

Curriculum Scheme of Work

My Independence

- ◆ My Dressing & Undressing
- ◆ My Shopping
- ◆ My Cooking/Food Technology
- ◆ My Travel Training



My Independence

◆ My Dressing & Undressing



Preview of first 2 pages from *My Independence - My Dressing and Undressing - Basic Principles*

Equals SLD (Semi-Formal) Curriculum Scheme of Work (SoW)

My Independence

Sub SoW: My Dressing and Undressing

Basic Principles

Age related. It will be generally assumed that dressing and undressing will be an early years, or at least a key stage 1 teaching area, and generally this might well be true. There may however, be a significant number of learners who arrive at these skills later on, and a number who might still need to refine skills well into key stage three and beyond. As such, the continued opportunity to physically practice dressing and undressing is key, and regular opportunities for repetition should continue to be looked for if needed.

Autism and SLD. Simply because a learner has autism does not mean that s/he cannot dress 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 dressing as independently as they can, but adaptations and differentiation will undoubtedly be needed. Consult widely with the expertise that will be available in your school, especially with the SaLT, OT and Physiotherapists.

Process and product. Dressing and undressing is a combination of skills and process. The act of putting on a shoe or a vest or a pair of trousers is a skill but there is an element of process in remembering the order, underwear first etc. Also, the refining of dressing and undressing, which enters into choosing what to buy and what to wear for particular occasions is probably much more of a process than a skill. That is, learners are likely to understand the sequencing process by doing it many, many times.

Physical difficulties. The importance of dressing and undressing will almost entirely depend on the physical ability and dexterity of the learner, and there may be a number for whom dressing and undressing is just too physically demanding, or it may be the case that

specific physical disabilities make all or most of the process impossible without the full support of another person. We may therefore need to concentrate on reducing the level of dependence as far as possible whilst increasing the opportunities for choice and decision making. In this way we are involving the learner in the process so that it is something done with the learner rather than just to him/her. It may also be that physical difficulties will allow us the opportunity to work more on choices of clothing at an earlier stage.

Approximate accuracy. It may be that with certain items of clothing the learner is able to put them on, but not entirely accurately. Tops or pants may be put on back to front or inside out for example. On the whole and especially in the early stages, it is really important that we accept these approximations as success and praise accordingly. It is rather like a young child attempting to say a word but not getting it right. Instilling confidence in the learner, especially for making the attempt, is vitally important for future success.

Contextualised learning. IT IS VERY IMPORTANT TO REMEMBER that dressing and undressing needs to be contextualised as early as possible if we are to aid understanding of appropriate contextual based clothing. Appropriateness has to be considered – but also individual choice and this will certainly need to be explored, considered, negotiated and compromises reached especially as the child gets older. Parent and carer views on this also need to be taken into account. Every single time we are preparing to leave the confines of the building we must talk about the weather so that choices of appropriate clothing can be made. That is, talking about the weather becomes a contextualized conversation rather than just a social conversation. Talking about the weather has meaning! There is a very good case for arguing that there should be no such thing as ‘wet play’ (a school euphemism for dry play indoors!) which now becomes the perfect opportunity to practice, maintain, consolidate dressing and undressing skills and making appropriate clothing choices, rather than simply remaining indoors.

Thinking and Problem Solving. There are huge opportunities in dressing and undressing for teaching thinking and problem solving skills, especially when it comes to exercising choices. Schools will need to think very carefully about the desirability of providing opportunities for helping learners assess and manage risks. Learners will probably not understand that they need to put on waterproof clothing in the rain or warm clothing in the snow if we never allow them out in such conditions for fear of them getting wet or cold. Such risks will need to be discussed with parents, but we need to consider the consequences of a learner never being allowed out in the rain because s/he refuses to wear a waterproof hat. In this situation modeling and a very early introduction as soon as s/he starts school is imperative. Learning the correct sequence for putting on clothing the learner is wearing should be an opportunity for discussion with the learner rather than simply correcting any mistakes. Making mistakes (for instance putting underwear on over trousers) provides opportunities for more effective thinking and problem solving to take place.

