Cooking curriculum for individuals with disabilities

Patricia Bogardus

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Cooking Curriculum for Individuals with Disabilities

Master’s Project Proposal

Submitted to the Faculty
of the Masters of Science Program in Secondary Education
of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

Developed By:
Patricia Bogardus

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

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Approved: ____________________________
(Primary Project Advisor)

_______________________________
(Second Project Advisor)

______________________________
(Program Director)
Table of Contents

1. Abstract........................................................................................................Page 3
2. Importance of Project..................................................................................Page 3
3. Project Objectives.......................................................................................Page 6
4. Review of Literature....................................................................................Page 6
5. Implementation.............................................................................................Page 17
6. Conclusion....................................................................................................Page 20
7. References....................................................................................................Page 21
8. Appendices....................................................................................................Page 23
Abstract

Since the passing of the Individuals with Disabilities Education Act (IDEA), an increasing number of students are being mainstreamed into public schools. As a result, the percentage of students with secondary disabilities in schools for the deaf is increasing. Therefore, strong life skill curriculums are necessary in these schools.

"Contrary to popular belief, people afflicted with mental retardation and learning disabilities are capable of and enjoy preparing foodstuff," (Cox, 1981). Cooking is a skill that every person should have. A cookbook designed for individuals with disabilities will help individuals become more independent. A visual step-by-step cookbook will enable individuals with disabilities to complete cooking tasks independently and successfully.

Five professionals in the special education field were interviewed to discuss the need for a visual step-by-step cookbook. Three of these individuals are teachers involved with a life skills curriculum; two work in group homes for deaf individuals with mental retardation. The teacher interviews gave insight into which cookbooks schools use now, if any. Interviewing group home staff provided information about how often the individuals with disabilities are cooking and what methods they are using. The information gathered showed that the development of a visual cookbook was necessary.

Importance of the Project

The purpose of placing an individual in a life skills classroom is to allow the student to become as independent as possible. Cooking, cleaning, and problem solving skills constitute a large part of the curriculum. However, when observing cooking in the classroom, students are not learning how to cook; rather, they are being told what to do. In one classroom, teachers and staff had all the ingredients measured out before class
began. Cooking for the students meant pouring the ingredients in a bowl and stirring. This is not an effective means of teaching. Students will not learn to cook independently if they do not complete all steps of the process.

Interviewing five professionals in the field of special education about their incorporation of cooking into the life skills curriculum produced startling results. Staff working at group homes explained that they do most of the cooking. Adults with disabilities who had entered the home with cooking skills were allowed to help staff cook. However, adults with no skills were not given the opportunity to try cooking. This took away individual’s opportunities to become more independent. Teachers of high school students with disabilities use children’s cookbooks because the reading levels of age appropriate cookbooks are too advanced. Most children’s cookbooks are at a reading level above those in life skills classrooms and group homes. Teachers of elementary students with multiple disabilities use recipes from cookbooks designed for students with disabilities. Teachers explained that students could not follow the recipes independently because they are too complicated.

Using a visual step-by-step cookbook allows students to start learning how to cook in school. Throughout their schooling students can practice using the same recipes. When the individual leaves school and enters a home environment they can become more independent by cooking for themselves. Anyone can use this cookbook because it is not age specific.

Three deaf high school students with mental retardation used a visual step-by-step recipe to make spaghetti and sauce (See Appendix 1). Students successfully cooked pasta by following the visual recipe. The staff needed to prompt the students often, and explain
what to do for each step. The staff needed to explain each step to the students, but allowed for the students to do the tasks themselves. The students completed the whole recipe themselves.

The three students following the recipe were the lowest functioning students in a class of twenty-six Deaf high school students with mental retardation. With some guidance and a recipe that was in a visual step-by-step format, these students were able to cook. Currently, these students do not have access to a cookbook that they can follow and use independently. For this reason, I created a visual step-by-step cookbook.

Using the modified recipe mentioned above, I assisted three elementary age students with multiple disabilities in cooking spaghetti and sauce. These students are Deaf with mental retardation and Autism. This lesson had the students first observe what to do, then do it with help and prompts, and finally complete the task independently. They were able to take the recipe and follow it exactly with very little prompting by staff the first time they saw it.

Developing a visual step-by-step cookbook is important to the field of deaf education. Many deaf individuals with secondary disabilities are not having their needs properly addressed. Most deaf students are visual learners. They depend on sight rather than sound to learn. Pictures demonstrating how to create a specific recipe will address deaf students’ visual learning needs.

Deaf learners with secondary disabilities usually have a reading level below their non-disabled hearing peers. Cookbooks currently published focus on individuals without disabilities. Reading levels in these books are too high, organization can be confusing for
a student with a disability. These cookbooks will not help individuals become as independent as possible.

In many group homes, deaf individuals with mental retardation are not given an opportunity to cook. Teaching students in school to use this book will result in adults having the skills and references required to cook independently in group homes.

