materials and ingredients that the students name. Guide students to include things such as bowl, spoon, mil, measuring cup, etc. Show the students where to find this information on the recipe or box.</li><li>4. Review the materials that were needed after completing the job.</li><li>5. Develop recipe cards with pictures to represent steps involved. See attached recipe for "Fruity Faces".</li><li>6. Contact parents to see if students can assist by identifying necessary materials/ingredients prior to food preparation.</li></ol>
RESOURCES/MATERIALS	



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
9. Student will observe the function of basic kitchen appliances, tools and utensils.	1. During group activity show students how to use various kitchen tools, appliances, and utensils. 2. Demonstrate use of: a. Toaster. b. Can opener – both manual and electric. Stress safety precautions necessary when opening a can (e.g., the can lid is sharp, fingers can get caught in a can opener, etc.). c. Vegetable peeler. d. Blender. e. Hand mixer. f. Toaster oven g. Microwave oven

RESOURCES/MATERIALS

Items as specified in activities



T.E.K.S. 122.42 (C.9)

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OBJECTIVE	TEACHING ACTIVITIES
10. Student will prepare foods that do not require the use of a stove.	<ol style="list-style-type: none"><li data-bbox="812 443 1323 499">1. Allow students to assist with preparing snacks for other students.</li><li data-bbox="812 506 1372 562">2. Schedule a designated “cooking” time each week.</li><li data-bbox="812 569 1372 688">3. Demonstrate for students how to prepare items such as toast, salad, cereal, juice, pudding, sandwich, chocolate milk, fruit, and vegetables.</li><li data-bbox="812 695 1282 722">4. Involve students in the preparation.</li><li data-bbox="812 728 1372 774">5. Allow students to use fun recipes, such as demonstrated in <u>Gross Grub</u>.</li></ol>

RESOURCES/MATERIALS

Porter, Cheryl (1995)  
Gross Grub.  
New York: Random House



T.E.K.S. 122.42 (C.9)

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OBJECTIVE	TEACHING ACTIVITIES
11. Student will serve self food.	<ol style="list-style-type: none"><li data-bbox="803 430 1391 703">1. In a group setting at lunch or snack, set a platter of cookies, chips, or other solid food on the table. Ask the student to serve self a small amount. Praise correct response. Physically remove the platter and say, “(Name)”, no more.”, if the student takes more than a small amount. Student meets criterion when he takes just one or two items during attempts.</li><li data-bbox="803 703 1391 892">2. Serve the semi-solid portion of lunch or snack in a serving bowl; handshape using a spoon, if necessary. Repeat the procedure in step 1 until the student serves self two to four scoops without spilling. Praise for taking small amounts and not spilling.</li><li data-bbox="803 892 1391 989">3. Serve semi-liquid food such as pudding or jello, repeating procedure until student meets criterion of step 2.</li></ol>

RESOURCES/MATERIALS

Food items as indicated  
Serving bowl/spoon



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
12. Student will clean up a spill.	<ol style="list-style-type: none"><li data-bbox="808 436 1391 709">1. Spill a small amount of water (one-eighth of a cup) on the table. Give the student a towel and model wiping up water in back and forth motion. Say, “(Name)”, let’s wipe it up.” Praise independent attempts. If a student does not respond, handshape through the task by guiding his/her hand with the towel over the water. Continue until the student wipes in back and forth motion.</li><li data-bbox="808 709 1391 835">2. Continue procedure with verbal point, “(Name)”, wipe here.” Point out spots of water missed until 90% of the spill has been wiped up.</li><li data-bbox="808 835 1391 898">3. Fade verbal prompts until the student wipes up water independently and criterion is met.</li></ol>

RESOURCES/MATERIALS

Water  
Towel

NOTE:

If spilled liquid is sticky, i.e., juice, demonstrate rinsing the rag and wiping the spot a second time so that the floor or table will not be sticky.



