

Giant Steps PD/H/PE – Cooking and Healthy Eating Program – Echidnas 2018

Overview

Key Learning Area/Subject: Personal Development, Health and Physical Education	Semester: All Year				Year: 2018
Unit of Work Title: Cooking and Healthy Earing	Duration/Timing: 41 weeks – KLA - 10+% - Of weekly timetable hours				Stage: Early Stage One
Program Early Learning	Class:				Author: Maddie Cavanagh
	Student Name	Chronological grade and stage	Academic Stage	Initials	
		Kindergarten	ES 1		
		Kindergarten	ES 1		
		Kindergarten	ES 1		
		Kindergarten	ES 1		
		Kindergarten	ES 1		
Description: The Cooking Unit of Work focuses on three key areas including food exploration, shared cooking experiences and practice of various fine motor skills. Programs can include some or all of these key areas. The food exploration focus allows students the opportunity to explore a range of different food items and raw ingredients, exposing them to different textures, smells and tastes. Students will participate in a range of sensory exploration and food preparation activities as well as learn about safe food hygiene practices. Shared cooking experiences is the second focus and this aims to give students the opportunity to take on a variety of roles from week to week and within each session, developing flexibility when participating in cooking tasks. For example, passing cooking ingredients/utensils to peers, following the cooking process from start to finish with appropriate supports and identifying the necessary ingredients/utensils needed for the lesson. The third key area aims to develop and build upon student's fine motor skills using a range of methods. This includes pouring, mixing, spreading, rolling, blending and cutting which encompasses bilateral integration. Students will be encouraged to use functional grasps with cooking utensils through adult/video modelling and physical support.					

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Questions and Activity Bank

Key Enquiry Questions:					
Outcome		Content (on old syllabus this is learn to and learn about)	Key Guiding Question	Learning Across Curriculum Codes	Activity Bank (think about ALL abilities)
V1 Skill	Refers to a sense of their own worth and dignity	Taken from Growth and Development Strand: • personal/family/school/community/cultural • importance of values •respecting different values • rights and responsibilities • uniqueness of self • identity • development • goals • challenging discrimination and harassment <i>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45):</i> http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd900/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=d5b362fdd900	Does the student display independence during cooking activities?	N/A	Lesson Target Areas (include some or all 3 elements): - Shared cooking experiences - Positioning students around a table to share a meal together - Sabotaging ingredients/equipment to encourage dialogue and other communication methods (e.g. scripting, talkers) between students - Working in teams to make components of a recipe (e.g. one team washes vegetables, one team peels, one team makes hummus, etc) - Problem solving skills - Setting the table - Making morning tea or lunch together - Fine Motor Components - Activities focusing on grasp, hand strength, bilateral integration - Safety when using utensils or hot plates - Activities including pouring, mixing, cutting, spreading and rolling - Exploration of adaptive equipment if required (e.g. modified cutlery) - Food Exploration - EBook cooking lessons (e.g. Bear Hunt, Pancake Pancake) - Making messy play items such as slime, cooked spaghetti, coloured rice, grated carrot, jelly, grated cheese - Character/event themed foods - Sorting foods e.g. healthy unhealthy, fruits and vegetables, drinks and foods - Gathering ingredients - Food shopping - Following a method recipe - Identifying equipment e.g. sorting, matching
V2 Skill	Respects the right of others to hold different values and attitudes of their own		Does the student sample foods from other cultures?		
V3 Skill	Enjoys a sense of belonging		Does the student actively engage in a shared cooking experience?		
V4 Skill	Increasingly accepts responsibility for personal and community health		Can the student differentiate between healthy and unhealthy food items?		
V5 Skill	Willingly participates in regular physical activity		Does the student recognise the need to replenish energy through food consumption?		
V6 Skill	Commits to realising their full potential	Taken from Interpersonal Relationships Strand: Communication •active listening skills •communicating needs and wants •recognising and articulating feelings •understanding feelings of others •appropriate expression of feelings	Does the student persevere through a complete cooking sequence?		
COES1.1 Skill	Expresses feelings, needs and wants in appropriate ways.		Can the student appropriately accept or reject food items when offered?		

