

My Independence

- ◆ My Cooking/
Food Technology



Equals SLD (Semi-Formal) Curriculum SoW: *My Independence*

Sub SoW: *My Cooking/Food Technology*

Basic Principles

Unlike many of the other schemes of work in the *My Independence* series, *My Cooking/Food Technology* (hereinafter referred to as *My Cooking*) is not so obviously linearly developmental. That is, with dressing and undressing for example, we can see that we start at the beginning and carry on to the end since there is only so much to learn. With *My Cooking* however, there is not an obvious single starting point and there is certainly no end point. Learners will therefore probably start at several 'starting points' at once and may well go off in very different directions because what they cook may well depend on what they like to eat, as well of course, on the individual learners' possible physical and cognitive barriers, their individual skill level (for instance what they are able to cook independently and then able to cook with support and guidance) and home circumstances.

However, it is very important that learners are taught and experience as wide a range of different skills/cooking activities as possible whatever their cognitive level or physical disability. Learners may, on occasion, need to cook food for others, not themselves, in order to gain this knowledge and relevant practice. This is also very important in terms of learning about general safety in the kitchen.

It is however likely that most learners will achieve and become competent in the basics at least and we need to remember that we are aiming for the highest levels of independence that the learner can achieve by the time they leave school at nineteen.

My Cooking is going to be a mixture of skill based learning and process based learning, though the process based learning (that is, learning by 'doing' without any fixed or rigid target) will be more in evidence once the learner has established a sound base of core skills. Further, such skills, for example, spreading, cutting, chopping, dicing, washing up, drying, putting away, using an electric socket, using a toaster, using a sandwich maker, using a blender, using a hob, etc, will probably largely be learned by rote, that is, going through a set sequence of activities that never varies and never changes and repeating such a sequence many hundreds of times. Whilst it is recognised that the *art* of cooking is in the variation, the art can only be achieved if the core skills are established, though it is of course, perfectly possible to cook many and varied meals by mastering the core skills.

Autism and SLD. Simply because a learner has autism does not mean that s/he cannot cook as independently as he or she can, and we must not allow it to be seen as a reason for opting out. We must regard the learner's autism as an additional difficulty which may require some (and perhaps a lot of) adaptation and differentiation, but the key question will still be the learner's level of intellectual ability. As always with autism, it is probably always best to consult widely using the expertise that will be available in the school, especially the Speech and Language Therapist (SaLT) for communication issues and the Occupational Therapist (OT) for sensory issues.

Physical disabilities and SLD. Similarly, physical disabilities and/or communication difficulties DO NOT RULE OUT learners from cooking as independently as they can, but adaptations and differentiation will probably be needed. Consult widely with the expertise that will be available in your school, especially with the SaLT, OT and Physiotherapists.

Starting age. Experience of cooking should really begin as young as possible. Most nursery classes will involve their learners in cooking to some degree, so basic awareness of safety and elementary skills can be taught even at this young age, though some in the class might be gaining the experience of these activities in an exploratory sense. We would however, strongly recommend that the skills outlined here are practiced at the latest from the beginning of KS 2 (7/8 years of age) if the learner's full potential is to be reached.

Allocating a dedicated 'kitchen' area. In much the same way as schools often set aside a science room, schools should think seriously about designing and allocating a set kitchen, or indeed more than one in a large school. The layout of such a kitchen(s) needs to be given as much consideration as the layout of a kitchen in your own home, and perhaps more, since there are numerous specialist design considerations such as the accessibility of cupboards for wheelchair users, the use of non-slip surfaces, multiple work stations and of course one and possibly several ovens with four hobs. Designers of such kitchens should look at installing several different kinds of cooker (to aid generalisation) though these are probably better just to be electric (rather than gas) because of the additional health and safety considerations. As well as different styles of cooker, if possible, it is also important to make sure that a range of kettles, toasters, microwaves, graters, liquidizers, blenders, potato peelers etc are used by the learners as this will broaden their skill base, aid problem solving and aid the use of kitchen equipment used in their own homes. Specialist individual advice on SLD Kitchen Design can be obtained from Equals at www.equals.co.uk

Labeling cupboards. There might be some disagreement about whether cupboards ought to be labeled or not. Those not in favour of labeling argue that cupboards are not labeled at home – people have to remember where things are and will be able to do so if given lots of initial assistance and support and then lots of opportunities to practice looking. If something is not where it should be, people look for it in places it shouldn't be. It is called thinking and problem solving. Those in favour of labeling argue that learners will learn to get their own (kitchen) equipment more readily and more quickly if we give them some cues (the labels) which can then be removed at a later

stage when the learner has learned where everything is. Teachers will need to make a decision which may depend on the mix of the class. That is, if the class group is fairly homogenous on ability and cognitive levels, labeling might be a good option to start with. If the class is quite mixed, some learners will be able to live without labels more quickly than others and it might therefore be better not to have them in the first place, but to give more help and support to those who need more help and support.

Collecting the equipment needed. The general principle of using a symbolled or photographed and/or written list for the individual learner needs to be established from the very start, even though this may well take time out of practicing the actual skill to be learned. That is, teachers need to build in time for individual learners to collect the necessary equipment as this is an essential part of independence and emphasises the holistic nature of the learning. This collection of equipment from a list also applies in other situations such as collecting materials for art, instruments for music etc.

By the same token, learners must be given time to wash up and clear away after the food has been cooked, even if only very basic skills such as spreading and soft fruit cutting are being taught, though staff may decide to devote limited time to this in the beginnings of cooking and then spend more time as the individual learner develops in their skills and experience.

'Recipes'. Extending this line, it is probably best to introduce 'recipes' as standard practice right from the beginning, even when making a slice of toast and jam. This early form of informal recipe might be laid out like a visual timetable or sequence with all of the ingredients and equipment needed, though you definitely won't need to put all the instructions down (as you might with a formal recipe) since this will make it far too complicated. The 'recipe' here is about collecting all the ingredients and equipment, NOT about how to cook the meal. This informal 'recipe' serves three major purposes:

- (i) acting as an aide memoire to the learner to make sure s/he knows what s/he has to collect before the cooking can begin
- (ii) acting as an aid to decreasing verbal and physical prompts and therefore increasing independence
- (iii) introducing the learner to the idea of formal recipes.

Consolidation. A number of the basic cooking activities described below can be completed very quickly by an individual learner, as for example, when spreading butter and jam on a piece of toast, or making a sandwich. It is therefore extremely important that time and resources are allocated to allow lots of opportunities for repetition by for example making ten slices of toast or five sandwiches rather than just one, even though the learner will certainly not be eating 10 slices of toast. This can appear to be wasteful though extremely affordable basic food items are readily available, and it is perhaps no more wasteful of resources than a neuro-typical learner using

reams of paper to practice writing, or filling in a work book. In both cases there is a recognition that there needs to be repeated practice with regard to the very many core skills that must be mastered if the learner is to move towards independence.

Hygiene. It is imperative that we start off with the basic rules that are always obeyed before any cooking session can start and that learners are told why this is so important, from very basic explanations, for instance “it will make you sick” to explaining that it is germs on dirty hands that may make you sick, or that your own germs that your body is used to may make someone else sick if you touch, or cough or sneeze over their food.

1. Always wash and dry hands.
2. Always wear an apron.
3. Always tie up long hair.
4. Never touch another learner’s food.
5. Try not to put your hands in your mouth or up your nose (or in even worse places) because if you do, you’ll have to wash your hands again.
6. Never lick the cutlery, wooden spoons and especially knives.
7. Always wash dishes and wipe down surfaces after cooking. This particular ‘rule’ is not strictly necessary, especially at the earliest stages, but it is a useful habit to get into. Staff should not expect a perfect wash or wipe and will probably need to wash and wipe again themselves, but the standards of hygiene expected can gradually be increased over time so that by KS3 (aged 11) and certainly by KS4 (aged 14), learners would be expected to be reasonably adept and independent.

Parents and carers roles. Parents and carers will need to be involved in discussions about the curriculum and we strongly recommend that they are given copies of this scheme of work. Indeed, this SoW recognises that a considerable amount of supportive teaching can take place at home, and therefore strongly advises that parents and carers are also encouraged to follow the SoW.

Safety and Risk. Whilst Food Technology carries with it a great many hazards and risks **this should not, and must not, stop us from aiming at maximising all learners’ ability to cook as independently as they can.** Everyone involved, including parents and carers, must acknowledge that there are always risks involved when working in a kitchen, but that these risks can be minimised if they are recognised in advance - with relevant risk assessments in place and due care is always taken. Key risks are: burns - from hotplates and ovens, hot dishes, hot food, hot oil, boiling liquids; cuts from sharp knives, tin cans, cheese graters; electric shocks from handling electrical goods such as microwaves, kettles and toasters; slips and falls caused by wet floors or spillages and food poisoning; risk for learners who have a specific food allergy or intolerance.

A general principle needs to be agreed by the school that, if appropriate, learners will have one to one support or possibly one (member of staff) to two (learners) support when working in high-risk situations until and unless it has been agreed that learners are fully independent. Special diets, allergies and intolerances must be known to all staff and strictly adhered to. Any learner engaged in cooking activities who is nil-by-mouth must also be closely supervised at all times., though you may take the stance that it is too unfair for learners to cook who cannot even have a tiny taste of any of the food they are preparing. In which case, why not do a fun something else instead!

Alternatively, learners could be grouped according to their skill levels so that a limited range of activities are taking place and the skills involved can more easily be focussed on. Such issues should be incorporated into each activity, recipe or skill taught at a level differentiated to cater for all learners within the group. The following websites may be useful in providing resources for teaching about safety in the kitchen, food hygiene etc. www.food.gov.uk and www.foodafactoflife.org.uk

Cultural considerations. Any foods which are not permitted by certain cultures must also be taken into account and it may be helpful to discuss with a learner's parents/carers where this is the case. Opportunities for learners to cook and experience food from the cultures of other learners should obviously be provided.