T.E.K.S. 122.42 (C.9)

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OBJECTIVE	TEACHING ACTIVITIES
13. Student will clear and clean a table.	<ol style="list-style-type: none"><li>1. After snack, instruct student, saying, “(Name)”, clear your place.” Praise and correct as necessary to complete the task. If there is no response within five seconds, repeat the command and handshape the student through the task of picking up the cup and napkin and putting in the sink and/or garbage. Talk about paper cups going in the garbage and real cups in the sink or dishwasher. Praise independent attempts.</li><li>2. Allow students to practice dumping and stacking cafeteria trays.</li><li>3. Fade assistance until criterion is met.</li><li>4. Generalize procedure to lunch time setting. Reward all independent attempts until criterion is met.</li><li>5. Instruct students in the procedure for removing crumbs from the table.<ol style="list-style-type: none"><li>a. Use the napkin to wipe the crumbs in a pile at the edge of the table.</li><li>b. Wipe crumbs into hand and empty hand into the trash can.</li></ol></li><li>6. Appoint two cafeteria helpers each day or week. Their jobs should include cleaning off the tables, picking trash up off the floor and straightening chairs. Praise appropriate behavior.</li></ol>

RESOURCES/MATERIALS

Cup  
Napkin



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
14. Student will maintain the kitchen environment.	<ol style="list-style-type: none"><li data-bbox="803 430 1391 556">1. Class should discuss proper setp-by-step procedures involved in clean up, (i.e., wrapping and storing leftovers, clearing table, scraping plates, etc.).</li><li data-bbox="803 556 1391 682">2. Develop a bulletin board of items to be cleaned in the kitchen. Concentrate on counter tops, utensils, dishes and sink at this level.</li><li data-bbox="803 682 1391 766">3. Discuss and demonstrate process involved in washing and drying dishes. Allow students to participate after a cooking experience.</li><li data-bbox="803 766 1391 871">4. Demonstrate how to wipe the table and sweep the floor. Allow students to participate.</li><li data-bbox="803 871 1391 924">5. Develop a unit on identifying common pests found in the kitchen.</li></ol>

RESOURCES/MATERIALS



**SCIENCE:**

**MEAL PREPARATION**



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
1. Student will demonstrate cooking readiness.	<ol style="list-style-type: none"><li>1. Discuss the importance of tying long hair back away from the face and/or use of a hair net or cap to keep hair away from food.</li><li>2. Demonstrate how to tie a clean apron and emphasize the importance of protecting clothing while cooking.</li><li>3. Review the importance of clean hands and bodies prior to handling foods.</li><li>4. Stress the importance of keeping hands away from face/hair while in the kitchen area.</li><li>5. Repeat and review cooking readiness skills often enough that students develop good habits.</li><li>6. Keep cooking area clean and germ free.</li></ol>

RESOURCES/MATERIALS

Apron  
Hair net  
Sink  
Paper  
Towels  
Soap

Adaptations:

Provide students with aprons that have long ties so that they can be secured in front.



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>2. Student will identify why food must be properly stored and prepared.</p>	<p>1. Ask students to tell why it is important to keep food containers and bodies clean while preparing food. Stress the fact that unsanitary conditions cause harmful molds and bacteria to grow.</p> <p>2. Set up a variety of experiments to demonstrate the presence of bacteria in common foods. Carve a jack-o-lantern from a pumpkin. Allow the fruit to sit out until it molds. Ask students to describe what they see. How does the growth seem to change the pumpkin? Where did the mold come from? Experiment with other kinds of fruit, bread and meat. Decide if molds grow as fast if the food is stored in the refrigerator.</p> <p>3. Demonstrate why it is important to keep the body clean to avoid germs and bacteria. Utilize Petri dishes for each small group of students. Each group should gather bacteria from several parts of their bodies. (Hands and mouths generally produce plenty of bacterial growth.) These samples should be stored in the Petri dishes at room temperature for 48 hours. Observe the samples. What do you see? Where did it come from? Provide students with microscopes for additional observation. Explain that some bacteria may be harmful.</p>
<p>-----  <b>RESOURCES/MATERIALS</b>                  -----                  Microscope                  Petri dishes</p>	<p>4. Discuss how to assure cleanliness in food preparation. List students' suggestions on tag board and post in a prominent place in the room.</p>



