VISUAL TASK ANALYSIS – LEARN TO COOK – BAKE COOKIES CHOCOLATE CHIP

Purpose:
The student will develop independent cooking skills through a visual task list (in this case, a visual recipe) following a sequence of visual directions, measuring, mixing, panning to be baked, fried, or microwaved, and cooking or baking. The teacher’s focus is on student participation, independence of cooking skills (gathering materials, measuring, etc.), quality of work, and cleaning.

II. Objectives:
The student will develop independent cooking skills through a visual task list (in this case, a visual recipe) following a sequence of visual directions, measuring, mixing, panning to be baked, fried, or microwaved, and cooking or baking. It also helps critical thinking skills such as logic, problem solving, etc. and is great practice for the development of fine and gross motor skills.

III. Procedure:

Using PEC’s schedules: If the student is using a PEC’s schedule, simply place a cooking PEC’s on the PEC schedule associated with a block of time or activity block (great speech, occupational therapy, and life skill activity). When the student checks the schedule he or she will take the PEC (speech, OT, cooking, etc.) off of the schedule and then go to a designated work area (kitchen). This work area should have all associated materials required to complete a cooking activity. The teacher should also select the VISUAL TASK LIST – LEARN TO COOK activity matt which will provide details of the activity for the student.

Note using PEC’s schedule: If the student is not using a PEC’s schedule simply provide the student a VISUAL TASK LIST – LEARN TO COOK activity matt which will initiate the activity.

ACTIVITY:

1. The teacher places a cooking, life skill, etc. PEC on the PEC’s schedule or hands the student a VISUAL TASK LIST – LEARN TO COOK activity matt.
2. The learn to cook activity matt should be displayed or placed on the counter where the teacher and student can review all sections and steps involved to complete the cooking activity (go through each section by pointing and verbally stating what each ingredient, tool, and action is). Visual task lists are typically sectioned out through lines or greyed out boxes so the student will be able to focus on one section at a time. Typically, when introducing this activity it may be necessary to place sheets of paper over sections so that the teacher can limit the amount of information displayed at one time. For example, when gathering ingredients cover the rest of the visual task list with a piece of paper only displaying the ingredients section. When that is complete move the paper down for the next section, etc.
3. Simply start at the top of the cook activity matt using the visuals to help gather the ingredients, tools, turning the oven on, opening and measuring liquid and dry ingredients, following a recipe (mixing ingredients in correct sequence), pouring mix, placing cookie dough on sheet tray, placing mix in casserole dish, etc., and finally cooking food. Teacher focus is on developing the skills necessary to cook food independently. Mastery is developed through student participation verbally, initiating activities involved with section, independence of cooking skills (gathering materials, measuring, mixing, etc.), quality of work (was the student messy, was the batter mixed thoroughly, etc.), and cleaning up after the activity is complete.
4. Finally, the student cooks, bakes, etc. the food product for the correct time increment (use a timer, clock, etc.) and is able to eat and or share the final product.

REMARK: Use errorless teaching techniques early in activity helping to organize work table, selecting the correct tools and ingredients, following the recipe by pointing to and verbally stating the next step, physically hand over hand mixing, cracking eggs, and measuring liquid ingredients, turning oven on, and pouring of placing mixtures in the correct cooking container, etc. You don’t want them to get frustrated and with lesson repetition the student will need less staff assistance. The teacher must pull away from prompting as soon as the student demonstrates understanding. The goal of this activity is independent cooking skills.

REMARK: This is a great opportunity for the student to learn how to handle heat in the form of fire you can see and an oven heat or steam heat that you can’t see. The use of hot pads is important and necessary. A recommendation would be to use the mitts that reach the forearm. The teacher and caregiver should remember to lead by example, if you don’t use hot pads the student may feel he or she does not have to. Once the student has burned themselves it can be hard to get them to participate in the activity.
REMINDER: Use the visual task analysis cooking activity matt to introduce the concept and steps involved to prepare a food dish. As the student masters the steps involved, slowly pull focus away from the activity matt and start to use the boxes or a regular recipe.

Duration: 10 – 45 minutes depending on cooking activity.

Data Collection:
none available

Mastery: Mastery is developed through student participation verbally, initiating activities involved with section, independence of cooking skills (gathering materials, measuring, mixing, etc.), quality of work (was the student messy, was the batter mixed thoroughly, etc.), and cleaning up after the activity is complete.

IV. Materials used in the lesson
Lesson needs to be pre planned and materials, ingredients, and pots and pans are located in the kitchen.

V. Evaluation:
Teacher observation
Student participation verbally, initiating activities involved with section, independence of cooking skills (gathering materials, measuring, mixing, etc.), quality of work (was the student messy, was the batter mixed thoroughly, etc.), and cleaning up after the activity is complete.

Print ‘VISUAL TASL ANALYSIS – LEARN TO COOK – BAKE COOKIES CHOCOLATE CHIP’ below using card stock, laminate it, and use as a work matt

Use the work matt as a guide to develop independent cooking skills through a visual task list (in this case a visual recipe) following a sequence of visual directions, measuring, mixing, panning to be baked, fried, or microwaved, and cooking or baking. The teacher’s focus is on student participation, independence of cooking skills (gathering materials, measuring, etc.), quality of work, and cleaning.

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CHOCOLATE CHIP

**YOU WILL NEED**

**INGREDIENTS**
- ¼ cup soft butter (1 stick)
- 1 egg

**EQUIPMENT**

**HEAT OVEN**
- 350 °C TO 350 °C DEGREES

**MIX**
- POUR MIX IN BOWL
- STIR COOKIE MIX, BUTTER, AND EGG
- 1¼ cup soft butter (1 stick)
- 1 egg

**DROP**
- COOKIE DOUGH
- ON
- SHEET TRAY
- USING

**BAKE**
- Put tray in oven
- BAKE at 350 °C FOR 8 – 10 MINUTES

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