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		<ul style="list-style-type: none"> •expressing concerns •showing concerns for others •communication in group situations •assertiveness •managing conflict situations/negotiation •self-control <p><i>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45):</i> http://educationstandards.nsw.edu.au/wps/wcm/connect/163e7d9d-fa2a-471b-bf3c-d5b362fdd000/a6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>		<p>Considerations</p> <ul style="list-style-type: none"> - Hygiene – washing hands, washing up, washing food - Packing away ingredients and wiping surfaces - Food storage <p><u>Cooking activities</u></p> <ul style="list-style-type: none"> - Making dips - foods of the world/ cultural foods e.g. Christmas pudding, Easter eggs - Party food and have a party - Salad faces - Veggie people - Fried rice - Baking a cake - Making bread - Ice blocks - Decorating food items e.g. cupcakes or biscuits - BBQ - Juices and milkshakes - Sandwiches - High tea - Sushi, rice paper rolls - Ice blocks - seasonal foods - Identifying cold and hot foods <p>Resource Links: V:\K-6\Syllabus\PDHPE\Personal Health Choices\Cooking\Resources\Lesson & Recipes V:\K-6\Syllabus\Science and Technology\My World\Resources\Book\Food Feast - Yellow T3 2015.pptx (foods of the world example)</p>
DMES1.2 Skill	Identifies some options available when making simple decisions.	<p>Taken from Personal Health Choices Strand: Making Decisions</p> <ul style="list-style-type: none"> •decision-making process •influences on decision making –family/peers – other significant people –media –feelings and needs of others •taking responsibility for one's own decisions •supporting others in their decision making •evaluating decisions <p><i>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45):</i> http://educationstandards.nsw.edu.au/wps/wcm/connect/163e7d9d-fa2a-471b-bf3c-d5b362fdd000/a6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>	Does the student make decisions regarding how to compile, present and decorate food items?	
PSES1.5 Skill	Seeks help as needed when faced with simple problems.	<p>Taken from Interpersonal Relationships Strand: Communication</p> <ul style="list-style-type: none"> •active listening skills •communicating needs and wants •recognising and articulating feelings •understanding feelings of others •appropriate expression of feelings •expressing concerns 	Does the student seek help when challenged by an activity?	

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		<ul style="list-style-type: none"> •showing concerns for others •communication in group situations •assertiveness •managing conflict situations/negotiation •self-control <p><i>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45):</i> http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd000/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>			
GSES1.8 Strand	Demonstrates fundamental movement skills while playing with and sharing equipment.	<p>playing the game</p> <p>Only heading included here. For more detail please refer syllabus document (pages 36-37): http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd000/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p> <p>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45): http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd000/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>	Can the student utilise a range of cooking equipment, appliances and utensils for their intended purposes?		
PHES1.12 Strand	Displays basic positive health practices.	<ul style="list-style-type: none"> -making decisions -nutrition -health services and products <p>Only heading included here. For more detail please refer syllabus document (pages 36-37): http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd000/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p> <p>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45): http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd000/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>	Does the student demonstrate hygienic food preparation and consumption practices?		
SLES1.13 Strand	Demonstrates a developing awareness of the concepts of safe and unsafe living.	<ul style="list-style-type: none"> -personal safety -home and rural safety -School and play safety -emergency procedures 	Does the student display an understanding of the safe use of cooking		

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		<p>Only heading included here. For more detail please refer syllabus document (pages 36-37):</p> <p>http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd00/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p> <p>Please refer to syllabus document for more detail for each stage with regard to subject matter (pages 36-45):</p> <p>http://educationstandards.nsw.edu.au/wps/wcm/connect/f63e7d9d-fa2a-471b-bf3c-d5b362fdd00/k6_pdhpe_syl.pdf?MOD=AJPERES&CVID=</p>	equipment, appliances and utensils?	
Subject Specific Requirements:				
KLA		Requirements	Details	
PD/H/PE		N/A	• N/A	
Learning Across the Curriculum Codes:				
<p>The cross-curriculum priorities are:</p> <p>Aboriginal and Torres Strait Islander histories and cultures 🖐️</p> <p>Asia and Australia's engagement with Asia 🌐</p> <p>Sustainability 🌱</p>		<p>The general capabilities are:</p> <p>Critical and creative thinking 🧠</p> <p>Ethical understanding 🏛️</p> <p>Literacy 📖</p> <p>Intercultural understanding 🌍</p> <p>Information and communication technology capability 💻</p> <p>Numeracy 📊</p> <p>Personal and social capability 👤</p>	<p>Areas of Importance:</p> <p>Civics and citizenship 🇦🇺</p> <p>Difference and diversity 🌈</p> <p>Work and enterprise ⭐</p>	