T.E.K.S. 122.42 (C.)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
3. Student will identify basic terms used in food preparation.	<ol style="list-style-type: none"><li>1. Assist students to define each term:<ol style="list-style-type: none"><li>a. Fry: to cook in hot fat or oil.</li><li>b. Bake: to cook in oven (dry heat).</li><li>c. Broil: to cook with direct heat.</li><li>d. Simmer: to cook over low heat to just below the boiling point.</li><li>e. Steam: to cook over boiling water.</li><li>f. Roast: to cook in oven with little or no liquid.</li><li>g. Boil: to heat liquid until bubbles rise constantly to the surface and break.</li><li>h. Preheat: to heat the oven to a desired temperature before putting food in to cook.</li><li>i. Grease: to spread a thin layer of margarine or oil over the inside surface of a pan to keep food from sticking.</li></ol></li><li>2. Provide a dozen eggs for the class. Emphasize cracking an egg in a cup before adding to a recipe to check for shell. Do not use eggs that appear to have a small crack. Help the students prepare the eggs using several cooking methods.</li><li>3. Divide the class into groups. Each group must create a poster depicting one of the types of food preparation. Pictures of the necessary appliances and at least one example of a food that can be cooked in that manner should also be included.</li><li>4. Have students prepare lunch for themselves. Select a menu that utilizes several cooking methods.</li><li>5. Play Food Picture Bingo.</li><li>6. Play Appliance Bingo.</li></ol>

RESOURCES/MATERIALS

- Magazines
- Cookbooks
- Food
- Bingo games



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will store food in a refrigerator, cupboard, and/or cabinet.</p>	<ol style="list-style-type: none"> <li>1. Discuss with students the reasons for food storage (e.g., spoilage, disease, bugs, etc.)</li> <li>2. Demonstrate proper methods for storing foods (e.g., wrapping, refrigeration, freezer, etc.)</li> <li>3. Discuss with students the length of time for storage of food before consumption.</li> <li>4. Demonstrate different ways to identify spoiled food (e.g., smell, appearance, taste, etc.)</li> <li>5. Gather a variety of food pictures and mount them to assure durability. First review the food pyramid by asking the class to divide the pictures into the appropriate categories. Then have the students sort the pictures according to the proper storage areas.</li> <li>6. Set out a variety of food storage materials. Include as many of these as possible: waxed paper, plastic wrap, foil, covered bowls and large plastic bags. Show one food picture to the class. Decide which storage method would be the best for each food. (For example, waxed paper would not be used for a liquid.) Repeat for each picture..</li> <li>7. Supply students with a variety of foods. (These might include: _ raw onion, sliced banana, raw hot dog, cottage cheese, _ cooked hamburger patty and left over casserole. Your cafeteria workers might be a good source of leftovers.) The students will also need the various storage materials listed above. Have the students select the appropriate materials and then prepare each food for storage. They should also indicate where each food should be put after it is prepared for storage. Emphasize that students must remember that some containers, once opened, must be refrigerated.</li> </ol>
<p>-----  <b>RESOURCES/MATERIALS</b>                  -----                  Items as specified in activities  <u>Introduction to Kitchen Appliances</u>                  by Mayer-Johnson</p>	<ol style="list-style-type: none"> <li>8. Discuss ways to prepare and/or preserve food for longer periods of time (i.e., freezing bread). Emphasize the importance of dating items before freezing to determine freshness at a later date.</li> </ol>



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
5. Student will identify and use electric appliances.	<ol style="list-style-type: none"><li>1. Introduce students to small electrical appliances and demonstrate the use of each one. Include appliances such as: electric knife, blender, mixer, griddle, skillet, toaster oven, coffee pot, microwave oven, electric can opener, bread maker.</li><li>2. Discuss necessary safety procedures while using such appliances (e.g., plug into socket <u>before</u> turning on, refrain from immersing in water, etc.)</li><li>3. Have students determine what appliance to use in the preparation of a given food (e.g., "What would you use to make pancakes?").</li><li>4. Discuss alternatives to use when one appliance or another is unavailable (e.g., make pancakes in an electric skillet if a griddle is not available, etc.).</li><li>5. Prepare a variety of snacks using the above appliances to allow students to become familiar with use.</li></ol>