Preview of 2 pages from My Independence - My Dressing and Undressing

LEARNING INTENTION	TEACHING ACTIVITIES	POINTS TO NOTE
Knowing body parts	<ul style="list-style-type: none"> • Agree key vocabulary to be used to describe body parts, actions, directions, etc. Also agree key signs and symbols to support. • Songs about body parts- e.g. Head, Shoulders, Knees and Toes; If You're Happy and You Know It; Clap your Hands and Stamp your feet, Now We've Made a Pattern (to the tune of "Skip to My Lou"); Stevie Nicks 'Hold Your Head'; One Finger One Thumb; Hokey Cokey. • Games e.g. Simon Says, Twister, • Matching activities- Put labels onto body, label own body parts with post it notes. • Sort pictures of arms, legs etc. Body puzzles • Art work e.g. painting hand and foot prints, portraits, collage • PE and dance activities/games that highlight body parts/body awareness • It may be helpful to carry out many of these activities in front of large mirrors so that learners can actually see the body parts they are touching, labeling or moving around. • Action and directional games eg. obstacle courses and games involving small apparatus to support understanding of actions and direction instructions involved in dressing and undressing eg. pull, push, step, up, down, under, over, through, side, in, on, under, over, left, right, front, back, forwards, backwards, in front, behind, etc. • Sherborne Developmental Movement activities 	<p>Some crossover between knowing body parts and linking to items of clothing.</p> <p>Many other publications available with songs about body parts, dressing etc, for example, Musical Steps, Music Express</p>
Identifying items of clothing	<ul style="list-style-type: none"> • Agree key vocabulary, signs and symbols to be used. • Games- Hunt the clothing- treasure hunt around the classroom/outside areas; Pass the Parcel-have items of clothing in each layer in correct order- children to put on 	<p>Note the importance of vocabulary - take care when using name variations of the same</p>

	<p>as they open the layer, discuss what might come next, what's left etc?; Fruit salad with items of clothing; How many t-shirts etc can you put on in one minute? And then take off?</p> <ul style="list-style-type: none"> • Role play through stories which involve dressing up in uniforms, as characters, as sportsmen and women etc. • Exploration of items of clothing from feely bag. • Matching activities- e.g. match the hat to the head, shoe to foot. • Bring in items favourite clothing- show me your favourite hat etc. • Sorting 'washing' into categories e.g. jumpers, socks. • Make a clothes collage. • Shopping trip to identify, choose, try on and possibly buy clothes, socks, jumper etc. 	<p>item e.g. jacket, coat, Mac. although a wider vocabulary should be used with more able learners.</p> <p>Encourage and praise the use of proper vocabulary throughout this scheme of work.</p>
<p>Identifying and utilising appropriate clothing and accessories with regards to; weather, occasion etc.</p>	<ul style="list-style-type: none"> • Match the clothes to the <u>item</u> or activity e.g. Football boots to football, party dress to balloons. • Symbols/sequence/rules for different areas of school- e.g. door=coat on, soft play=shoes and socks off. • Weather- use opportunities on day to day basis to experience different weather and allow children to choose what they need to wear e.g. sunhat, coat, scarf, wellington boots. Initial and reinforcement activities can be done lots of times within the classroom, especially when stories are involved, but in order to embed learning staff must remember that THIS MUST BE DONE OUTDOORS!! • Games- use items e.g. water spray, light (sun) children to choose correct/appropriate clothing from pile in middle and put on. • Role play areas. • 'Performance' costumes eg. for a well-known story, poem, school play or panto. Learners can have great fun exploring and selecting costume clothing for different characters 	<p>Cultural differences- e.g. Saris.</p>

My Independence

◆ My Shopping



Preview of first page from *My Independence* - *My Shopping* - Basic Principles

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

Basic Principles

Shopping is almost entirely process based; that is, learners will learn the process of shopping by *doing* the act of shopping itself, in real shops using real money and in real time. The more opportunities they have of *doing* the more secure their learning will be. Learners should be introduced to shopping by KS1 at the very latest; leaving the teaching of shopping until the secondary phase runs the real risk of diminishing real learning opportunities and thereby reducing the likelihood of maximising independence potential. This does not mean that shopping cannot be started at KS3, but it will be more difficult to maximise independence potential for all learners.