Thinking, problem solving and risk. Because of the high risk factor of cooking, it is imperative that all learners undergo basic safety training that is regularly repeated and updated throughout the learners' school career. This sub SoW therefore carries numerous learning intentions that are aimed solely at safety issues. Throughout the process of experiencing cooking activities, learning to cook and being safe in the kitchen, learners must also be given choices and have discussions related to the task in hand. For example, should you choose a big bowl/spoon or small one? Should you use a saucepan or a frying pan? What utensils are the best to use? What is the appropriate quantity of a particular food item or the appropriate size of prepared food or meal? **As a result of these choices learners must be allowed to make mistakes; if they are not allowed to make mistakes they may never learn from their decisions.**

However, and in keeping with Equals' *My Thinking and Problem Solving* SoW, all attempts should be viewed positively and treated as such. 'Wrong' choices and decisions are an ideal opportunity to deepen learning away from shallow rote responses and further both understanding and awareness.

Cost. Cooking is going to require a considerable budget if it is to be done properly and if every learner is to achieve their maximum potential. This is not just in resources and equipment, though these will be considerable, but also in staffing, especially when working at higher level and/or higher risk skills where increased staffing levels may well be required. Budgets and staffing will therefore need to be agreed with leadership teams.

Healthy Eating. When cooking any recipe, however basic, healthy eating concerns must be borne in mind – particularly the sugar and fat that will be consumed. If cooking in the morning with learners working on making snacks (say, beans on toast) which will be consumed mid-morning, then a useful guideline would be that the calories consumed should be no more than 300-400 (and hopefully much less). As learners become more proficient and are able to cook more complex recipes, cooking their own lunch should become more frequent. Leadership teams might therefore want to look at diverting funding from regular ‘school meals’ to ‘class cooked meals’. Cooking a meal to replace lunch in school would necessitate different requirements and food group balances; healthy eating should therefore be incorporated into every cookery lesson possible. It may be that the whole issue of healthy eating might form a regular topic to be gone into in depth over a term, which could be repeated at every key stage (with slight variations) as learners become more adept at cooking. In everyday *My Cooking* lessons, topics covered should include food groups, the benefits (or not) of vitamins, protein, calcium, sugar, fat, carbohydrates etc., or at a more basic level, how each food group helps or hinders our bodies, physical wellbeing and lifestyle. As the learners’ cooking skills develop, attention should also be paid to putting together a balanced meal (obviously taking into account specific food issues that may affect some learners).

Task analysis. Many of the Teaching Activities, especially in the early stages where core skills are being established, are laid out using task analysis to break down each Learning Intention into a number of sequential operations. So the apparently simple Learning Intention of ‘*Use a spreading knife to spread and cut toast, with support as and where necessary*’ has 22 separate, but of course entirely interconnected, ‘tasks’. The Learning Intentions are deliberately laid out in this way to:

- (i) emphasise the complexity of a task which we might consider to be fairly simple
- (ii) ensure consistency of approach between all staff members
- (iii) improve sequential memory and rote learning
- (iv) impress upon staff members (whether teachers or teaching assistants) that all learners must do as much of the whole task themselves as they possibly can.

There are also two further considerations, that is firstly, **we must teach (or at least provide the experience) of the whole task and not just parts of it**, so that learners get a holistic understanding of the task and secondly it is really important that **we ‘never knowingly do something for a child if he/she has a chance of doing it for him/herself’ (Pear Tree School, Lancashire).**

All Learning Intentions are designed to be worked on and achieved individually and are not generally open to a group target or learning intention setting, though of course there is no reason why a number of learners may not do similar tasks at the same time so that one staff member may be working with two (or more) learners at the same time depending of course, on the risk assessment.

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LEARNING INTENTION	TEACHING ACTIVITIES Pre-cooking skills	POINTS TO NOTE	CROSS CURRICULAR LINKS
Following instructions during cooking activities	<ul style="list-style-type: none"> • Practice visual instructions - practicing the use of symbols/photos/signs to gather (any, not necessarily kitchen) equipment. • Practice following very simple one and two part spoken instructions. • Choose and Cook ICT Program. • Practice sequencing and ordering, again not necessarily in anything related to <i>My Cooking</i>. 	Pre-cooking skills are probably not going to be that different from preparing to learn skills.	
Preparing oneself for a cooking activity	<ul style="list-style-type: none"> • Run bowl of water/use a basin specifically for handwashing, wash hands, dry hands, secure apron, tie hair back, remove jewellery, roll back loose sleeves, etc • Song - <i>“Wash, wash, wash, your hands”</i> • Songs from <i>I Can Cook</i> (Cbeebies) • Role play. • Growth of mould on bread - differences between washed and unwashed hands (google Pinterest). • Sorting activity - things we need to do before cooking and things we don't. • Stories - Little Red Hen, Pumpkin Soup. • Role play kitchens, cafes etc. Including recipe cards, cooking equipment and utensils, play food, dressing up outfits (chef, waiter, etc.) • Name and identify different kitchen equipment. • Kim's Game with kitchen equipment • Match labels to correct equipment e.g. cooker, whisk. 	<p>It is recognised that learners will need certain levels of gross and fine motor skills (or adapted equipment) before they are ready to begin a Cooking programme, and some learners may not be ready until KS2 or later.</p> <p>It is recognised that some of these activities will not be age</p>	

	<ul style="list-style-type: none"> • Games - Corners type game with different equipment/utensils; Odd-one-out; Guess the utensil (use feely bag and guess what is inside obviously ensuring that the objects are not sharp). • Making instant whip or chocolate cake as a small group activity (2 or 3 learners) using pre-made mixes in order to practice mixing, pouring, stirring etc and generally preparing for cooking activities. This would also be a relevant activity for developing specific cooking skills. 	<p>appropriate for older learners who are still at this level of learning and will need adapting.</p>	
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LEARNING INTENTION	TEACHING ACTIVITIES Using a blunt knife	POINTS TO NOTE	CROSS CURRICULAR LINKS
<p>Use a spreading knife to spread and cut toast, with support as and where appropriate and/or necessary.</p> <p>Opening containers and replacing lids.</p>	<p>The following is the first of a series of task analysis exercises that lay out the process of ‘making’ a slice of toast, though initially of course, much of the actual making will be done by the staff member. Over the course of many, many opportunities to repeat the lesson, the learner will gradually be able to extend his/her learning by taking more responsibility for all parts of the task. It is vital that staff members always allow learners the opportunity to learn, and do not assume that the learner cannot do it for him/herself or that it is too dangerous for the learner to do it for him/herself. Making mistakes in a positive environment is an excellent way of practising and learning new skills and such mistakes should always be used as a way to further learning.</p> <p>At the start of the lesson, time should be spent modelling the task in hand and talking through the process – this may well be relevant for a wide range of skill development. Many of the basic skills to be mastered can be taught very effectively as one large group around a table, which</p>	<p>The sequence of spreading should progress from easier to harder, so it will probably be necessary to initially use harder foodstuffs such as toast to spread on and the flat surface afforded by a chopping board, rather than a plate which has curves that complicate</p>	<p>My Travel Training and My Shopping</p> <p>Fine and gross motor skills</p>

	<p>also gives learners the opportunity to watch and learn from other students.</p> <p>It is also very important even at this early stage of cooking that learners are taught how to use a spreading knife safely, again through modelling and practice. They should be taught:</p> <ul style="list-style-type: none"> • to always pick up or hold the handle not the blade • not lick or wipe their fingers along the blade • to carry the knife with the blade pointing downwards • if passing the knife to someone else to do so by sliding it along the table or work surface with the blade pointing away from the learners. • when washing up to hold the handle not the knife blade – preferably washing up using a brush not a cloth. • when leaving the blade to dry in a cutlery container on the draining board to place the blade in first so that whoever picks it up to dry it will take hold of the handle. <p>The task of spreading a slice of toast involves:</p> <ol style="list-style-type: none"> 1. Learner (L) washes and dries hands effectively. 2. L collects apron from its regular spot and puts on. 3. At this stage the important lesson here is to learn how to spread toast, not how to make the toast, since that will come later, when making toast and spreading becomes a combined activity. 4. Toast should be prepared beforehand so that several pieces are readily available for learners, with staff making more if and when needed. 5. Staff member (SM) supports learner to take 1 piece of toast from several on a plate. 	<p>the process of spreading.</p> <p>The point of this section is for learners to concentrate on the spreading. In order to do this, lots of toast needs to be prepared beforehand – learners should not be waiting for</p>	
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	<ol style="list-style-type: none"> 6. L gathers equipment needed (chopping board, plate, teaspoon, knife, soft butter/oil spread and jam, marmite or smooth peanut butter, depending on L's preferences) from their regular drawers/cupboards. The level of support needed in these tasks will vary depending on the learners' abilities. 7. L takes lid off butter container and spreads the toast, holding the toast with the non-spreading hand. Initially it may be easier for the L to spread with the piece of toast on a chopping board not a plate – chopping boards are flat whereas many plate have raised edges which in the early stages of learning to spread can make it much more difficult to do so effectively. 8. SM advises on quantity of butter used. Taking approximately the correct amount of spread should be tried several times in order to reinforce the amount needed and provide extra practice for the learner. 9. L may also need assistance in spreading evenly over the whole toast, and again several practice attempts which means that probably at least 3 pieces of toast will be needed – at least 2 to practice on and one to eat. The other pieces can be given to staff or other classes. 10. L opens jam jar and uses a teaspoon to take out the jam, replacing the lid when finished. If using a teaspoon there is often the issue of then getting all the jam off the spoon, so the cutlery used may well depend on the learner and the spreading knife may well be more effective. 11. L spreads toast with jam, holding the toast with the non-spreading hand. 12. L may need assistance in spreading evenly over the whole slice of toast. 	<p>bread to be toasted.</p> <p>It may well be however, that there are learners in the class who are at the stage of making toast, in which case they (rather than the SMs) can make the toast for others to spread.</p> <p>Using a teaspoon here is a good precursor to using spoons to measure.</p> <p>Again, the cutting into quarters is not absolutely necessary but offers more early practice in cutting.</p> <p>Practice pieces could be eaten by</p>	
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	<p>13. L holds the toast with his/her non cutting hand and cuts toast in half and possibly again into quarters, however uneven the size of the pieces are.</p> <p>14. After a number of practice attempts L places the final piece of spread toast onto a plate, takes the plate to a table, takes apron off, hangs it in its regular spot and sits at the table to eat.</p> <p>15. Once L has finished eating, s/he puts the bread, butter and jam away.</p> <p>16. L takes the plate, knife, spoon and chopping board to the sink and washes and dries them. Some surreptitious additional washing and drying may need to take place until the skills are learned fully. This is however an opportunity to highlight to the learner the need for making sure any food residue is removed and all items clean and dry before putting them away, in order to the spread of germs, etc.</p> <p>17. L puts plate, knife, spoon and chopping board away.</p> <p>18. SM puts the loaf of bread away, with help from L.</p> <p>19. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry.</p> <p>It may be that mastering spreading skills will take the learner a significant amount of time, staff need to be confident that the learner has reached the limit of their abilities with this particular skill/activity before moving them on to the next stage – although it may be appropriate to also work on other suggested basic skills at the same time such as making a cold drink.</p> <p>Different learners with different skills and abilities will take different amounts of time to master the same skills.</p> <p>Once the learner is confident at spreading, even if not perfectly, then s/he should move on to spreading bread, initially in the same way as when</p>	<p>other classes or members or staff; if this isn't appropriate or possible then the toast should be discarded as pieces of paper might be that are used for practice attempts at writing etc or during free play colouring or drawing activities.</p>	
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	<p>spreading toast but then moving on to making a basic sandwich (see below).</p>		
<p>Use a spreading knife to slice and chop soft fruit into a fruit salad</p>	<ol style="list-style-type: none"> 1. Learner (L) washes hands and dries them. 2. L collects apron from its regular spot and puts on. 3. L takes the relevant recipe and places it on the work surface. 4. Either with support or independently each learner gathers the equipment needed, knife, large bowl, serving spoon, chopping board, dessert dish, dessert spoon, using the recipe. Again, at this stage it is perfectly acceptable for all the learners to be working around a table rather than at a worktop, and if cooking in a classroom it is likely that worktops will not be available. 5. Staff member (SM) and L gather the soft fruit to be chopped, for example, ripe pears already cored, bananas (not peeled), melon that has been pre-scooped from the skin, de-stoned peaches, nectarines and plums. 6. L washes fruit that has not already been peeled, such as pears, and peels the banana. 7. L holds the fruit selected with his/her non-cutting hand and slices or chops into appropriate sized pieces. Discussion may need to be had about what constitutes 'appropriate', though this may well be refined over time so that L is encouraged to chop into smaller pieces. Initially, the size of the pieces doesn't matter as it is the ability to chop that is being developed – cutting to the right size should be encouraged but only focussed on once the ability to cut the fruit is broadly established. 8. L places all the chopped pieces into the large bowl before the next fruit is selected. 	<p>Although the fact that pears have cores and some fruits have stones is useful knowledge, the main purpose here is to chop and slice so you must decide how much of a distraction cores and stones might be.</p>	