RESOURCES/MATERIALS

Variety of appliances



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
6. Student will prepare foods using a stove.	<ol style="list-style-type: none"><li>1. Demonstrate the use of a stove top.<ol style="list-style-type: none"><li>a. Show students how to turn on the burner.</li><li>b. Demonstrate how to adjust the heat on the burner.</li><li>c. Demonstrate the difference between gas and electric stoves.</li><li>d. Give students an opportunity to practice turning the burners on and off, as well as adjusting heat to different levels.</li></ol></li><li>2. Demonstrate how to boil a food item on the stove.<ol style="list-style-type: none"><li>a. Retrieve food from storage location.</li><li>b. Put food in pan.</li><li>c. Cover food with water.</li><li>d. Place pan on the stove.</li><li>e. Turn on stove burner.</li><li>f. Bring water to a boil.</li><li>g. Cook for allotted time. Drain water off food into sink.</li><li>h. Turn off burner.</li></ol></li><li>3. Demonstrate how to heat and/or simmer food item.<ol style="list-style-type: none"><li>a. Retrieve food item from storage.</li><li>b. Place food into pan.</li><li>c. Put pan on burner.</li><li>d. Turn burner to a middle setting.</li><li>e. Heat food to just under boiling, stirring regularly.</li><li>f. Remove pan from burner.</li><li>g. Turn off burner.</li></ol></li><li>4. After demonstration of each skill, divide students into small groups and allow them to practice these skills in preparation for snacks or meals with close supervision.</li><li>5. Work toward independence.</li></ol>

RESOURCES/MATERIALS

Stove top  
Introduction to Kitchen Appliances,  
by Mayer-Johnson

Adaptation:

Color code knobs on the stove to correspond with color-coded burners so students can locate the appropriate burners.



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>7. Student will prepare foods using the oven.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate for students how to set the toaster oven/oven temperature and turn the oven on and off. Allow students to practice this skill.               <ol style="list-style-type: none"> <li>a. Turn the oven temperature dial to the stated temperature.</li> <li>b. Turn the oven function dial to bake/broil.</li> <li>c. Turn off the oven by turning the oven function to "OFF".</li> </ol> </li> <li>2. Demonstrate how to bake a food item using the oven. Allow students to practice this skill in small groups.               <ol style="list-style-type: none"> <li>a. Set the oven temperature, and turn the oven on.</li> <li>b. Wait for the light to go out indicating that the oven is at the correct temperature.</li> <li>c. Open the oven door and place the food item prepared for baking into the oven.</li> <li>d. Close the oven door.</li> <li>e. Set the oven timer.</li> <li>f. Remove the food item from the oven using potholders when the timer rings.</li> <li>g. Turn off the oven.</li> </ol> </li> <li>3. Demonstrate how to broil food in a broiler.               <ol style="list-style-type: none"> <li>a. Set the oven to broil.</li> <li>b. Place food on a broiler pan.</li> <li>c. Place broiler pan on the top rack in the oven.</li> <li>d. Leave the oven door partially open while broiling.</li> <li>e. Broil food item.</li> <li>f. Remove food from oven using potholders.</li> <li>g. Turn off the oven.</li> </ol> </li> <li>4. Continue to review procedures until students become familiar and comfortable.</li> <li>5. Provide various cookbooks for students to locate oven temperatures. Use teacher made dials to practice setting function and temperature of an oven.</li> </ol>



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

6. Have students prepare a food item in the oven.
7. Arrange for students to help with meal preparation at home.
8. Student will demonstrate use of a bread maker.
  - a. Discuss uses of a bread maker: how yeast is used, why dough must be kneaded.
  - b. Continue with recipe, emphasizing how important it is to completely follow directions.
  - c. Remove bread from machine. Emphasize how hot bread will be.