There will however need to be *many opportunities for practising shopping in the classroom* particularly in order to establish and consolidate a wide range of skills in a safe environment (eg. putting items into a bag, carrying items on a tray, queuing, assessing the size and quantity of items etc). This is especially the case in the early stages of teaching, and when learning and practising more complicated transactions with money. So for example working on the concept of money as a means of exchange in the class or snack shop, coin recognition, value of coins, practising using a shop, cafe, canteen, choosing coins to take out, using wallets/purses/pockets as safe places to keep coins. By using the classroom experience, all of these can be practised over and over again rather than just once in an actual shop.

The class shop, cafe, snack bar should replicate the real world as much as possible, especially in the use of real products that are of interest to the learners at real prices. These may initially be very small items such as boxes of raisins or relatively cheap soft drinks so that learners can practise handling the correct or approximate amount of money, using purses, pockets to keep the money in, working out what they can afford with the money they have, experiencing having picked up the wrong coins (for instance 1p for £1) and then not being able to get anything for that. At EYFS and KS1 lots of items should be in the pretend shops but marked with approximately the right priced coins so that learners can explore the full range of coins that might be used. More able learners will, in this way, have an opportunity at an early stage to maximise their mathematical abilities, and teachers can continually assess how far they might be able to go.

Preview of 2 pages from My Independence - My Shopping

LEARNING INTENTIONS	TEACHING ACTIVITIES MONEY	POINTS TO NOTE
	Please make sure you've read the <i>Introduction to My Shopping</i>	
Understanding that money is a means of exchange	<p>Using money to exchange for desired items in the class shop.</p> <p>These should be items the learners' desire, and will probably centre around food and snack items so that snack time becomes a perfect shopping experience.</p> <p>The class shop must sell real items at real prices. In a mainstream setting teachers might well set up a 'pretend' shop which sells tins of baked beans, washing up powder, boxes of cornflakes etc; that is, empty containers which children have brought in from home. Here you are using 'pretend' goods and might also use 'pretend' money (such as plastic money at 'pretend' prices, since the purpose will be to get children to count, and it doesn't really matter what they're counting. For those with SLD, we need to be working within the concrete rather than the abstract and therefore real money at real prices buying real goods is an essential right from the start. There seems little point in teaching one thing (you can buy this tin of beans with a plastic penny) only to have to teach later, that this is wrong.</p> <p>Build on existing knowledge of picture exchange.</p> <p>Extend the role-play to include baskets and perhaps trollies, and even packing items into different sized and shaped bags.</p> <p>Role-play tills.</p> <p>Trips to shops outside of school (see Travel Training)</p>	<p>It is probably best NOT to use standard/mainstream maths reception and year 1 video/teacher materials of money and coin recognition.</p> <p>These generally start at 1p, 2p 5p etc, are too complex even at the very earliest of levels and are likely only to confuse.</p> <p>Link to <i>My Communication</i> with symbol communication – exchanging a symbol for an object</p>

<p>Recognising a £1 coin</p>	<p>Posting £1 coins; matching/sorting/selecting from a choice of two obvious coins such as a £1 and £2 (or possibly a 50p) because these are the coins they are most likely to be using in the early stages. This needs to be practised very frequently and repeatedly to establish the skill. From there learners may select a £1 coin from other lesser coins such as and a 5p or a 2p; identifying £1 coins from a group of other small round flat objects such as buttons.</p> <p>Coin bingo. Shop role-play. Watch Charlie and Lola <i>'Our little town'</i>. Orchard game – <i>'Shopping game'</i>. <i>'The Price is Right'</i>. <i>'Supermarket Sweep'</i>. <i>'Delivery driver's role play'</i>. <i>'Farm shop role play'</i>. Stories such as <i>Spot goes shopping</i>, <i>Maisy goes shopping</i>.</p> <p>It is recognised that these are very primary based and will almost certainly need to be adapted if you are still working at this level at (say) key stage 3 and above.</p>	<p>Please note that the learner does not need to be able to name a coin in order to understand its use and use it effectively – insisting on learners naming things puts them under unnecessary pressure when what we want to know is their grasp of the use of the coin.</p>
<p>Understanding which coin to use</p>	<p>Introduce the principle that a £1 coin will buy one item. Practise in the school tuck shop and/or at snack time using £1 coins to purchase one item, or during a structured, practical table-top or class based session.</p> <p>Please refer back to this Introduction to proceed with money.</p>	
<p>Using real money</p>	<p>Basic principles which will apply for many years of the shoppers' learning will need to be established right from the start, even when using the class shop. These are:</p> <ol style="list-style-type: none"> Money can only be obtained from the learners' money boxes or from the banker (see below). Learners will need to choose which coin(s) to take, with an adult checking and supporting, but not telling or directing, as appropriate. The money, initially a pound coin, must be put in a purse, bag or pocket, depending on the learner's ability to extract it. The learner must remember where s/he has put the money in order to give it to the shopkeeper. 	