	<p>9. Once all the fruit is in the bowl, L should mix the fruit together, if the amount made is too much for one portion then the L should spoon an appropriate amount into another bowl before eating it. Any extra fruit can always be shared with other classes or taken home.</p> <p>10. Once L has finished eating, s/he puts the left over cores, pips, peel, stalks etc into the appropriate bin if yours is one of the many schools to have separate bins for food/general waste and recyclable items).</p> <p>11. L takes all of the equipment used to the sink and washes and dries same. L puts plate, knife, spoon and chopping board away.</p> <p>12. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry.</p>		
<p>Using a spreading knife to make a sandwich, with support as and where necessary</p>	<p>Once you're sure that the learner is able to spread soft butter onto a slice of toast reasonably successfully, the learner can move onto spreading on to bread. It is appreciated that spreading on bread can be more problematic than spreading on toast and requires a significantly greater degree of concentration, coordination and fine motor skills.</p> <p>Only soft spread/butter should be used not hard butter.</p> <p>By the time the learner has progressed to sandwich making, it is also reasonable to expect that many learners should be able to be responsible for assembling all the equipment and ingredients together, with staff members ensuring that they are constantly decreasing the amount of physical and verbal prompts. It is, of course, also reasonable to expect that other learners who may be able to develop this and further skills will still need appropriate prompting and support.</p>		

	<p>The 'recipe' is more of an equipment and ingredient list than a recipe as we might know it, but is a good preparation for using a proper recipe later on.</p> <ol style="list-style-type: none"> 1. Learner (L) washes hands and dries them. 2. L collects apron from its regular spot and puts on. 3. L gets the jam sandwich 'recipe' from its regular spot and places on the work surface. 4. L gathers the spreading knife, chopping board, plate and large bowl from their regular drawers/cupboards. 5. L gathers loaf of sliced bread, soft butter and the learner's choice of filling from the fridge/cupboard. 6. L opens the packet of bread (with support if necessary). 7. L takes two slices of bread from the packet. Several 'goes' or practice attempts may well be necessary or simply good practice to establish the idea of just two pieces. This could be carried out as a class practice activity before the individual tasks begin. 8. L opens the packet/tub of soft butter/spread. 9. L spreads the soft butter over both pieces of bread, using his/her non- spreading hand to hold the bread. 10. L puts the lid back on the butter and opens the jam jar or other spread of choice. 11. L uses the teaspoon/knife to extract an amount of jam and scoops the jam onto one of the slices of bread. Learners have to recognise that they put soft butter onto both pieces of bread but only put the filling of choice onto one piece. 12. L closes the jam jar. 13. L puts the second piece of bread on top of the first, ensuring that the soft butter is on the inside and not the outside. 	<p>You might at some point, want to think about adding Velcro to the apron strings so that the learner doesn't have to tie it up with a bow.</p> <p>As tasks get more complicated (opening and closing jam jars and packets of bread for example) learners will be faced with an increasing number of challenges. IT IS VITAL that we don't automatically register that they have a difficulty and should insist that the learner AT LEAST asks for</p>	<p>My Thinking and Problem Solving</p>
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	<p>14. L cuts the sandwich into half and perhaps quarters, holding the sandwich with his/her non cutting hand. The evenness of the size of the pieces are not important.</p> <p>15. L places the sandwich onto a plate, takes the plate to a table, takes apron off, hangs it in its regular spot and sits at the table to eat.</p> <p>16. Once L has finished eating, s/he reseals the bread bag (with help if necessary) and puts the bread, butter and sandwich filling away.</p> <p>17. L takes the plate, knife, spoon and chopping board to the sink and washes and dries same. Some surreptitious additional washing and drying may need to take place until the skills are learned fully.</p> <p>18. L puts plate, knife, spoon and chopping board away.</p> <p>19. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry.</p>	<p>help if they need help.</p>	
<p>Make a cheese sandwich using a hand-held grater with support as and where necessary</p>	<p>It should now be possible to move onto using a grater to make cheese sandwiches, but options will need to be made about the type of grater used. The options are</p> <ol style="list-style-type: none"> 1. Hand-held conventional grater with rubber base 2. Hand-held rotary (mouli) grater <p>Both have their advantages and disadvantages, The mouli grater is not easy to use if the learner doesn't have the necessary strength and gross motor control, but is probably safer. The conventional hand-held grater might be considered dangerous though with a rubber non-slip base is probably less difficult to use. An alternative to a small individual sized piece of cheese would be to use a large block of cheese for those new to a hand-held grater to reduce the risk of cuts; and in this case the learner</p>	<p>It may be that some learners will not want to make cheese sandwiches. As however the key skill is using a grater, other alternatives may be used such as carrots, apples, onions, beetroot, cabbage, which</p>	

	<p>would need to be taught how to estimate the amount of grated cheese needed for one portion.</p> <p>There are also, difficulties in cleaning the hand-held grater, though it can be safely washed in dishwasher.</p> <p>Time should also be spent as a class, small group or with the individual learner on what is an appropriate amount of cheese to grate. Initially blocks of cheese should be cut into suitable sizes but as the learner progresses they should then be responsible for deciding how much cheese they need to cut from a large block. If the learner is not able to progress to using a sharp knife, they may ask for a member of staff to cut it for them.</p> <ol style="list-style-type: none"> 1. Learner (L) washes and dries hands. 2. L collects apron from its regular spot and puts on. 3. L gets the cheese sandwich 'recipe' from its regular spot and places on the work surface. 4. L gathers the spreading knife, chopping board, plate, grater and possible a large bowl from their regular drawers/cupboards. 5. L gathers loaf of sliced bread, soft butter and the learner's choice of filling from the fridge/cupboard. 6. L opens the packet of bread. 7. L takes two slices of bread from the packet. 8. L opens the packet/tub of soft butter or spread. 9. L spreads the soft butter over both pieces of bread, using his/her non- spreading hand to hold the bread. 10. L puts the block of cheese on the grater or into the mouli, and grates a sufficient amount onto the chopping board or into the large bowl. All learners will probably need considerable practice at holding the grater with one hand and turning the wheel with the other. 	<p>could then 'supplement' the main filling.</p> <p>Alternatively, they could make cheese sandwiches for others, or for sale in the staff room!</p> <p>If using a bowl the traditional grater has to be held above the bowl - if</p>	
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	<p>Alternatively, L places the grater onto a plate and using a large block of cheese, grates a sufficient amount, holding the grater with his/her non-grating hand.</p> <p>11. Once the cheese is grated L places sufficient cheese on one half of the bread and places the other half to make a sandwich. Staff may need to encourage the learner to distribute the cheese all over the piece of bread rather than in a pile.</p> <p>12. L cuts the sandwich in half and perhaps into quarters, holding the sandwich with his/her non cutting hand.</p> <p>13. L places the sandwich onto the plate, takes the plate to a table, takes apron off, hangs it in its regular spot and sits at the table to eat.</p> <p>14. Once L has finished eating, s/he puts the lid on the butter, reseals the bread bag and puts the butter, bread and cheese back in the fridge.</p> <p>15. L takes the plate, knife, bowl and chopping board to the sink and washes and dries same.</p> <p>16. Whether washing the rotary grater or the hand-held grater, considerable care and attention needs to be taken, especially in wiping the grater away from the angle of the grating blades.</p> <p>17. L puts plate, knife, spoon and chopping board away.</p> <p>18. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry.</p>	<p>using the chopping board the grater can be placed flat on it giving much more stability. Later in the SoW it may be of benefit to learners if they are able to hold a grater above food.</p> <p>Use of a long handled dish brush rather than a sponge or cloth should be encouraged for sharp items.</p>	
<p>LEARNING INTENTION</p>	<p>TEACHING ACTIVITIES</p> <p>Pouring, mixing and estimating</p>	<p>POINTS TO NOTE</p>	<p>CROSS CURRICULAR LINKS</p>
<p>Making a drink of squash</p>	<p>Filling a jug from the tap prepares the learner for filling a kettle from the tap.</p>	<p>If many practice attempts are being made with a less</p>	