RESOURCES/MATERIALS



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
8. Student will identify basic liquid and solid measures.	<ol style="list-style-type: none"> <li>1. Demonstrate for students different measures used in food preparation.</li> <li>2. Demonstrate how to measure using solid measures (e.g., 1 cup, <math>\frac{1}{2}</math> cup, etc.)               <ol style="list-style-type: none"> <li>a. Steady measuring cup on a flat surface with the non-dominant hand.</li> <li>b. Scoop foodstuff into a measuring cup with a spoon.</li> <li>c. Level foodstuff in the cup using the flat edge of a knife.</li> <li>d. Pack some food items (i.e., brown sugar, Crisco) into the measuring cup.</li> <li>e. Empty the measured cup into a bowl.</li> </ol> </li> <li>3. Demonstrate how to measure using measuring spoons.               <ol style="list-style-type: none"> <li>a. Grasp the measuring spoon.</li> <li>b. Scoop or pour foodstuff into the measuring spoon.</li> <li>c. Level using the flat edge of a knife.</li> <li>d. Empty foodstuff into a bowl.</li> </ol> </li> <li>4. Demonstrate how to measure using liquids.               <ol style="list-style-type: none"> <li>a. Open the container of liquid to be measured.</li> <li>b. Place measuring cup on a flat surface.</li> <li>c. Find the designated (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, etc.) line on the measuring cup.</li> <li>d. Pour the liquid into the measuring cup.</li> <li>e. Stop pouring the liquid when it reaches the designated line.</li> <li>f. Empty the measuring cup into a bowl.</li> <li>g. Close the container with liquid in it.</li> </ol> </li> <li>5. Allow students opportunities to measure different quantities of liquids and solids.</li> <li>6. Encourage parents to allow students to do measuring practice at home.</li> <li>7. Provide students opportunities to prepare recipes requiring measurement.</li> </ol>



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

Adaptations:

1. Post a chart on the wall illustrating color coded measures with representative pictures. Provide students with color coded recipes and measuring tools to go along with the chart.
2. Measure ingredients over a tray to minimize spills and cleanup.

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RESOURCES/MATERIALS  
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Measuring cups  
Measuring spoons



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
9. Student will follow written and/or picture recipes.	<ol style="list-style-type: none"><li>1. Demonstrate the use of a picture cookbook or recipe cards in preparation of food.</li><li>2. Have students make a notebook or words and pictures usually used in recipes. This will assist them in reading unfamiliar recipes.</li><li>3. Allow students to collect recipes which they would like to prepare. Emphasize the importance of reading the entire recipe prior to beginning.</li><li>4. Provide opportunities for students to prepare simple recipes in small groups for the class to enjoy. Have them practice following a recipe from beginning to end.</li><li>5. Have students repeat simple recipes for increased mastery of skills.</li></ol>

RESOURCES/MATERIALS

- Look 'n Cook,  
Attainment Company, Inc.
- Picture Recipe Book,  
Association for Retarded Citizens
- 101 Picture Recipes,  
The Printer, Inc.
- Gross Grub,  
Scholastic
- Home Cooking,  
Attainment Company, Inc.



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
10. Student will follow instructions on cans or boxes of packaged foods.	<ol style="list-style-type: none"><li>1. Show students a variety of foods that come with directions on the package.</li><li>2. Have students practice looking at the box, can, or package to locate instructions.</li><li>3. Stress the importance of following instructions in order to ensure proper preparation of the food. As a group, read and discuss instructions on several cans or boxes.</li><li>4. Use prepared foods for group cooking experiences. Help students develop a habit of following a sequence of instructions.</li><li>5. Divide students into small groups. Give each group a different pre-packaged food item to prepare for the entire class.</li></ol>

RESOURCES/MATERIALS

Brownie mix, muffin mix, spaghetti, slice 'n bake cookies, etc.



