

Cooking Skills

Objective: To teach students to prepare noodles on the stovetop, prepare macaroni using a microwave oven, and make a peanut butter and jelly sandwich.

Setting and Materials:

Settings: Kitchen area of a resource classroom

Materials:

1. Cooking supplies (e.g., pots, pans, spoons)
2. Food items
3. Color television with VCR
4. Video prompting tape for each cooking skill

Content Taught

Task analyses of targeted food preparation skills

Noodle Preparation on Stovetop	Microwave Preparation of Macaroni and Cheese	Countertop Preparation of Making a Sandwich
1. Wash hands.	1. Wash hands.	1. Wash hands.
2. Get saucepan.	2. Get Mac-cheese packet.	2. Get out plate.
3. Get spoon.	3. Get medium size bowl.	3. Get two slices of bread.
4. Get Ramen Noodles.	4. Get spoon.	4. Get peanut butter.
5. Get 1 c. measuring cup.	5. Get 1/3 c. measuring cup.	5. Get jelly.
6. Place saucepan on front left burner.	6. Open macaroni packet.	6. Get knife.
7. Go to sink with measuring cup.	7. Put macaroni in bowl.	7. Open peanut butter.
8. Fill measuring cup to top with water.	8. Fill 1/3 c. measuring cup with water.	8. Open jelly.
9. Pour in saucepan.	9. Pour into bowl.	9. Put knife in jar and get peanut butter.
10. Fill measuring cup to top with water.	10. Fill 1/3 c. measuring cup with water.	10. Spread peanut butter on one bread slice.
11. Pour into saucepan.	11. Pour into bowl.	11. Put knife in jar and get jelly.
12. Turn temperature dial to 10.	12. Put bowl into microwave.	12. Spread jelly on other bread slice.
13. Wait for water to boil.	13. Set microwave for 4 minutes.	13. Put two slices together.
14. Open Ramen Noodles.	14. Wait for beep.	14. Clean up.
15. Put noodles only into water.	15. Take bowl out of microwave.	

16. Set timer for 3 minutes.	16. Open cheese packet.	
17. Wait 3 minutes.	17. Pour cheese onto noodles.	
18. Turn dial to off.	18. Stir with spoon.	
19. Open seasoning packet.	19. Clean up.	
20. Pour contents into water.		
21. Stir.		
22. Clean up.		

Teaching Procedures

1. Begin by obtaining the students attention (i.e., “Let’s cook!”)
2. Start with 0 second time delay
 - a. Show videotape model of the first step of the task analysis accompanied by verbal prompt.
 - b. Freeze videotape and allow students 20 seconds to perform the step before delivering the prompt of next step.
 - c. Continue until student reaches 100% correct responses for two days.
3. Begin 5 second time delay sessions
 - a. Allow students 5 seconds to initiate a step before delivery of the video prompt.
 - b. Freeze frame for 20 seconds to allow for student to complete the step and initiate the next step of the task analysis.
 - c. If the student performs an incorrect response before the prompt, tell the student “No, wait if you are not sure.”
 - d. If the student performed an incorrect response after the prompt, rewind the videotape to show the prompt until the student performs the response correctly.
 - e. If the student requires more than 20 seconds to complete a step, pause the videotape until the student completes the step.
 - f. Continue until student reaches 100% correct responses for two days.

Evaluation

Record number of correct steps completed independently in each task analysis. Continue instruction until student performs each cooking task with 100% correct responses for two sessions.

Lesson Plan Based on:

Graves, T. B., Collins, B. C., Schuster, J. W., & Kleinert, H. (2006). Using video prompting to teach cooking skills to secondary students with moderate disabilities. *Education and Training in Developmental Disabilities, 40*, 34-46.