	<p>Pouring from the jug into the beaker prepares the learner for pouring from a kettle into a mug.</p> <p>Again this activity can be carried out as a class group using several bottles of squash so that learners do not have to wait too long for their turn. Alternatively, it can be done in small groups or one to one.</p> <p>It is also important for learners to understand that squash comes from a bottle not a jug of prepared squash or even already diluted squash put into an empty squash bottle and ready to be poured and drunk.</p> <p>In order to be able to make a drink of squash, learners will need to be able to:</p> <ol style="list-style-type: none"> 1. Undo the cap 2. Hold the bottle (different sized bottles should be used to extend the learners ability) and pour the correct amount of squash into a beaker or glass. The beaker needs to be clear and for some learners preferably at eye level (at least in the early stages) so that the learner can very clearly see how far up the beaker the liquid has come. For some learners it may initially be helpful to make a mark where the undiluted squash needs to come up to. This may require several practice attempts with the squash being tipped back into the bottle for the next attempt – modelling the amount needed is also good practice. 3. Water should then be added with the appropriate amount of support and guidance from the SM – it may be useful to have the beaker standing in a tray so that any over spill is easily dealt with, and again several attempts may be necessary for the learner to have enough practice at any one time. 	<p>able or less dexterous learner, it may be worth considering heavily diluting the squash, but so that it still looks coloured. When the learner is making the squash to be drunk, switch this bottle with an ordinary bottle of squash.</p> <p>The learner will also need to be taught which is the cold tap.</p>	
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	<p>4. As skills develop the learner should then be encouraged to fill the beaker from the tap – this then develops the ability to only turn the tap on a certain amount and then to turn a tap off at the right moment.</p>		
<p>Preparing a bowl of breakfast cereal</p>	<p>Once the learner has demonstrated a reasonable level of skill when pouring s/he should then progress to preparing a bowl of breakfast cereal, being careful not to overload with (i) cereal and (ii) milk. This inevitably requires a number of ‘overflows’ and staff would be well advised to allow a certain number of errors to happen without being too quick to correct or to stop the mistake happening.</p> <p>Errors which involve placing too much cereal into the bowl can easily be rectified by discussing the issue with the learner and then simply putting all the cereal poured back in the box and starting again.</p> <p>Errors which involve pouring too much milk are obviously more complicated because you can’t put the milk back so easily. To allow for lots of practice without using too many bottles of milk, dilute the milk heavily so that it still looks white enough but save the ‘proper’ milk for the actual pouring that will lead to eating the cereal. The ‘practice’ milk will therefore have to be strained into the sink, and the cereal put back in the bowl to have another go.</p> <p>An alternative to estimation, might be for the learner to use standard measures of both cereal and milk, as for example a cup full of each. This might be especially useful for less able learners who despite many hundreds of attempts, do not seem to be able to consolidate the learning.</p> <p>Time should also be spent on deciding what size of bowl and spoon is suitable for eating cereal with and learners should also experience</p>	<p>Exploratory play activities are good fun and are excellent opportunities to teach learners how to estimate quantities of solids and liquids needed to fill and overfill different sized and shaped containers.</p>	<p>My Thinking and Problem Solving</p> <p>My Play and Leisure</p>

	<p>handling different sized cereal packets, as the larger ones can prove particularly problematic.</p> <p>To allow proper practice it may be advisable to place the bowl on a large tray, enabling a quick tidy up of overflowed milk. Discussion with the learner can point out the milk/cereal spillage and overflow so that the learner can try again. Learners will not learn if mistakes are physically prevented from happening.</p>		
<p>Making instant whip</p>	<p>This brings in the additional skills of</p> <ol style="list-style-type: none"> 1. opening the packets by pulling it apart (as you would a packet of crisps) or tearing the packet open 2. using scissors to open the packet, though the learner must be capable of using scissors properly otherwise this can be a frustrating exercise 3. using a hand rotary whisk 4. securing the bowl on a non-slip mat while whisking 5. spooning the mix out of the mixing bowl. <p>The learner will also need to spend time measuring out the amount of milk needed either in a measuring jug (which may initially need a mark drawn on it to aid the learner) or into a non-standard measure, such as a mug that holds exactly the amount of milk needed.</p> <p>Once again this is perfectly suited to a whole class, group or individual activity. Even though a lot of instant whip dessert may be produced it is very important that each learner makes their own and that the activity is not shared with another learner. Excess instant whip can always be shared with other classes or taken home by the learner.</p> <p>Instant whip and other milky puddings are excellent multi-repeatable activities that can take in many thinking and problem solving activities</p>		<p>My Physical (scissor work)</p>

	<p>without too many health and safety issues. That is, what are the consequences of</p> <ol style="list-style-type: none"> 1. Spilling the powder 2. Dropping bits of the packet into the mix while cutting open with scissors 3. Tearing the packet too low down or too forcefully 4. Spilling the milk 5. Not putting the bowl on a non-slip mat 6. Overturning the bowl while hand whisking? 		
LEARNING INTENTION	<p>TEACHING ACTIVITIES</p> <p>Dealing with accidents in the kitchen</p>	POINTS TO NOTE	CROSS CURRICULAR LINKS
To be able to deal with burns to the skin	<p>Learners will first of all need to learn what is hot and liable to burn them. It is probably best to do this as and when you teach it rather than going through an interminable list at the beginning which most learners will probably forget anyway. That is, teach about scalds from boiling water when you work with kettles and saucepans; teach about burns from grills, toasters or hotplates when you teach making beans on toast etc; teach about burns from the oven when you teach making a pizza etc. This then gives very many opportunities to re-teach the same important lesson.</p> <p>It will also be necessary to teach this away from the kitchen in role-play and drama activities, in-between contextualised learning situations, because we want learners to be as calm as they can be when accidents happen, and the more opportunity they have to practice, the calmer they are likely to be. You will however, need to role-play specific kitchen</p>	<p>PLEASE NOTE that if working with learners who are at different stages of development, so that some are using hot equipment though others are not, ALL learners in the class/group need to be made aware of safety concerns and issues. That is, all</p>	My Thinking And Problem Solving

	<p>incidents (touching a hot grill or hot plate, being scalded by water) in a number of different circumstances many, many times.</p> <p>The principles of dealing with a burn will however be largely the same every time and learners will need to associate this with touching something hot. The first rule will always be 1) put the burnt part under a running cold tap immediately and keep it there and the second rule will always be 2) call for help.</p>	<p>learners will still be working in potentially dangerous areas.</p>	
<p>To be able to deal with minor cuts</p>	<p>Again, learners will need to know what can cause them to cut themselves and others if they don't follow the rules, but the rules can be established and re-established every time you work with something sharp. Once again, lots of classroom role-play exercises will be necessary. The first rule will always be 1) squeeze the cut part very hard and immediately put it up in the air above your heart and the second rule will always be 2) call for help.</p> <p>Learners working consistently within the lower P levels and those with physical disabilities may simply need to be taught to call for help as soon as a problem arises.</p>		<p>My Thinking And Problem Solving</p>
<p>To be able to deal with major accidents</p>	<p>This issue is addressed within <i>My Thinking and Problem Solving</i></p>		<p>My Thinking And Problem Solving</p>

LEARNING INTENTION	TEACHING ACTIVITIES Working safely with electrical equipment	POINTS TO NOTE	CROSS CURRICULAR LINKS
Working with electrical equipment	<p>When using toasters, kettles, food blenders, processors and mixers, sandwich makers, can openers, air fryers etc, learners need to know, and practice under very close and individual supervision, how to safely perform a number of tasks.</p> <p>When beginning to use electric sockets it may be helpful to have a double socket attached to a small block of wood so that learners can practice the skill of using a socket: making sure it is switched off before using, put the plug in, switch the socket on, switch the socket off, and unplug the equipment. Using a double socket means that they will need to be aware of switching on the correct socket with the plug in rather than switching on both sockets. NEVER switch a socket on or off with wet hands.</p> <ul style="list-style-type: none"> • Toasters can also be tricky, especially when slices of toast get stuck. This is a classic example of the need to teach switching off and unplugging as a matter of routine after every use. Kitchens and working Cookery areas should also have a special silicon knife available as part of the standard kitchen equipment to assist the extraction of the toast as an additional safety measure. • Some electrical equipment such as the sandwich maker will need cleaning with a damp, but not wet, cloth after use. • The dismantling and washing of food processors, blenders and food mixers must be gone through and practiced many, many times, and there are, of course, particular problems with the handling and cleaning of blades. Learners will need to be able to consistently differentiate between a blunt and sharp knife/blade 	<p>There is great potential for additional problem solving when using electricity as it is likely learners will forget to switch the socket on and the equipment will not work and not heat up. Staff are advised to not points this out to learners immediately, but give them time to work it out for themselves without prompts.</p>	My Thinking and Problem Solving

	<p>before they can go on to cleaning these by hand, even with close supervision. There is also a case for always using a dishwasher for blade and sharp knife cleaning (see below). When handling any sharp implements to place into the dishwasher, always use an oven glove. Even so, this is generally not an activity for most learners as the blades can be extremely sharp, only the most capable learners should be involved with this and staff will need to have assessed their actual abilities and understanding very carefully.</p>		
<p>Making a smoothie</p>	<ul style="list-style-type: none"> • At this stage it would be appropriate for learners to experience using blenders to make smoothies. • Later on when learning how to use sharp knives, the two skills can be combined to make a variety of soups. • Apart from all the safety issues already discussed, learners will need to be made aware that the blades at the bottom are VERY sharp. Taking the blades out of the machine (if removeable) for cleaning will not be an option at this level and will need to be done by the SM. • Learners will also need to learn (through repeated modelling and practice) how to place the jug properly on the base so that it connects with the electricity supply. <ol style="list-style-type: none"> 1. Learner (L) washes hands and dries them. 2. L collects apron from its regular spot and puts on. 3. L gets out the smoothie 'recipe' 4. L gathers all the equipment needed using the visual list. 5. L plugs in the smoothie maker and switches it on at the plug. 	<p>Cleaning blades from machines such as smoothie makers and food processors should always be via a dishwasher rather than by hand as a matter of principle. When they are ready and have sufficient fine motor skills and experience, learners can be</p>	