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
11. Student will maintain kitchen environment.	<ol style="list-style-type: none"><li data-bbox="808 436 1356 562">1. Students should be shown procedures to clean appliances used in food preparation, i.e., mixers, stove tops and oven, refrigerators, etc.)</li><li data-bbox="808 562 1385 716">2. Classroom discussion should include cleaners to be used for each job. Prepare a bulletin board depicting the various types of cleaners and discuss how often different clean up jobs should be performed.</li><li data-bbox="808 716 1356 806">3. Community Based Instruction should include a trip to a cafeteria or restaurant to observe kitchen procedures.</li><li data-bbox="808 806 1365 896">4. Discuss materials to be placed in a garbage disposal unit (if one is available in the kitchen).</li></ol>

RESOURCES/MATERIALS

Kitchen cleaners

Adaptation:

Provide picture instructions for non-readers.



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
12. Student will serve food appropriately.	<ol style="list-style-type: none"><li>1. Demonstrate for students the proper methods of serving foods (e.g., use of hot pads, appropriate serving dishes, how to carve meats, etc.).</li><li>2. Have students practice serving themselves and others in the classroom.</li><li>3. Ask parents to assist by allowing students to serve themselves at home.</li><li>4. Encourage students to eat using proper etiquette (e.g., how to pass food, request seconds, etc.).</li><li>5. Arrange with the cafeteria to serve lunch "family style". Instruct students to serve self, pass bowl in space between individual plates, continue to pass until all bowls have circulated around the table.</li><li>6. Have students differentiate slotted spoon and regular spoon as needed for proper serving of specific food items.</li><li>7. During CBI, have students practice serving themselves from a buffet table, emphasizing appropriate portions and judgment of personal capacity.</li><li>8. Have student practice "spearing" one portion of meat from a serving platter with a fork.</li><li>9. Have students practice using a ladle for gravy or use of a gravy bowl.</li></ol>

RESOURCES/MATERIALS

Hot pads  
Service dishes and utensils



OBJECTIVE	TEACHING ACTIVITIES
13. Student will wash and dry dishes by hand or dishwasher.	<p>Refer to Vocational-Work Skills: Food Services</p> <ol style="list-style-type: none"><li>1. Demonstrate how to wash and rinse dishes by hand.<ol style="list-style-type: none"><li>a. Gather the necessary materials.</li><li>b. Put the plug into the sink drain.</li><li>c. Put soap into the plugged sink.</li><li>d. Fill one sink with hot water.</li><li>e. Put dishes in the soapy water. (Put glasses first, then plates, etc. Do pots and pans last.)</li><li>f. Wash each item with a dishcloth.</li><li>g. Check dishes to ensure cleanliness.</li><li>h. Rinse each item with clean water.</li><li>i. Place items in the dish drainer.</li><li>j. Emphasize safety procedures when washing sharp objects and breakable items.</li></ol></li><li>2. Demonstrate how to wash and rinse pots and pans by hand.<ol style="list-style-type: none"><li>a. Change water in the sink if necessary.</li><li>b. Put one pot into the soapy water.</li><li>c. Wash the pot with a dishcloth.</li><li>d. Scrub the pot with a pot scrubber.</li><li>e. Make sure the pot is clean.</li><li>f. Rinse the pot with clean water.</li><li>g. Put the pot in the dish drainer.</li></ol></li><li>3. Demonstrate how to dry dishes by hand and put them away.<ol style="list-style-type: none"><li>a. Retrieve a dish towel from its storage location.</li><li>b. Open the cabinet.</li><li>c. Pick up a dish from the drainer.</li><li>d. Wipe the dish with the towel. Use two towels if necessary.</li><li>e. Place the dish in the cabinet.</li><li>f. Close the cabinet.</li></ol><p>Follow the same procedure for pots &amp; pans.</p></li><li>4. Demonstrate how to wash dishes in a dishwasher.<ol style="list-style-type: none"><li>a. Open the door of the dishwasher.</li><li>b. Rinse the dirty dishes in the sink.</li><li>c. Place silverware in the silverware rack.</li></ol></li></ol>



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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

- d. Place dishes in the bottom rack of the dishwasher.
  - e. Place glasses and cups on the top rack of the dishwasher.
  - f. Fill the soap container with liquid or powdered soap.
  - g. Fill the rinse container if desired.
  - h. Close the door of the dishwasher.
  - i. Turn on the dishwasher.
5. Demonstrate how to unload the dishwasher and put dishes away.
- a. Open the door of the dishwasher.
  - b. Open the cabinet doors and drawers.
  - c. Remove glasses and cups from the dishwasher. Use a towel to dry any remaining water.
  - d. Put glasses and cups in the cabinet.
  - e. Remove the plates from the dishwasher.
  - f. Place the plates in their proper storage location.
  - g. Remove the silverware from the dishwasher. Use a dish towel to dry any remaining water.
  - h. Put the silverware in its storage location.
  - i. Close the dishwasher door.
  - j. Close the cabinet doors and drawers.
6. Provide students with numerous opportunities to practice these skills.