My Independence

◆ My Travel Training



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

Sub SoW: My Travel Training

Basic Principles

Process and Skills. *My Travel Training* (TT) is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be. There are nonetheless, some basic skills that can be prepared in the classroom such as learning how to stop, look, turn left or right, go forward, backward, be aware of what is behind and in front for example. All these can and should be taught in school in order to embed essential concepts that are used when travel training since it may not be enough to practice these only when actually out of school travel training.

TT goes as far as it can go for each individual learner and there is no expectation that every learner will become entirely independent in all of the schemas attached.

The type of TT skills required by any individual learner will depend on (i) their cognitive abilities (ii) their physical and sensory abilities and (iii) their environment. Environmental factors will include the area being travelled within, so that TT for a learner living in central London will be very different from TT for a learner living in rural Somerset.

Starting age. Independent TT is very complicated to master and schools will therefore need to maximise the number of learning opportunities available. There is no logical reason why the processes outlined here cannot be started at KS1 and possibly earlier. It is certainly not unreasonable to assume that TT will be an activity which all learners will need to practice several times during every single week of their whole school career.

Motivation. TT should as much as possible be self-motivational, that is, it will work best when the learner has a reason for *wanting* to go from one place to another in the sense that something which is important to the individual learner is gained or achieved by the process of travelling. This may however be going for a walk with the class, going to a park, going to the local library etc. For some learners, it may be that the journey itself is sufficient motivation especially when using bus, tube or train, but it is always best to have a reason for travelling as well. For many learners it might simply be that it is part of the curriculum and on the timetable therefore it takes

place, when learning basic road crossing skills, there may not be an end reward or any other reason to go out other than to cross and re-cross roads time and time again to get enough practice. Staff may need to work quite hard to make it an activity that learners want to take part in by making it fun and being encouraging and positive. We may also find that many students won't (understandably!) want to go out in the cold, damp, snow, drizzle, but they still need to be practising skills in all conditions as these conditions can affect the environment they are accessing and in 'real life' they will need to venture out in all weathers.

TT must not be restricted simply to those who can walk, or those who can walk for long distances. The independent use of motorised wheelchairs may become a key factor in increasing an individual's TT independence. This may involve schools acting as advocates for learners with the Area Health Authority for the allocation of a motorised wheelchair. Clearly, all learners will need a considerable amount of practise in school before they can venture out into the road and issues of long term mobility potential come to the fore. It may be that a realistic long term prognosis of an individual's mobility potential at 19 years of age needs to be made well before Key Stage 3 and such a decision clearly needs to be multi-disciplinary and directly involve parents/carers. There may well be dilemmas here which are not easy to resolve, and which centre around the choices of (i) Do we continue with a programme that tries to maximise a learner's walking ability and thereby risk giving insufficient time for him to master a motorised wheelchair? or (ii) Do we maximise the time available to the learner to master the use of a motorised wheelchair and thereby risk speeding up the 'disability' process through lack of exercise? It needs to be recognised that 'disabling' may well occur with either scenario.