	<ol style="list-style-type: none"> 6. L gathers the soft fruit to be chopped, for example, ripe pears already cored, bananas (not peeled), melon that has been pre-scooped from the skin, de-stoned peaches, nectarines and plums. 7. L washes fruit that has not already been peeled, such as pears, and peels the banana. 8. L holds the fruit selected with his/her non cutting hand and slices or chops into pieces. 9. L places all the chopped pieces into the smoothie maker before the next fruit is selected. 10. Once all the fruit is in the smoothie maker, L rinses hands, which are likely to be both wet and sticky, and dries them. 11. L collects, with support if necessary, the ice or ice cream and adds the appropriate amount to the smoothie maker. 12. L puts the ice cream back in the freezer if that has been used. 13. L puts on the lid and ensures it is secure, with support if necessary. 14. L switches on the machine and some discussion can occur about when the fruit is sufficiently smooth. 15. L switches the machine off at the plug and pulls the plug out before taking the lid off. 16. L pours the smoothie into the glass, takes the glass to the table and drinks same. 17. Once L has finished drinking, s/he puts the left over cores, pips, peel, stalks etc into the bin. 18. L takes all of the equipment used to the sink, except the smoothie maker which will be cleaned by the SM, and washes and dries same. L puts plate, knife, spoon and chopping board away. 19. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry. 	<p>taught, through modelling and repeated supervised practice, to use a reserved oven glove for extracting the blade from the machine.</p>	
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<p>Making toast independently</p>	<ol style="list-style-type: none"> 1. Learner(s) (L) washes hands and dries them. 2. L gathers apron from its regular spot and puts on. 3. Following the 'recipe' available, L collects the ingredients - loaf of bread, soft butter, any spread the learner chooses and the equipment - toaster, spreading knife, teaspoon, chopping board, plate from the regular drawers, cupboards and fridges. The learner must remember to carry the toaster by its base and ensure that the lead doesn't drag. 4. L plugs in the toaster checking first that the socket isn't already switched on (since if it is, the switch must be switched off before the toaster plug is put into the socket) and switches on. 5. L opens the bread packet, takes one or two slices of bread from the packet, places it/them in the toaster and presses the lever down. The toaster dial should be set at a standard number, unless working with a more able learner when settings might be discussed. 6. When the toast has popped, L switches the toaster off at the socket and pulls the plug out. 7. L waits for the toast to cool down, touch testing when s/he thinks it might be sufficiently cool. 8. L extracts the toast and places on the chopping board. 9. If the toast is stuck L gets the plastic/silicon knife from its regular drawer and uses this to extract the toast. 10. L takes lid off butter container and spreads the toast evenly, holding the toast with the non-spreading hand. 11. L opens the jam jar or other chosen spread and uses a teaspoon to take out the jam, replacing the lid when finished. L spreads toast with jam, holding the toast with the non-spreading hand. 12. L holds the toast with his/her non-cutting hand and cuts toast in half and possibly again into quarters, however uneven the size of the pieces are. 	<p>The level of support needed in the completion of all of these tasks will vary depending on the learners' abilities, but SM should be looking to constantly and consistently decrease the amount of verbal and physical prompting given.</p> <p>Staff need to be aware of possible high pain threshold, which might not readily register the pain of heat</p>	
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	<p>13. L places toast onto plate, takes the plate to a table, takes apron off, hangs it in its regular spot and sits at the table to eat.</p> <p>14. Once L has finished eating, s/he puts the butter, jam or spread and bread away in their regular cupboards or fridge.</p> <p>15. L takes the plate, knife, spoon and chopping board to the sink and washes and dries same. L puts plate, knife, spoon, chopping board and toaster away, making sure that the toaster is cool enough to be carried, is carried by the base and the lead doesn't drag.</p> <p>16. L wipes down all surfaces used with a damp cloth, rinses the cloth out under warm water, squeezes the cloth of excess water and puts the cloth in a safe place to dry.</p>		
<p>Making a toasted sandwich</p>	<ul style="list-style-type: none"> • This activity further reinforces the need to be very careful when handling hot equipment and lays the foundations for developing the appropriate skills needed for using hot plates, ovens and grills. • Initially the learner will need to be taught where the hot parts of the sandwich maker are and where it is safe to touch. Learners can therefore practice hovering their hand over the machine to test whether it is cold or hot. This will need LOTS of practice. • The learner will need to safely switch the sandwich maker on and be taught what the red and green lights mean on the lid, so that they are aware of when it is hot enough or the sandwich is toasted. Clearly, SMs will need to establish that learners can colour match or recognise the difference between red and green. • A cheese sandwich should then be made using the same principles outlined above. Learners will however, need to be reminded to put the butter side on the OUTSIDE of the bread and we must recognise that this is likely to be very confusing to start with. 	<p>For some learners who are capable of making a toasted sandwich but who are completely confused about</p>	

	<ul style="list-style-type: none"> • When hot enough the sandwich maker should be opened carefully and the sandwich placed inside, again closing and fastening it safely and properly. • When the machine indicates that the toasted sandwich is ready, it should be switched off and unplugged, the lid opened and a spatula or tongs used to remove the toasted sandwich onto a plate. The 2 halves of the sandwich may need separating with a blunt knife, so the learner may need to wait for it to cool slightly before being able to cut it. They will also need reminding that the inside filling will be hot when they bite into it, and it may therefore be useful to clear up before eating, in order to give the sandwich time to cool down. • The machine must be cold before it is wiped down and put away. 	<p>where the butter goes, it is far simpler to allow them to have the butter on the inside. This will then allow them to complete the task without unnecessarily causing possible frustration.</p>	
<p>Using a kettle</p>	<ul style="list-style-type: none"> • Time should be spent practicing filling a kettle, paying particular attention to the lid being properly in place, and carrying and pouring the kettle properly into a mug WITHOUT boiling the water. Using cold water to practice these elements avoids all sorts of dangers while the learner is still learning. It is important to let the learner know that this is practice and not the real thing. • Most kettles now have a separate base which is plugged into the wall socket, enabling the kettle to be carried, filled and poured from without the added complication and danger of trailing leads. The learner will in this case need to learn to locate the kettle correctly on to its base. • Always carry a kettle by the handle. • It is also important to make sure that the lead is not trailing down; it should also be held and carried safely. It is worth insisting that learners very lightly and briefly touch the piece of equipment to 		

	<p>test whether it is cool enough to carry before doing so. Staff will however, need to be certain that there are not sensory issues that might cause the learner to have a high pain threshold resulting in them being insensitive to heat.</p> <ul style="list-style-type: none"> • Learners must make sure that the socket is switched off before putting a plug into it. Then they switch the socket on. This should become a matter of habit before every single use and whether or not other learners are subsequently going to use the same equipment, always switch off at the plug and pull the plug out after every single use. • Water and electricity dangers make kettles particularly difficult so that it is probably best to only use kettles with detachable bases up until the learner is particularly proficient at using a kettle. • It is very important that learners are taught not to put kettles down in the sink when filling them as water can easily get into the bottom of them and this is a potential hazard, so they must continue to hold them under the tap. If this is proving too difficult, then it is much more effective for the learner to fill a jug with water and then fill the kettle from that. • Staff will need to spend some time allowing learners to practice filling kettles to make sure that learners do not either under fill or over fill. This might present a problem for the visually impaired and it is often quite difficult to see where the maximum fill mark is, so it might be best if all learners start off by filling kettles via a measuring jug. This also gives good practice for estimating volume for higher level cooking skills later on. • Learners who experience difficulty using a normal sized kettle should have the opportunity to use small kettles, these generally take longer to boil but can be much easier to handle. 	<p>Devices are available from the RNIB to assist learners who have visual impairment in tasks such as kettle filling. It may be worth schools exploring this and investing in such items.</p>	
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	<ul style="list-style-type: none"> • Always empty the kettle after every single use so that hot water does not get spilled when carrying and so that filling from a jug gives the same result every time. • The learner needs to be aware of how to hold and tip the kettle safely so that their hands are not near the spout or the boiling water, as well as the appropriate amount of water that needs to be poured – if the water is too high in the mug then there is the likelihood that when it is carried to a table it will spill. • When making cups of tea or hot chocolate or coffee, etc, it can be very difficult for some learners to work out how much milk they have added to a mug that has a white inside. Depending on the learner it may be necessary to use mugs that have dark insides so that the milk is clearly visible or to use see through glass, Pyrex or heat resistant plastic mugs to aid the learning process. • Another alternative might be to make two marks around the inside of mugs using nail varnish. The first is for the milk, the second is for the boiling water. • Kettles should always be emptied into the sink immediately after use, even if another learner is about to use the same kettle. This prevents scalding if another learner takes the lid off to fill it and also makes it easier for the new user to estimate the amount of water to put in before switching on. 		
<p>Making a cup of tea or hot chocolate etc.</p>	<ol style="list-style-type: none"> 1. L takes the ‘recipe’ and gathers the equipment needed, namely, mug, teaspoon, sugar (if needed), carton of milk, box of teabags or jar of hot chocolate, kettle and base. 2. L plugs in base unit. 3. L fills kettle, locates on base unit and switches on the correct socket’ 4. L switches on the kettle 	<p>The amount of sugar preferred by learners will be an opportunity to discuss healthy</p>	