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Outcome and Goals

Outcomes:	Learning Goals	Students
COES1.1	appropriately communicates 'no' message when presented with yes/no visual	ALL
	appropriately accepts or reject food items when offered to taste, touch in cooking lessons	Students initial

Assessment

Assessment Overview – Semester 1 Only Units of Work		
Hyperlink Assessment Documents and Pedagogy Timetable		
Pre-Assessment	Progressive	Post
<p>Pre-assessment and learning goal development.</p> <p>Pre-assessment can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photos • Videos <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p> <p>Links to Student Documents:</p>	<p>To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p> <p>Links to Student Documents:</p>	<p>To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> • Anecdotal observations • Checklists • Task analysis checklists • Work samples • Photo • Videos <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p> <p>Assessments to then be summarised in the following reports</p> <p>Term 2 – Week 9 Semester 1 IP and Curriculum Report Links to Student Documents:</p>

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		Term 4 – Week 3-4 Semester 2 IP and Curriculum Report Links to Student Documents:
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Teaching and Learning Sequence

Term	Week	Focus	Content	Teaching and Learning Sequence (including differentiation)	Resources	Completed (insert ✓, date and initial)
1	1-4	Food exploration Accepting and appropriately rejecting new foods Following visual recipes Fine motor skills Using utensils and equipment functionally	<ul style="list-style-type: none"> • responds to simple instructions and rules • makes simple requests 	Wednesdays 12:40-1:20 Introduction -Reference "Cooking and Healthy Eating" visual on daily schedule and transition into Silver room from waiting area in Sunshine Room. Prompt students to sit in their chairs by singing "waiting chairs" song. - Prompt students to reference visual schedule on felt-board of lessons components and read out lessons components Body of lesson 1. <u>Sensory massage:</u> Adult references massage visual on lesson components. Pulls out sorbolene and holds in front of students hands, prompting them to open their palms. Squirt small amount of cream into palm and massage students hands, arms, legs. Keep facial expressions relaxed, calm demeanour and non-verbal. Give slow verbal countdown from 10, followed by 'sorbolene is finished', with finished functional gesture. Pack sorbolene bottle and visual into finished tub – encouraging students to physically assist with this. 2. <u>Playdough Warm up:</u> Staff to reference playdough visual on lesson component board. Open playdough containers on trough tray and encourage students to transition to tough tray. Manipulate play-dough, following a sequence of roll, poke, pinch, squeeze, pull, using modelling and exaggerated gestures to prompt students	Smoothies PPT Blender, 4 cups, 4 straws, 1 chopping board, 1 knife. Baby wipes Milk, yoghurt, banana, frozen blueberries.	

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				<p>to copy. Give slow verbal countdown from 10, followed by play-dough is finished with functional gesture of finished. Pack playdough container away in finished tub with playdough visual.</p> <p>3. <u>Cooking:</u> Students transition to blue tables and reference IWB for cooking sequence.</p> <ul style="list-style-type: none"> • Staff to run through ingredients slide, physically placing and verbally labelling the ingredients on the front table as each visual on the ingredients slide is introduced. Same is done for the utensils slide. • Students follow the visual sequence on IWB as staff moves through the PPT. • Students can choose to taste final product supported with yes/no visual. <p>NOTE: Staff to hand out utensils <u>as</u> required. Take caution around knives and forks as students may play with these in an unsafe manner whilst waiting in between steps. Similarly for plates and bowls that could be emptied or thrown/spun around.</p> <p>4. <u>Pack away:</u> Pack Away: with support from 'pack-away' visual displayed on IWB at completion of lesson PPT, students to put all unwanted food in the bin and dirty dishes/cutlery in the appropriate box. Students wipe down tables with wipes. Staff to pack away all ingredients and larger equipment.</p> <p>Conclusion Sing "Waiting chairs" song to prompt students to transition to waiting area in Sunshine Room. Remove "Cooking" visual from daily schedule sequence and place in finished box.</p>		
1	5-11	<p>Food exploration</p> <p>Accepting and appropriately rejecting new foods</p>	<ul style="list-style-type: none"> • responds to simple instructions and rules • makes simple requests 	<p>Wednesdays 12:40-1:20</p> <p>Introduction</p> <ul style="list-style-type: none"> -Reference "Cooking and Healthy Eating" visual on daily schedule and transition into Silver room from waiting area in Sunshine Room. Prompt students to sit in their chairs by singing "waiting chairs" song. - Prompt students to reference visual schedule on felt-board of lessons components and read out lessons components 	<p>Sorbolene cream Tub of soapy water Coloured rice Visual who's turn board</p> <p>Fried Rice PPT</p>	

