

Baking Microwave Cake

Objective: To teach students cooking skills.

Setting and Materials:

Settings: Kitchen

Materials:

1. Microwave oven
2. Cooking utensils
3. Size $\frac{1}{4}$ measuring cup
4. Small battery operated tape recorder with a remote on/off switch
5. Tape-recorded recipes
6. Cooking apron with pockets to carry tape recorder in one pocket and the and remote on/off switch in the other
7. Tube of “High-Marks” liquid plastic to make raised marks to identify buttons to push for recipe.

Content Taught

Task analysis to make a microwave cake.

1. Put cake mix box and oil on counter
2. Open cake mix box
3. Take out plastic square pan
4. Take out large cake mix bag and small frosting bag
5. Get cake mix bag (large bag) and tear open the bag
6. Empty cake mix into the plastic pan
7. Get the size $\frac{1}{4}$ measuring cup from the drawer
8. Fill the measuring cup with water from the sink
9. Pour the water in the $\frac{1}{4}$ measuring cup into the pan with cake mix
10. Again, fill the measuring cup with water from the sink
11. Pour the water in the $\frac{1}{4}$ measuring cup into the pan with cake mix

12. Fill the size $\frac{1}{4}$ measuring cup with oil
13. Pour the oil in the $\frac{1}{4}$ measuring cup into the pan with cake mix and water
14. Get one egg from the refrigerator
15. Crack the egg open and empty into the pan
16. Get a spoon from the drawer
17. Stir the cake mixture 40 times
18. Using the spoon, spread the cake mixture evenly around the pan
19. Take the pan of cake mix to the microwave and open the microwave door
20. Put cake mix in the middle of microwave
21. Close microwave oven door
22. Push the #6 with X and wait for bell to ring
23. After bell rings, push the #6 with X and wait for bell to ring
24. After bell rings, get oven mitt from top of oven and put on hand
25. Open microwave oven door, take out cake, and put on top of oven
26. Close microwave oven door
27. Take off oven mitt and put next to microwave oven

Teaching Procedures

Pre-instruction: Make audio tape by reading each step of the task analysis and inserting a 'beep'.

1. Explain significance and use of tape-recorded recipes.
2. Instruct student to start the recorder by depressing and holding down the remote switch.
3. Instruct student to stop the recorder by releasing the remote switch each time a "beep" is heard.
4. Instruct student to follow the food preparation step just stated on the tape.

5. If student does not begin performing the step correctly after playing the taped instructions, initiate a least-to-most prompt sequence beginning with verbal prompt (e.g. Tear open the top of the box.”).
6. If verbal prompt is ineffective, pair verbal prompt with physical guidance.
7. If verbal prompt with physical guidance is ineffective, pair the verbal prompt with hand-over-hand manipulation.
8. After completing the step, student depresses and holds down the remote switch to play the next step.
9. Continue instruction until student performs all steps correctly.

Evaluation

Evaluate the student’s performance by collecting data on the percentage of steps correct on the task analyses.

Lesson Plan Based on:

Trask-Tyler, S. A., Grossi, T. A., & Heward, W. A. (1994). Teaching young adults with developmental disabilities and visual impairments to use tape-recorded recipes: Acquisition, generalization, and maintenance of cooking skills. *Journal of Behavioral Education, 4*, 283-311.