	<ol style="list-style-type: none"> 5. While it is boiling, L takes one teabag and places it in the mug, or the appropriate number of teaspoons of hot chocolate powder. Work may be needed on this as a class or individual activity. 6. An appropriate amount of cold milk should then be added before the hot water. This saves the problem of: <ol style="list-style-type: none"> (i) over-filling with boiling water and having no room for the milk and (ii) ensuring that if the mug is knocked over the drink will not be as hot as it would have been if the water had been added first. (iii) Again work may be needed with the learner to practice putting in the correct amount of milk. If making hot chocolate the powder should be mixed with the milk first anyway, before the hot water is added. 7. Once the kettle has boiled, L switches the kettle off at the socket and unplugs it, taking care not to reach across the spout area of the kettle where there is risk of scalding from the hot steam. 8. L picks up the kettle by the handle and adds the correct amount of hot water to the mug, ensuring their other hand is well out of the way. 9. L empties the remaining water into the sink and places the kettle back on its base before stirring their hot drink as necessary. If making tea, remove the teabag using a spoon and throw the teabag away before taking the drink to the table to consume. 10. While the tea/hot chocolate is cooling, L puts the all equipment back and wipes down any spillages with a damp cloth. 11. When the tea is drunk, L washes, dries and puts the cup away. 	<p>eating and healthy sugars.</p> <p>Making a hot drink on a worktop may be too high for some learners to pour the hot water safely. If so, tables are usually much lower and may therefore be safer.</p>	
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LEARNING INTENTION	TEACHING ACTIVITIES Germ and bacteria	POINTS TO NOTE	CROSS CURRICULAR LINKS
That germs and bacteria can cause sickness	<p>It is probably worth conducting a 'glo-germ' experiment with a UV light and you might want to think of repeating such experiments at fairly regular (at least yearly) intervals, at least for the first few years.</p> <p>It is also worth trying to promote the habit of looking for mould and bacteria in regularly re-used and stored foodstuffs, especially jams. Again, you'll need to make this obvious, so you might deliberately grow some mould in a jar and substitute this for the regularly stored one. It will also be necessary to repeat this activity at regular intervals. Once you've done this a few times, learners should be expected to solve the problem without any warning that this might happen.</p> <p>Once learners are very proficient with a wide range of skills and are cooking proper meals it becomes essential that they are fastidious about handling raw meat properly, especially chicken – including the knives and chopping boards used to prepare it. It is strongly recommended that coloured chopping boards are used for particular foodstuffs.</p> <p>Storage of food and drink in appropriate places and containers</p> <p>Storage of one type of food with another eg. not storing raw uncooked meat with cooked meat products.</p> <p>Cleaning of work surfaces, utensils, crockery and cutlery</p> <p>Use of cleaning products, anti-bacterial sprays</p> <p>Correct use of dishcloths, sponges, scourers and brushes.</p>		My Thinking And Problem Solving

<p>independently as possible.</p>	<ol style="list-style-type: none"> 2. Washing and drying hands. 3. Getting the apron, putting it on and tie/Velcro the strings. 4. Going to the regular cupboards/fridges and obtaining all the equipment and foodstuffs needed before cooking begins. 5. Carrying the equipment safely. 6. Plugging in and switching on before using electrical equipment. 7. Switching off and unplugging after every single individual use. 8. Always emptying the kettle after every single use. 9. Tidying all the electrical equipment away. 10. Tidying and binning any detritus. 11. Taking all dirty plates, knives, spoons, bowls etc to the sink to prepare for washing. 12. Wash, dry and put away the same. 13. Put all ingredients away in either the fridge or cupboard as appropriate. 14. Wipe down all surfaces. 	<p>that it is quite important to NOT put symbols on cupboards indicating where equipment is kept. We want to get learners into the habit of remembering and if they can't remember, looking.</p>	
<p>Opening a can</p>	<p>The modern trend towards ring-pull can openers, especially for often used items such as baked beans is particularly problematic, since they demand levels of strength and co-ordination that might defeat quite a lot of learners. If the lid is not completely pulled off it can then be a serious hazard –opening a can this way should only be considered for the most able and competent learners.</p> <p>The other option however would be to turn the can upside down and open the can from the base with an electric can opener, especially since many manual openers also demand high levels of co-ordination and strength.</p>		

	<p>The key to successfully using an electric can opener is in getting the right magnetic connection and in making sure that the opened tin does not fall and spill its contents, so lots of practice will be needed.</p> <p>It is imperative that the tin, if being recycled, is washed using a long handled dish brush, the lid is very sharp and it is suggested that this is immediately disposed of safely (being carried as if it was a knife). If the tin is not being recycled then the lid should be placed on the worktop while the contents of the tin are put into a saucepan, it should then be placed inside the empty tin and both disposed of safely.</p> <p>Surplus food should not be stored in tins, but should be emptied into a bowl covered with cling film (another skill to learn!) or a plastic 'food safe' container with a lid and kept in the fridge.</p>		
<p>Using a single hotplate on a hob to make a tinned snack, such as soup, baked beans, spaghetti etc.</p>	<p>Using a hob successfully does of course depend on the type of hob. In any event it is probably best not to use gas cookers and hobs unless the learner has a great deal of skill, experience and confidence. Discussion with the learner's parents/carer about the type of cooker they use at home will be helpful here. Learner should experience using a variety of cookers/hobs from basic ones to those that are more complicated.</p> <p>Now the variables will be:</p> <ul style="list-style-type: none"> (i) in the layout of the hob and whether the hot hob glows red (ii) the numbering system on the dials (iii) how to ascertain which hob is being switched on. In any event certain key skills will need to be practiced very many times for the learning to be secure. The learner will need to know: 	<p>Knowing which hotplate is in use can be a problem, so staff may want to mark the knob to turn and always use the same one, until the learner is sufficiently skilled and practiced to use more than one hotplate.</p> <p>If learners are not sufficiently secure in numeral</p>	

	<ol style="list-style-type: none"> 1. To always hold the pan (and lid if using) by the handle and NEVER touch the pan itself. Some pans, particularly those made from stainless steel, also have metal handles which can get very hot. Learners need to be aware that any metal parts, including handles, may become hot. It may be more suitable for learners to begin using saucepans with wooden or plastic handles. 2. That hot plates are hot and will burn if touched. It will be extremely helpful to the learning process to have a variety of different cookers/hobs so that learners can experience a range of hot plates, some of which should glow red to reinforce how hot and dangerous hot plates can be. 3. That even when the hotplate is turned off it may still be hot. 4. That the lowest number on the dial is the lowest heat. 5. That whether a hotplate is hot or not can be tested by hovering the hand over the hotplate but not touching. This information is especially crucial before wiping the hob down during the cleaning process but will also be useful to check whether they have turned on the right hotplate. 6. To select the correct sized pan for whatever is being heated. This may be a matter of trial and error but the key things for learners to watch are that the pan is not too small and will never be more than half full. Again, staff may want to mark pans in some way to ensure that the half-full line can always be seen. 7. That a pan should never be left on a hot ring/plate without any contents or liquid in it. Always put the contents in first before switching the hotplate on. 8. To make sure the pan handle is not sticking out over the front edge of the hob where it could be easily knocked, or is over another hotplate 	<p>recognition, staff may decide to place a mark on the number 3 (or whatever is the half way mark) so that learners know to always turn the hotplate to the mark.</p>	
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	<p>- handles should preferably be placed facing outwards on the left or right (often over the worktop).</p> <p>9. When boiling vegetables it is better to add kettle boiled water to the vegetables already in the pan.</p> <p>10. When boiling water to cook pasta or potatoes for example, the biggest pan may be the best because of the Archimedes effect.</p> <p>11. Care also needs to be taken when adding pasta (for example) to already boiling water in case of splashing. If using water boiled from a kettle perhaps add the pasta and then the boiling water.</p> <p>12. NEVER put anything on a hob apart from the pan and ALWAYS take the pan off the hotplate when the cooking is complete. It might be best to have a heat resistant stand situated by the cooker (but off the hob itself) so that the learner is clear that the pan has been taken away from the hotplate being used.</p> <p>13. Food being boiled will need to be stirred with a wooden spoon and the pan handle will need to be held by the non-stirring hand.</p> <p>14. Food left to continually boil will burn. Learners will need to see this happen in order to understand what in reality this means and what happens as a result – the food can't be eaten.</p> <p>15. Never leave items cooking on the hob unattended.</p> <p>16. Always switch the cooker off at the mains once the cooking is complete and any lights indicating hot hobs have died.</p>		
<p>Using an air fryer</p>	<p>It may well be that use of this particular machine supersedes the need to learn the skills involved in both frying and grilling (including the George Foreman grill) for all but the highest functioning learners. It certainly has many advantages in healthy eating, ease of use and safety. It can be an expensive item to purchase in bulk, and schools will certainly need to purchase more than one, but it will allow all sorts of cooking skills to be</p>		

	<p>achieved relatively simply and easily and might therefore be well worth saving up for.</p> <p>When purchasing air fryers, go for the simplest machine and ones that do not need pre-heating as this just complicates the timings even more.</p> <p>The same health and safety issues as required with all electrical equipment will apply.</p> <p>Other issues that will need to be worked on are:</p> <ul style="list-style-type: none"> • The dangers of eating undercooked meat, poultry etc, especially if it has previously been frozen. • As with the cooker, it is probably best to set a fixed temperature for all foods. • Working on timings. It is probably true that the most complicated learning here is the use of timers. There is a definite advantage in using a separate timer or a clock if the learner can tell the time. For those learners who don't have such skills, there are several apps on the market which can be pre-set to certain foods. This will mean switching the air fryer timer to a single setting (maximum) every time. • Be sure to prick sausages with a fork before cooking. • Be sure to open the air fryer and shake foods around as they fry in the machine's basket — smaller foods like chips can compress. For best results, rotate them every five minutes. • Don't overcrowd. Give foods plenty of space so that the air can circulate effectively; that's what gives the crispy results. • Learners will need to practice using tongs. • How to place the items on the grill. 		
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	<ul style="list-style-type: none"> • Handling the food safely with tongs once it is cooked and putting it onto a plate, into a bun, onto a piece of bread etc. • Positioning of the food so that as much as possible can be grilled at one time or, and this is more likely initially, if only a small amount is being cooked, working out where it should be placed. • Estimating how many sausages or pieces of bacon are needed for a hotdog or a sandwich. • Cutting the sausages in half lengthways when making a sandwich. • Particular care needs to be taken in allowing the sandwich to cool before eating and it may be that an additional timer is put on in order to give at least one minute once the food is on the plate. • Special care and lots of practice will need to be taken with emptying and cleaning the fat tray. 		
<p>Using a George Foreman grill</p>	<p>The big advantage to using this machine (apart from the healthy implications) is in not having to use an oven or a conventional cooker grill, which can be difficult to see and use on some cookers, depending on the learners' height and motor skills.</p> <p>The same health and safety issues as used with all electrical equipment will apply.</p> <p>Other issues that will need to be worked on are:</p> <ul style="list-style-type: none"> • The dangers of eating undercooked meat, poultry etc, especially if it has previously been frozen. • Awareness that the black areas of the grill – as also for toasted sandwich makers – will be hot and will burn if touched. • Awareness that the machine may still be too hot to touch once it has been switched off. This is especially tricky in the cleaning operation as these machines are best cleaned with a damp cloth when still 	<p>The grill will allow opportunities to discuss healthy eating and comparing the amount of fat that comes out of various meats, compared to say, fish.</p>	