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**RESOURCES/MATERIALS**

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Liquid or powdered dishwasher soap  
Liquid detergent  
Dishcloth  
Pot scrubber  
Dish towels  
Dish drainer

**VARIATION:**

Teach the use of rubber gloves when washing dishes.



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
14. Student will demonstrate knowledge of proper meat defrosting procedure in microwave oven and/or refrigerator.	1. Compare frozen meat and defrosted meat. Explore reasons why it is easier to use defrosted meat when cooking.  Microwave technique:  2. Find defrost setting on microwave oven. 3. Place meat in microwave and set appropriately. 4. Check meat intermittently and remove when done.  Refrigerator technique:  5. Emphasize that one does not leave food on the counter to defrost. 6. The day before needed, place covered meat in refrigerator with plate or pan underneath.

RESOURCES/MATERIALS



**SCIENCE:**

**MEAL PREPARATION**



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
1. Student will follow written and/or verbal directions to prepare a nutritious meal.	Refine skills presented in middle school. Encourage independence and use of recipes.

RESOURCES/MATERIALS

Life Skills Activities for Secondary Students

With Special Needs,

by Darlene Mannix

A Functional Curriculum for Teaching Students

With Disabilities,

by Michael Bender, Peter Velletutti, and  
Carol Ann Baglin

101 Picture Recipes,

by Rose Redmond

Domestic Skills Program

Keeping House Activities Guide,

Attainment Company, Inc.



T.E.K.S. 122.42 (C.8)

The student demonstrates safety and sanitation procedures.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
2. Student will maintain the kitchen environment.	Refer to Vocational-Work Skills: Food Service <ol style="list-style-type: none"><li>1. Develop a chart/bulletin board/notebook of cleaning tasks in the kitchen. Include the proper sequence of tasks and have students practice completing these sequences.</li><li>2. Review the proper way to clean a stove top and oven. Allow students to practice these tasks when the opportunity arises. Discuss the use of rubber gloves as a preventive measure while cleaning the oven with abrasive or caustic cleaners.</li><li>3. Demonstrate the proper way to clean the interior of a refrigerator and defrost the freezer. Show students a food item that has spoiled in the refrigerator.</li><li>4. Develop a unit on insect/rodent control. Invite an exterminator to visit the class. Emphasize the importance of safety when using common household pest control substances.</li><li>5. Have students practice cleaning all appliances in the kitchen (e.g., microwave).</li></ol>

RESOURCES/MATERIALS

Supplies as indicated in each activity



T.E.K.S. 122.42 (C.9)

The student prepares and serves nutritious foods.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
3. Student will set a table for a special occasion.	<ol style="list-style-type: none"><li>1. Develop a unit on making simple table centerpieces. Allow students to practice.</li><li>2. Teach students how to design and make napkin rings and/or placemats to decorate the table. Practice placing a cloth on the table. Practice simple styles of napkin folding.</li><li>3. Provide students with hypothetical situation and ask them to set an appropriate table. Vary the number of diners and the occasion.</li><li>4. Have students prepare a luncheon for teachers/parents.</li><li>5. Assist students in planning/preparing a birthday party for younger students.</li><li>6. Look in food magazines and cut out pictures of different table settings and centerpieces.</li></ol>

RESOURCES/MATERIALS

- Materials for centerpiece
- Cloth napkins
- Placemats
- Tablecloth
- Various magazines
  - Better Homes and Gardens
  - Southern Living