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		<p>Following visual recipes</p> <p>Fine motor skills</p> <p>Using utensils and equipment functionally</p>	<p>Body of lesson</p> <p>1. <u>Sensory massage:</u> Adult references massage visual on lesson components. Pulls out sorbolene and holds in front of students hands, prompting them to open their palms. Squirt small amount of cream into palm and massage students hands, arms, legs. Keep facial expressions relaxed, calm demeanour and non-verbal. Give slow verbal countdown from 10, followed by 'sorbolene is finished', with finished functional gesture. Pack sorbolene bottle and visual into finished tub – encouraging students to physically assist with this.</p> <p>2. <u>Food play:</u> Adult shows food play slide and shows visual of tuff tray for students to transition to tuff tray. Food items are bought out systematically by facilitating adult, using exaggerated facial expressions and vocalisations, i.e. dropping food from above eye-level or breaking it up, etc. Once ALL students have engaged with food item, progress to next in sequence. Once students have engaged with all components, assist them in wiping tuff tray with surface wipes and throwing left over food in bin, singing 'pack away' song.</p> <p>3. <u>Cooking:</u> Students transition to blue tables and reference IWB for cooking sequence.</p> <ul style="list-style-type: none"> • Staff to run through ingredients slide, physically placing and verbally labelling the ingredients on the front table as each visual on the ingredients slide is introduced. Same is done for the utensils slide. • Students follow the visual sequence on IWB as staff moves through the PPT. • Staff to support students to explore finished product through all senses. Large focus to be on tactile experiences for BZ, HD and TB – getting students to place food on hands, arms, shoulders, moving closer and closer to face and mouth. Exaggerated facial expressions for food falling off body limbs. <p>NOTE: Staff to hand out utensils <u>as</u> required. Take caution around knives and forks as students may play with these in an unsafe manner whilst waiting in between steps. Similarly for plates and bowls that could be emptied or thrown/spun around.</p> <p>4. <u>Pack away:</u> Pack Away: with support from 'pack-away' visual displayed on IWB at completion of lesson PPT, students to put all unwanted food in the bin and</p>	<p>Electric fry-pan, 1 chopping board, 1 knife, 4 bowls, spatula, tongs, 4 spoons. Oil, soy sauce, mushrooms, capsicum, peas, rice, 2 eggs, ham.</p> <p>Rice crackers, red apple, yoghurt.</p>	
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Commented [MC1]: Section added after consideration of *Students initial* self-restricted diet – Following SOS feeding principles (food hierarchy) and using base food of rice cracker (peckish brand) – *Students initial* currently accessing them as part of her daily diet.