	<p>warm, so learners will need to go through the process of testing the heat by hovering a hand over it.</p> <ul style="list-style-type: none"> • The need to check the meat and to turn the sausages but not the bacon. Learners will also need to practice with the appropriate kitchen equipment. • How to place the items on the grill. Is it best to place the food lengthways or vertically? • Use and positioning of the container to catch the fat from the meat. • Handling the food safely once it is cooked and putting it onto a plate, into a bun, onto a piece of bread etc. • Positioning of the food so that as much as possible can be grilled at one time or, and this is more likely initially, if only a small amount is being cooked, working out where it should be placed. • How long will each particular piece of food take to cook? There is a definite advantage in using a timer or a clock if the learner can tell the time. For those learners who don't have such skills, there are several apps on the market which can be pre-set to certain foods/times. • Estimating how many sausages or pieces of bacon are needed for a hotdog or a sandwich. • Cutting the sausages in half lengthways when making a sandwich. • Particular care needs to be taken in allowing the sandwich to cool before eating and it may be that an additional timer is put on in order to give at least one minute once the food is on the plate. • Special care and lots of practice will need to be taken with emptying and cleaning the fat tray. 		<p>My ICT And Social Media</p>
<p>Using a conventional grill</p>	<p>Learners may not have access to a grilling machine at home and therefore it is advisable to teach more competent learners how to use a conventional grill.</p>		

	<ul style="list-style-type: none"> • Heating the grill will require similar skills and safety concerns to switching on a hot plate – hands should never be placed under the grill itself. • Learners should be taught how to handle the grill pan safely. • It may be helpful for learners to sit and watch the food being grilled on low level grills (as most modern grills seem to be) rather than standing, as this enables them to clearly see the cooking process. • Checking and turning the food will require the same skills as with a grilling machine. • When the food is cooked the grill pan must be cool before washing. 		
<p>Using an electric whisk</p>	<p>Learners who have established a good understanding of basic safety can further their range of cooking skills and awareness of safety issues by using an electric whisk to make instant whip style desserts, packet cake mixes and traditionally made cakes.</p> <ul style="list-style-type: none"> • As well as practising all the previously taught safety skills when using an electric socket, learners will need to be aware of the turning blades and how dangerous they can be. This awareness will be invaluable if the learner is competent enough to progress to using food processors or hand held blenders. There may also be learners who do not have the strength or dexterity to use a wooden spoon when combining margarine and sugar during the cake making process. • The whisk should only have the activate button switched on when the blades are in the mixture to be whisked and it should also be switched off whilst the blades are still in the bowl. 		

	<ul style="list-style-type: none"> When the whisking is complete, the whisk should immediately be switched off at the socket and then the blade attachments can be removed. 		
LEARNING INTENTION	TEACHING ACTIVITIES Following recipes	POINTS TO NOTE	CROSS CURRICULAR LINKS
Chopping, cutting and dicing with a small sharp kitchen knife.	<p>In many ways, having the ability to use a sharp knife safely is the key to extending an individual’s cooking from a skills based activity into a process based activity, because the use of this relatively simple implement will allow learners to create meals from recipes, including those that do not require cooking such as salads and fruit puddings.</p> <p>Blades must be sharp or they can be even more dangerous as excessive force has to be used, and in unskilled hands that can be problematic.</p> <p>One option may well be to work on using hand operated proprietary cutters/choppers/slicers. These are considerably safer to use, as long as they are used properly and learners are given lots of supervised practice. The cleaning of them is still a problem as there are several skills to learn (as opposed to the one transferable skill of a knife) and of course they don’t offer the flexibility of a knife.</p> <p>Perhaps even safer might be the purchase of a number of ‘finger protectors’ – type into a search engine for a numerous different options. They are relatively cheap, ranging from under £2 to under £6 and are designed to keep the fingers safe from a sharp slicing or chopping blade.</p>	<p>Such recipes will probably need to be fairly simple to start and of course, be adapted to suit the reading skills if the individual learner.</p> <p>SPECIAL NOTE: All learners within a class or group should be involved in experiencing, understanding, become aware of the points listed</p>	

	<p>They will need some practice because it can be tricky to hold onto the object being cut, especially if it is soft or slippery.</p> <p>It is difficult to be precise about the developmental levels learners will need to reach in order to engage in this particular activity successfully, but we can assume that P7 is probably the minimum. This does not of course mean that every learner on P7 and above can automatically jump to this level, because all (or at least the vast majority) of the previous learning outlined in this scheme of work will be essential pre-requisites, and of course this does require the necessary motor and coordination skills.</p> <ol style="list-style-type: none"> 1. Knowing how sharp the blade is and what can happen if you get cut by it. Various safety films can be watched; there are lots on YouTube, and there are lots of opportunities for role-play and dramatic enactments. 2. What to do if an accident happens. 3. How to hold, carry, pick up, put down and use a kitchen knife. 4. Always pick up and hold the knife by the handle and never by the blade. 5. When carrying the knife the blade must be pointing downwards and at the learner's side so that it isn't pointing towards anyone. Learners will need to be aware of what could happen if it was. 6. When not using the knife, place it on the work surface with the handle towards the learner, and blade away from the learner. 7. Never give someone a knife by pointing the blade at them, or by holding the knife by the blade; put it down on a surface for them to pick up. 8. How to safely wash the knife after use, holding it by the handle and with the blade pointing away from the hand with the washing up 	<p>below, even if they are not using sharp knives to cook with, as they will encounter them when other learners use them and they will certainly see them in their kitchens at home.</p> <p>The general advice on dishwashers is that kitchen knife handles may be damaged by constant dishwasher use. Staff may however, wish to take this option as being better than risking cuts with hand cleaning.</p>	
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	<p>brush or sponge (not a cloth) in it. You may be of the opinion that this is just too dangerous however adept the learner, and a dishwasher option is best. However, it should be remembered that not every learner will have access to a dishwasher at home.</p> <p>9. Knives should never be placed into a sink or bowl of soapy water or with other items as they can no longer be clearly seen and may cause you or someone else to cut themselves. Knives should be left on the work top until ready to be washed individually.</p> <p>10. If using a dishwasher, always place all knives with the blade pointing down.</p> <p>11. Sharp knives should always be stored safely in a separate box with a lid. You may decide to have a specific locked drawer or cupboard for sharp knives, peelers, mixer blades, etc. Within these, knife blocks or trays with separate compartments may be used for sharp knives of different sizes.</p> <p>As with all other areas of health and safety, learners will need LOTS of opportunities to practice all of the above under close one to one supervision, before independence (or even semi-independence) can be achieved.</p> <ul style="list-style-type: none"> • As cooking skills develop then a wide variety of fruit, vegetables and meat may be cut up with a sharp knife. • Many varied and interesting soups can be made, as well as such things as coleslaw and potato salad. • Once cooking skills are well developed, meat and poultry can be cut up using a small sharp knife. • When able to fry as well as chop/slice then omelettes, spicy wraps, risotto, etc can also be made 		
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	<ul style="list-style-type: none"> • Work will need to be done on handling and using different sizes and types of sharp knives for different jobs (for instance cutting a loaf of bread into suitable sized pieces using a larger, serrated bread knife). • Separate knives should be used for cutting cooked and uncooked meat products and for cutting dairy, meat and non-meat products. 		
<p>Using alternatives to sharp knives to slice, chop and dice</p>	<p>It may be that for many (most?) learners, using a machine such as hand choppers/cutters (and there are a number of proprietary brands) is a much better option than using a sharp knife. There are difficulties in cleaning but again, if the school has a dishwasher the only real problems will be in safely detaching the blades, placing the blades into the dishwasher, recovering them from the dishwasher and re-fitting them to the machine. Needless to say, these operations will need many, many learning repetitions.</p>		
<p>Making salads and fruit salads, or slicing vegetables to be used with a variety of dips.</p>	<p>Work will need to be done on how hard to press when cutting harder foodstuffs such as carrots or celery or apples and especially on holding the item solidly whilst keeping fingers well out of the way of the blade.</p> <p>Staff may want to spend some time getting learners to think about having a solid base for the foodstuff, especially if it is round, such as an apple or a potato. In this case a single slice to one side of the potato will give a flat edge on which to place the potato more solidly.</p>		

<p>Learning about appropriate portion sizes.</p>	<p>As a sound healthy eating standing guide it makes sense to impress upon learners that the stomach is the size of a fist, and when full is the size of the hand. They might therefore look at measuring the size of the portion before they cook it to check that it is not too much, since asking learners to limit the amount they eat after they cook it may be too much of an ask.</p>		
<p>Using a potato peeler</p>	<p>Learners will need to know that such peelers are also sharp and potentially dangerous and they will need to be able to hold the potato, or whatever is being peeled in one hand and peel downwards in sharp quick motions with the other. This will need considerable practice with a variety of different kinds of peelers. Learners may well find that one particular kind of peeler is much easier for them to use than the others.</p>		
<p>Using the oven</p>	<p>Key learning elements in oven use are:</p> <ol style="list-style-type: none"> 1. Heating the oven to the required temperature at least 5 minutes before the food goes in. 2. Selecting the correct temperature. This may be a matter of specific numeral recognition since 180 is a temperature that suits most foodstuffs and may be the only number that needs to be learned for those who are insecure in numerals. This is rather like knowing that the 143 bus takes you to the supermarket. You don't need to know either 142 or 144 or indeed the relationship between the numbers, you just need to recognise 143. 3. Timing the oven, and again, various apps are available which can be preset to time key recipes. 4. Knowing to ALWAYS use (extra-long) oven gloves on both hands when using an oven, even when it is cold. 5. Selecting the appropriate size of oven dish (if for example, making a stew) and ensuring that learners have the physical strength and dexterity required to handle that dish when laden with food. 	<p>It is best to purchase a bulk order of extra long oven gloves which come up to the elbow. They are a bit more expensive but well worth it.</p>	

	<ol style="list-style-type: none"> 6. Opening and closing oven doors safely with oven gloves on, and always making sure the door is closed properly. 7. Sliding oven trays in and out when for example, making pizzas or heating oven chips. 8. All learners, as far as possible, should have the experience of putting food into and taking it out of the oven, as when making cakes, pizzas etc. These are very good activities for practising a wide range of skills, as well as developing an awareness of ovens and the safety factors involved. <p>With most modern ovens being self-cleaning it is probably not worth teaching how to clean the inside of an oven, though a drip tray on the bottom of the oven could be useful, with regular practice at taking it out to clean when the oven is cold.</p>		
<p>Using a frying pan to cook any fried food, pancakes, drop scones, Asian and oriental meals such as curry and stir fry</p>	<ol style="list-style-type: none"> 1. Learners will need to know the particular safety issues regarding use of oils and sprays, especially when mixing damp food with hot oil (the water may make it spit) and what happens if the oil gets too hot. Again, keeping the hotplate dial on 3 (or the halfway mark) is probably the safer option, even though this may take slightly longer to cook. 2. It may also be preferable to put the food in with the cold oil and heat both up together rather than having to judge when the oil is hot enough. 3. Care needs to be taken when removing the hot food from the pan or adding more food to the pan and specific utensils will be required for this to allow excess oil to drain through before transferring food from the pan to the plate. 		