Non ambulant SLD learners who are unable to use, or who will not have access to, motorised wheelchairs should also experience travel training, being talked through the process and skills as with ambulant learners, and being encouraged to decide when to cross a road, which way to turn etc. It is **REALLY** important that the member of staff supporting the learner does not simply make the decisions for them.

TT must be grounded within the context of the actual journey being learned. Learners may need several tens and possibly several hundreds of opportunities to learn the same journey at the same time of the day using exactly the same route for it to become established and before we can bring in the variations necessary for the generalising of the skill.

The TT guides promoted here are largely developmental, but the skills achieved by the learner may not be gained in a linear fashion. For example, the use of pedestrian crossings and traffic light systems often require the ability to differentiate between green and red which the learner may not have. They also generally have time limits on the green which may be too short to allow sufficient processing time for the person's degree of learning difficulty. Alternative methods may need to be taught and employed.

Preview of 2 pages from My Independence - My Travel Training

LEARNING INTENTIONS	TEACHING ACTIVITIES Walking And Road Crossing (Travelling as a Pedestrian)	POINTS TO NOTE
Walking independently in school	<p>1. Learners will need a reason to travel around the school and journeys must have a purpose. Standard times will be travelling from bus to class; from class to class; from class to playground; from playground to class; from class to lunch; from lunch to class; from class to bus.</p> <p>2. A timed baseline will need to be recorded for every learner which will involve establishing whether the learner can:</p> <ul style="list-style-type: none"> a. Walk independently for a set distance without pulling away whilst holding an adult's hand (the adult is holding the learner) b. Walk independently for a set distance without pulling away whilst touching an adult's arm or hand (the learner is holding the adult) c. Walk independently for a set distance without running away. <p>3. It is not necessary to go through the process of moving from a to b to c, since some learners will already be at the c stage and other learners will move from a to c without needing b.</p> <p>4. Learners may need to re-start a journey several times in order to get it right if there is LOTS of pulling away. This must always be done in a very low key, non-punitive manner with lots of praise for getting it right and of course, the reward of getting to the motivating object/place/person.</p> <p>5. Learners will need to practice in school as much as possible and teachers will probably need to manufacture reasons for walking around the school. These might include collecting favourite toys/books/objects/foodstuffs or visiting favourite people to say hello/pass on a message, etc.</p>	<p>ALWAYS inform the learner where they're going and why.</p> <p>This will be done verbally and supported with object of reference (OoR) or symbol and/or sign as necessary.</p>

	<p>6. Learners who drop to the floor or refuse to co-operate may not be making the connection between the act of walking and the reward gained; that is, their understanding of cause and effect is too fragile as might well be the case if for example, they had profound learning difficulties. It may be that TT is not an appropriate activity and they should be working in a more informal curriculum model, enabling them to access the community safely and appropriately. Alternatively, they may be being offered insufficient reward (that is, the object/person is not sufficiently motivating to the individual learner) OR we may be expecting them to walk too far. It is very important that we don't make the initial stages too demanding, since success is vital. A very easy learning intention achieved is much better than a more challenging learning intention failed. We can always gradually increase the distance once success has been established.</p>	
<p>Walking independently outside of school</p>	<ol style="list-style-type: none"> 1. It is not necessary to wait until walking independently in school for a set distance without running away is established BEFORE walking outside of school. Indeed it is envisaged that both can be practised at the same time. 2. It is assumed that learners will not move onto 3b and 3c below if they cannot walk independently without running away in school. 3. A timed baseline will need to be recorded for every learner which will involve establishing that the learner can: <ol style="list-style-type: none"> a. Walk independently for a set distance without pulling away whilst holding an adult's hand (the adult is holding the learner) b. Walk independently for a set distance whilst touching an adult's arm or hand (the learner is holding the adult) c. Walk independently for a set distance. 	<p>ALWAYS inform the learner where they are going and why. This will be done verbally and supported with OoR or symbol and/or sign as necessary.</p>

My Independence

- ◆ My Cooking /
Food Technology



Preview of first page from My Independence - My Cooking/Food Technology - Basic Principles

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.

Preview of 3 pages from My Independence - My Cooking/Food Technology

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. 	appropriate for older learners who are still at this level of learning and will need adapting.	
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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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