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				dirty dishes/cutlery in the appropriate box. Students wipe down tables with wipes. Staff to pack away all ingredients and larger equipment.		
				Conclusion Sing "Waiting chairs" song to prompt students to transition to waiting area in Sunshine Room. Remove "Cooking" visual from daily schedule sequence and place in finished box.		
2	1-10	Food exploration Accepting and appropriately rejecting new foods Following visual recipes Fine motor skills Using utensils and equipment functionally	<ul style="list-style-type: none"> • responds to simple instructions and rules • makes simple requests 	Wednesdays 12:40-1:20 Introduction -Reference "Cooking and Healthy Eating" visual on daily schedule and transition into Silver room from waiting area in Sunshine Room. Prompt students to sit in their chairs by singing "waiting chairs" song. - Prompt students to reference visual schedule on felt-board of lessons components and read out lessons components Body of lesson 1. <u>Sensory massage:</u> Adult references massage visual on lesson components. Pulls out sorbolene and holds in front of students hands, prompting them to open their palms. Squirt small amount of cream into palm and massage students hands, arms, legs. Keep facial expressions relaxed, calm demeanour and non-verbal. Give slow verbal countdown from 10, followed by 'sorbolene is finished', with finished functional gesture. Pack sorbolene bottle and visual into finished tub – encouraging students to physically assist with this. 2. <u>Food play:</u> Adult shows food play slide and shows visual of tuff tray for students to transition to tuff tray. Food items are brought out systematically by facilitating adult, using exaggerated facial expressions and vocalisations, i.e. dropping food from above eye-level or breaking it up, etc. Once ALL students have engaged with food item, progress to next in sequence. Once students have engaged with all components, assist them in wiping tuff tray with surface wipes and throwing left over food in bin, singing 'pack away' song. 3. <u>Cooking:</u> Students transition to blue tables and reference IWB for cooking sequence.	Zucchini Corn Fritters Coconut Ice Sushi PPT	



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				<ul style="list-style-type: none"> Staff to run through ingredients slide, physically placing and verbally labelling the ingredients on the front table as each visual on the ingredients slide is introduced. Same is done for the utensils slide. Students follow the visual sequence on IWB as staff moves through the PPT. Staff to support students to explore finished product through all senses. Large focus to be on tactile experiences for BZ, HD and TB – getting students to place food on hands, arms, shoulders, moving closer and closer to face and mouth. Exaggerated facial expressions for food falling off body limbs. <p>NOTE: Staff to hand out utensils <u>as</u> required. Take caution around knives and forks as students may play with these in an unsafe manner whilst waiting in between steps. Similarly for plates and bowls that could be emptied or thrown/spun around.</p> <p>4. <u>Pack away:</u> Pack Away: with support from 'pack-away' visual displayed on IWB at completion of lesson PPT, students to put all unwanted food in the bin and dirty dishes/cutlery in the appropriate box. Students wipe down tables with wipes. Staff to pack away all ingredients and larger equipment.</p> <p>Conclusion Sing "Waiting chairs" song to prompt students to transition to waiting area in Sunshine Room. Remove "Cooking" visual from daily schedule sequence and place in finished box.</p>		
3	1-10	Food exploration Accepting and appropriately rejecting new foods	<ul style="list-style-type: none"> responds to simple instructions and rules makes simple requests 	<p>Wednesdays 12:40-1:20</p> <p>Introduction -Reference "Cooking and Healthy Eating" visual on daily schedule and transition into Silver room from waiting area in Sunshine Room. Prompt students to sit in their chairs by singing "waiting chairs" song. - Prompt students to reference visual schedule on felt-board of lessons components and read out lessons components</p> <p>Body of lesson 1. <u>Sensory massage:</u></p>	<p>Week 1-5: Chia pudding</p> <p>Week 5-10: Halloween Cooking</p>	