	<p>4. When frying, SM must impress upon learners the need to keep a permanent watch on the food, to turn it regularly and to recognise what happens when it burns.</p> <p>5. Special care needs to be taken when carrying or moving the hot frying pan. Learners should take the plate the food is going on to the pan rather than carry the frying pan to the plate. Learners will need to let the frying pan cool before they take it to the sink to clean.</p>		
<p>Using a microwave</p>	<p>Microwaves can provide a very useful addition to using a conventional oven and hob or enable learners who have problems accessing a conventional cooker to prepare food stuffs and basic meals. It is suggested that a number of different styles of microwave are used enabling learners to have access to the different kinds of dials and digital functions that are available, some of which they may be able to learn to use independently, others with adult support.</p> <p>If the intention is for more able learners to use a microwave independently then it may be much more effective to use one that has limited functions and simply uses knobs and dials with limited and easy to read time and cooking symbols on.</p> <p>Microwaves clearly pose similar issues to using a hob, hotplate, oven and the teaching points within that section of the SoW should therefore be taken into account. Learners will also need to be aware of:</p> <ul style="list-style-type: none"> • Only using plastic or china containers to heat food with not metal ones. • How to open the microwave door. • That the cardboard packaging will need to be removed. • Many microwaveable meals require the film covering the container to be pierced in several places to enable the steam to be 		

	<p>released. Learners will also need to know what can happen if the film isn't pierced. This can make for a very interesting (if messy) working experiment!!</p> <ul style="list-style-type: none"> • That some food may need stirring during the cooking time for the food to be properly heated throughout. • If food items have been covered with clear film as part of the cooking process when it is removed hot steam may well be released from the container. • Frozen food takes much longer to cook than refrigerated food. • Learners need to be able to recognise and understand what the symbols mean on the knobs, dials, digital displays and then correspondingly, the symbols on the food packaging. • Number recognition and the knowledge and understanding that 1 is less than 5, 5 less than 10 extra (or conversely 10 is more than 5 etc.). • Learners may be able to count the dots on the knob or dial if there are no numbers. • That once the food is heated the container will be hot. • How to safely remove a container from the microwave – it may be helpful for some learners to place the food container on a plastic plate or tray before cooking to make it easier to remove it. • The cooking time specified on the packaging is for microwave cooking rather than being cooked in an oven. • How to reduce the cooking time if only cooking ½ of the package etc. <p>As with any of the other skills highlighted within this SoW the intention is for learners to become as independent as possible. An appropriate level of support, guidance and encouragement should therefore be provided to</p>		
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	<p>facilitate this. However, using a microwave may well enable some learners (with appropriate adult support) to prepare and provide a meal when in other circumstances they might not have been able.</p>		
<p>Weighing, Measuring and Estimation</p>	<p>Throughout this SoW learners will have encountered a number of different aspects of measuring. It is extremely important for learners to be able to use standard and non-standard measures as part of the process of learning to cook independently.</p> <p>Learners therefore need to be exposed to, and develop the skills of, using and understanding:</p> <ul style="list-style-type: none"> • Spoonfuls and cups – learners will need to regularly practise taking teaspoonful and tablespoonfuls, of flour, sugar etc. Alternatively, and probably a better option is to practice using sets of bought scoops for these measures. • Similarly, we would advise using specifically bought measuring cups, which like measuring spoons, overcomes the issue of ‘what size is a cup?’ • Handfuls – for instance when adding dried fruit to cake mixture. • Portions – how much of a tin of baked beans or soup, dried pasta, rice, pieces of bread for toast or sandwiches etc for one person, two people etc. • If the food is being heated what sized container or saucepan or frying pan should be used. • Using and understanding fractions – halves and quarters. Sixth’s and eights, thirds and fifths should be taught if the learner understands halves and quarters, but are clearly going to be harder to grasp. • Similarly 2/3/4/5/6/8 pieces etc. 		

	<ul style="list-style-type: none"> • It would also be helpful for learners to develop their understanding of 'equal' as well as equal dividing and sharing. • Quantities are relevant when looking at the mixture to go into cake-cases and tins; as well as the quantity of cakes for different sized groups of people, different sized cakes for different events. Similarly, the quantity of food to be prepared for a group of people, for instance a pasta meal for a small group. • Comparing and contrasting the sizes of spoons – what is a teaspoon, dessert spoon, tablespoon, a ladle and what they are generally used for. • Counting out items: for instance cake cases, or if filling a bun or muffin tin, making sure there is only one cake case in each space. • Estimation – is this roughly the correct amount of cheese, fruit, salad, dried food stuffs etc that the learner needs? • Weighing: digital and ordinary scales. Ordinary scales can be quite challenging for learners to use accurately, therefore digital scales will often be the better option. Learners do not have to understand what the number means (for instance 100g) they simply have to learn to make the number on the scales match the number on their recipe. This will require LOTS of practice aside from actually using digital scales when making cakes etc. • Learners will also need to practise of having too little and too much of an ingredient on the scales. Many learners will find it easier to weigh ingredients in separate bowls or containers and then add them together in another bowl or container rather than adding all the ingredients one after the other into the same bowl. Many ingredients cannot be separated from one another once in the same bowl – this also provides further learning opportunities for more able learners. 		
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	<ul style="list-style-type: none"> • Quantity of each ingredient when weighed (there will be lots of flour for 100g but a smaller amount of butter for the same amount etc). • What does very hot, medium heat or low heat actually mean and what effect does that have on the food being cooked? • Is the size of equipment that the learner has chosen suitable for the job in hand? Can they choose the correct sized bowl if making cakes, whisking eggs, making an instant whip old dessert, a bowl for cereal, the spoon used for mixing ingredients? • Time – many SLD learners have difficulty with the concept of time either telling the time or being accurately aware of time passing. Learners can be aided with issues of time when cooking by using a range of timers that either make a noise when the time set has elapsed, or show the time needed for something to cook as a block of colour which gradually reduces in size. Help, guidance and support may well be needed by SM's for all but the most able learners to set the timers. SM's will also need to be aware that many learners like timers and will fiddle with the knob or dial, thereby altering the actual cooking time that was set. For some cooking activities it may be possible to use sand timers. Learners can also be given individual cardboard clock faces with moveable hands, the clock hands can be set at the time the food will be ready – the learner then has to match that time to the time on the clock in the classroom. For learners who may have difficulty seeing a clock on the wall perhaps an additional large clock could be placed lower down, on a worktop for instance. 		
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<p>Extending learning</p>	<p>Once skills are well defined or learners have been given a wide range of oft repeated experiences then meals can be cooked combining a range of skills and different numbers/sizes of saucepans, frying pans etc as well as incorporating the oven or grill.</p> <p>There is indeed no reason why a wide range of menus should not be accessible including for example cake, biscuit and bread making from fresh ingredients or from packets, as long as the basic principles are observed.</p> <p>The level of verbal and/or physical support needed will of course vary from learner to learner, but it is imperative that staff adopt the principle of never knowingly doing something for a learner that they can do for themselves. That is, staff must be constantly self-critical of how much support they are giving to learners</p> <p>Budgeting and buying ingredients becomes more important as the learners progress through the course.</p> <p>Packing bags, boxes etc effectively (depending on weight, size, fragility of food etc) is important when using supermarkets, as is putting food away in cupboards. Work should also be carried out on different ways of storing food – cupboards, fridge and freezer and then on the length of time food can be stored for, with due consideration being given to the differences between dried, tinned, fresh and frozen foodstuffs.</p>		<p>My Shopping</p>
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Additional Notes from Food Standards Agency

TOP TIPS TO REMEMBER FOR A SAFE KITCHEN INCLUDE:

- Chilling food properly in the fridge helps to prevent food poisoning – check that the temperature of the fridge is between 0 and 5°C to prevent harmful germs multiplying.
- It is important to store food correctly in the fridge so it is safe. Raw meat or fish should be covered and stored on the bottom shelf of the fridge to avoid raw juices dripping onto other foods and contaminating them. All leftover food should be cooled at room temperature before storing in sealed or covered containers. Salad or vegetables should be placed in the covered drawers in the fridge.
- Don't overfill a fridge. A well organised fridge helps air to circulate and maintain the set temperature.
- Hands are the main way germs spread. Always wash hands thoroughly with warm, soapy water, rinse and dry well before beginning to prepare food and after you have finished. It's particularly important to wash your hands after handling raw meat and before touching food which is ready-to-eat.
- Surfaces should be thoroughly cleaned, with hot, soapy water and then, if necessary, with a disinfectant spray.
- All clutter should be removed from surfaces before you start to cook to make it safer and easier to practice good hygiene.
- Take note of 'use by' and 'best before' dates and ensure that food is used by the date given – if something is past this then throw it away as it may not be safe to eat.
- Always use a chopping board when preparing food in the kitchen. Wash the board thoroughly with hot, soapy water between uses, especially if you're switching between preparing raw and ready-to-eat foods, or better still use different boards for raw and ready-to-eat foods.
- Don't forget tea towels, dishcloths and oven gloves – these should be changed regularly as they are a perfect breeding ground for germs.
- Always cook food until it is hot in the middle to make sure you kill all of the bacteria and that it is safe to eat.