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
<p>4. Student will organize and store kitchen goods appropriately.</p>	<ol style="list-style-type: none"> <li>1. After purchasing groceries, have students practice unpacking bags of groceries and categorizing purchases on storage shelves.               <ol style="list-style-type: none"> <li>a. Instruct them to place unopened packages behind open packages of the same product.</li> <li>b. Foods should be used on a “first in”, “first out” basis.</li> </ol> </li> <li>2. Develop an understanding of the following storage rules for “dry” goods, i.e.:               <ol style="list-style-type: none"> <li>a. Never store food directly on the floor.</li> <li>b. Never keep garbage in the area where food is stored.</li> <li>c. Area should be well ventilated, clean and protected from pests and excessive moisture.</li> <li>d. Never store chemicals or cleaners next to food.</li> <li>e. Label all storage areas with icons for each specific item (e.g., sugar, corn, pepper, and cereal).</li> <li>f. Store heavy or bulky items on shelves or in bins closest to the floor.</li> <li>g. Store cleaning supplies under the sink in the kitchen.</li> <li>h. Store spices and staples above or close to the area where they will be used for food preparation.</li> <li>i. In storing spice, put the tallest and least used in the back and the most used in the front. Suggest the use of turntables.</li> <li>j. Flour, sugar and coffee should be in airtight containers to prevent spoiling.</li> <li>k. Store specific items together (i.e., pudding, cans of beans, canned meats, canned fruit, etc.).</li> </ol> </li> <li>3. Use picture cards of items or empty boxes, cans, etc. for students to sort through and decide upon most appropriate storage location.</li> </ol>



Area: Meal Preparation

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OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

4. Explain to students that refrigeration is used for short-term holding of perishable items. Meat, fish and dairy items require lower temperatures than fruit and vegetables. Provide practice with locating designated storage drawers, shelves, etc. The freezer is used for more long term storage.
5. Divide the students into three groups. Have each group select one of the major storage areas – refrigerator, freezer, dry food area. Explain what is to be stored in that area and how to store particular items.

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RESOURCES/MATERIALS

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Food/item picture cards, empty boxes and cans  
Refrigerator/freezer



T.E.K.S. 122.42 (C.7)

The student applies management principles in meeting nutritional needs.

Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
5. Student will plan and prepare a simple meal.	<ol style="list-style-type: none"><li>1. Demonstrate for students the preparation of an entire meal.</li><li>2. Have students make a notebook of favorite meals and recipes.</li><li>3. Review the make-up of a balanced meal.</li><li>4. Assist students with developing the menu for a well-balanced meal.</li><li>5. Determine what needs to be purchased in order to prepare the selected menu. Have students develop a checklist inventory of foods necessary for the menu.</li><li>6. Take students to the grocery store to purchase necessary supplies.</li><li>7. Divide students into groups to prepare the meal. Each student should complete a job.</li><li>8. Prepare combinations of the following:<ol style="list-style-type: none"><li>a. Breakfast – eggs, pancakes, toaster items, cereal, juice.</li><li>b. Lunch – sack lunch, canned food items (e.g., vegetables, meat, fruit, stew), salad, sandwich, instant/packaged foods (e.g., snack-n-cake, mug-a-lunch, Kool-Aid).</li><li>c. Dinner – frozen items (vegetables, TV dinner, pizza); box packaged items (Hamburger Helper; macaroni and cheese); boiled foods (hot dogs, fresh/canned vegetables).</li></ol></li><li>9. Have student develop charts which sequence steps (interweave recipes) necessary to prepare an entire meal.</li><li>10. Invite the cook from the school cafeteria to come and tell the class about how school meals are prepared. Before the cook comes, encourage students to think of questions they might ask to find out more about food preparation.</li><li>11. Visit the cafeteria at different times in the day to see the various jobs in progress.</li></ol>



Area: Meal Preparation

OBJECTIVE	TEACHING ACTIVITIES
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(Continued)

12. Plan a party to share food the class prepares. Select a food from each section of the food pyramid. Assign responsibilities for planning the menu, buying food, preparing food and cleaning-up.

RESOURCES/MATERIALS

Items as specified in activities