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		<p>Following visual recipes</p> <p>Fine motor skills</p> <p>Using utensils and equipment functionally</p>	<p>Adult references massage visual on lesson components. Pulls out sorbolene and holds in front of students hands, prompting them to open their palms. Squirt small amount of cream into palm and massage students hands, arms, legs. Keep facial expressions relaxed, calm demeanour and non-verbal. Give slow verbal countdown from 10, followed by 'sorbolene is finished', with finished functional gesture. Pack sorbolene bottle and visual into finished tub – encouraging students to physically assist with this.</p> <p>2. <u>Feel It:</u> Adult removes "finished cloth" to reveal various trays of dry-textured food items such as flour, lentils, beans, herbs, rice puffs, cooked spaghetti. Adult models using hands to feel, filter and explore various food items. Each student encouraged to explore food items with their hands and allowed to freely transition between trays. To finish lesson component, sing "pack away" song and encourage students to pack away equipment into "finished box", prompt students to their chairs by singing "waiting chairs" song and remove "Feel It" visual from visual schedule.</p> <p>3. <u>Cooking:</u> Students transition to blue tables and reference IWB for cooking sequence.</p> <ul style="list-style-type: none"> • Staff to run through ingredients slide, physically placing and verbally labelling the ingredients on the front table as each visual on the ingredients slide is introduced. Same is done for the utensils slide. • Students follow the visual sequence on IWB as staff moves through the PPT. • Staff to support students to explore finished product through all senses. Large focus to be on tactile experiences for BZ, HD and TB – getting students to place food on hands, arms, shoulders, moving closer and closer to face and mouth. Exaggerated facial expressions for food falling off body limbs. <p>NOTE: Staff to hand out utensils <u>as</u> required. Take caution around knives and forks as students may play with these in an unsafe manner whilst waiting in between steps. Similarly for plates and bowls that could be emptied or thrown/spun around.</p> <p>4. <u>Pack away:</u> Pack Away: with support from 'pack-away' visual displayed on IWB at completion of lesson PPT, students to put all unwanted food in the bin and</p>		
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				<p>dirty dishes/cutlery in the appropriate box. Students wipe down tables with wipes. Staff to pack away all ingredients and larger equipment.</p> <p>Conclusion Sing "Waiting chairs" song to prompt students to transition to waiting area in Sunshine Room. Remove "Cooking" visual from daily schedule sequence and place in finished box.</p>		
4	1-10	<p>Food exploration</p> <p>Accepting and appropriately rejecting new foods</p> <p>Following visual recipes</p> <p>Fine motor skills</p> <p>Using utensils and equipment functionally</p>	<ul style="list-style-type: none"> • responds to simple instructions and rules • makes simple requests 	<p>Wednesdays 12:40-1:20</p> <p>Introduction -Reference "Cooking and Healthy Eating" visual on daily schedule and transition into Silver room from waiting area in Sunshine Room. Prompt students to sit in their chairs by singing "waiting chairs" song. - Prompt students to reference visual schedule on felt-board of lessons components and read out lessons components</p> <p>Body of lesson 1. <u>Sensory massage:</u> Adult references massage visual on lesson components. Pulls out sorbolene and holds in front of students hands, prompting them to open their palms. Squirt small amount of cream into palm and massage students hands, arms, legs. Keep facial expressions relaxed, calm demeanour and non-verbal. Give slow verbal countdown from 10, followed by 'sorbolene is finished', with finished functional gesture. Pack sorbolene bottle and visual into finished tub – encouraging students to physically assist with this. 2. <u>Feel It:</u> Adult removes "finished cloth" to reveal various trays of dry-textured food items such as flour, lentils, beans, herbs, rice puffs, cooked spaghetti. Adult models using hands to feel, filter and explore various food items. Each student encouraged to explore food items with their hands and allowed to freely transition between trays. To finish lesson component, sing "pack away" song and encourage students to pack away equipment into "finished box", prompt students to their chairs by singing "waiting chairs" song and remove "Feel It" visual from visual schedule. 3. <u>Cooking:</u> Students transition to blue tables and reference IWB for cooking sequence.</p>	 	

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			<ul style="list-style-type: none"> Staff to run through ingredients slide, physically placing and verbally labelling the ingredients on the front table as each visual on the ingredients slide is introduced. Same is done for the utensils slide. Students follow the visual sequence on IWB as staff moves through the PPT. Staff to support students to explore finished product through all senses. Large focus to be on tactile experiences for BZ, HD and TB – getting students to place food on hands, arms, shoulders, moving closer and closer to face and mouth. Exaggerated facial expressions for food falling off body limbs. <p>NOTE: Staff to hand out utensils <u>as</u> required. Take caution around knives and forks as students may play with these in an unsafe manner whilst waiting in between steps. Similarly for plates and bowls that could be emptied or thrown/spun around.</p> <p>4. <u>Pack away:</u> Pack Away: with support from 'pack-away' visual displayed on IWB at completion of lesson PPT, students to put all unwanted food in the bin and dirty dishes/cutlery in the appropriate box. Students wipe down tables with wipes. Staff to pack away all ingredients and larger equipment.</p> <p>Conclusion Sing "Waiting chairs" song to prompt students to transition to waiting area in Sunshine Room. Remove "Cooking" visual from daily schedule sequence and place in finished box.</p>	<p>PPT to be made</p>  	
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Evaluations (completed twice per term)

Date: Term 1, Week 6

Programming/Outcomes	Yes	No
Were teaching and learning experiences effective?		
Were students engaged in the content/theme of the unit?		
Were students engaged for the duration of lessons?		
Did the unit support student development of identified outcomes?		
Did this unit support individual development of learning goals?		
Teaching strategies	Yes	No
Were teaching strategies effective?		
Were staff consistent in their implementing effective teaching support?		
Differentiating	Yes	No
Were the activities relevant and appropriate to the needs of the individual the students?		
Were individual learning supports effective?		
Assessment	Yes	No
Were there enough opportunities to assess students?		
Was there a need to adjust tasks in order to adequately assess students learning?		
Resources	Yes	No
Were all resources/activities prepared and set up before the commencement of a lesson?		
Comments		
What was successful? Transitioning from chairs to tough tray non-verbally, using exaggerated expressions and gestures to begin sensory play. Each student taking turns in cutting all ingredients and passing the one chopping board/knife around with one staff member supporting. Modelling was most effective way of teaching steps in sequence.		
What would you do differently next time? Think of environmental supports to engage <i>Students initial</i> and <i>Students initial</i> – seating in middle of group/table. Consider <i>Students initial</i> food sensitivities – add food play at tuff tray with rice crackers, apple and yoghurt, as following the SOS feeding principles.		
Sign-off: Maddie Cavanagh (OT)		

Giant Steps PD/H/PE – Cooking and Healthy Eating Program – Echidnas 2018

Date: Term 1, Week 11

Programming/Outcomes	Yes	No
Were teaching and learning experiences effective?		
Were students engaged in the content/theme of the unit?		
Were students engaged for the duration of lessons?		
Did the unit support student development of identified outcomes?		
Did this unit support individual development of learning goals?		
Teaching strategies	Yes	No
Were teaching strategies effective?		
Were staff consistent in their implementing effective teaching support?		
Differentiating	Yes	No
Were the activities relevant and appropriate to the needs of the individual the students?		
Were individual learning supports effective?		
Assessment	Yes	No
Were there enough opportunities to assess students?		
Was there a need to adjust tasks in order to adequately assess students learning?		
Resources	Yes	No
Were all resources/activities prepared and set up before the commencement of a lesson?		
Comments		
What was successful? Joint attention made easier by having one focus on table and group seated all together. Turn taking chart not needed, but rather only having ONE knife and ONE chopping board, etc. Allowing access to additional sensory components, i.e. flour and coconut, enables <i>Students initial</i> and <i>Students initial</i> to wait for turn and remain engaged and regulated at table. Non-verbal food play with exaggerated expressions and vocalisations engaged most students. <i>Students initial</i> finding most difficult to transition to tuff tray from cooking table.		
What would you do differently next time? Put transition visuals on PPT slides when transitioning between tuff tray and blue tables.		
Sign-off: Maddie Cavanagh (OT)		

Date: Term 2, Week 5

Giant Steps PD/H/PE – Cooking and Healthy Eating Program – Echidnas 2018

Programming/Outcomes	Yes	No
Were teaching and learning experiences effective?		
Were students engaged in the content/theme of the unit?		
Were students engaged for the duration of lessons?		
Did the unit support student development of identified outcomes?		
Did this unit support individual development of learning goals?		
Teaching strategies	Yes	No
Were teaching strategies effective?		
Were staff consistent in their implementing effective teaching support?		
Differentiating	Yes	No
Were the activities relevant and appropriate to the needs of the individual the students?		
Were individual learning supports effective?		
Assessment	Yes	No
Were there enough opportunities to assess students?		
Was there a need to adjust tasks in order to adequately assess students learning?		
Resources	Yes	No
Were all resources/activities prepared and set up before the commencement of a lesson?		
Comments		
What was successful? Repetition of recipe – students engaged for duration of session.		
What would you do differently next time? TW having difficulty with remaining in chair for last 10 minutes of session. Consider waiting song or activity to complete whilst fritters are cooking.		
Sign-off: Maddie Cavanagh (OT)		

Program Approval:

Date	Member of Leadership Team	Signature
February 2018	Jenny Loughnan (Head of Early Learning)	

Giant Steps PD/H/PE – Cooking and Healthy Eating Program – Echidnas 2018