**Project Objectives**

The goal of this project is to develop a visual step-by-step cookbook for individuals to use in the classroom, and later in group homes. The simple layout will be easy to follow, and will not rely on words. This book will allow nonreaders to cook for themselves.

Ingredients and tools necessary to complete each recipe are labeled with English words and signs in American Sign Language. Preparing these meals numerous times will enhance vocabulary development.

Cooking is a skill essential to survival. This cookbook will help individuals with disabilities feel a sense of pride and ownership while they learn this necessary skill.

**Literature Review**

Deaf schools in America have seen drastic changes since the first school for the Deaf, the American School for the Deaf, opened its doors in 1817. Prior to 1817, public opinion was that Deaf individuals were incapable of learning. After the American School for the Deaf proved itself effective, Deaf schools were built throughout the country.

“Educational programming for children and youth with a hearing loss is significantly influenced by legislation,” (Yater, 1997, p. 197). In 1974, IDEA was passed. “This act mandated a free, appropriate public education (FAPE) for all children
with disabilities, and it stipulated procedural safeguards to protect the rights of these children and their parents. The act called for nondiscriminatory testing, assurance of an annual individualized educational plan (IEP), and provision of services in the least restrictive environment (LRE) appropriate to each child’s needs,” (Moores, 1996, 19). This act drastically changed Deaf education.

Deaf students with average and above average intelligence are being placed in educational setting with their hearing peers. Placing deaf students in a mainstream setting ensures equal education for both hearing and deaf individuals. More Deaf children are currently attending mainstream schools than before the passage of IDEA. As of 1977, thirty-eight percent of deaf students were mainstreamed either part or full time, while forty-nine percent of deaf students attended a residential school (Karchmer & Trybus, 1977).

Advancements in technology have allowed deaf students to better function in public schools with hearing children. Hearing aids and FM systems allow students to hear to their fullest potential. FM Listening Systems let teachers talk into a hand-held microphone, which transmits sounds directly to a deaf or hard of hearing child's hearing aid. Using these devices, some students can make out speech, while other students can know where to look when somebody is speaking. Other services such as interpreters and note takers enable Deaf students to function in a mainstream class. Modern technology and the opportunity for many deaf and hard of hearing students to attend mainstream classrooms allow students to spend every night at home with their families. Many advocates believe this is the most important reason to place a child in the mainstream classroom (Brill, 1978).
Not all Deaf students are being placed in the mainstream setting. “Children who become deaf before they are able to speak are greater than fifty percent more likely to be educated in a residential setting than those who become deaf after learning to speak,” (Reich, Hambleton, & Houldin, 1977). These children have been found to benefit more from learning American Sign Language as a first language. These students may be placed in mainstream classes later, typically during high school. A child who becomes Deaf before (s)he can speak lacks a full first language. The school for the Deaf enables the child to develop American Sign Language as a full first language.

“Children who have Deaf parents, and use American Sign Language (ASL) at home to communicate are also more likely attend a residential school than those with hearing parents,” (Reich, Hambleton, & Houldin, 1977). Many Deaf parents prefer to have their Deaf children in residential schools in order to expose their child to Deaf culture.

Deaf children who have other handicapping conditions besides deafness, also tend to attend residential programs, where they are better able to obtain the special services that they need. “Although PL 92-142 has been viewed in some areas as the “mainstreaming law,” the term mainstreaming was deliberately excluded from the act, which mandates both an appropriate education and an education in the least restrictive environment,” (Moores, 1996, p. 19). Many deaf students with secondary disabilities are placed in residential schools as the most appropriate educational setting.

Deaf students with secondary disabilities are not being mainstreamed to the same extent as their deaf peers without secondary disabilities. Public schools do not have the resources to accommodate Deaf with Special Needs (DSN) students. “Some concern has
been expressed that integrated placements may not meet the special needs of the hearing impaired. Both the Conference of Executives of American Schools for the Deaf (CEASD, 1977) and the National Association of the Deaf have argued that the notion of the least restrictive environment, established in IDEA, must refer to the range of services available as well as to their location and delivery. Hearing-impaired children placed in regular classes are in an educationally restrictive environment if their special needs are not being met,” (Reich, Hambleton, & Houldin, 1977, p. 534).

Schools for the Deaf throughout the country have seen the number of deaf students with secondary disabilities enrolled dramatically rise since the passage of IDEA. According to Fern Reisinger, the Director of Education at the American School for the Deaf, 72% of the total population of the American School for the Deaf (ASD) in the 2004-2005 school year are Deaf with Special Needs (DSN) students. The percentage of DSN students at ASD has tripled in the past twenty years.

Eight curriculum cookbooks are widely used in today’s life skills classrooms. The cookbooks are designed for individuals with disabilities. None of the eight cookbooks used fully meet the needs of DSN students.

*Look ‘n Cook: A Color Coded Picture Cookbook Using Name Brand Products,* written by Ellen M. Sudol (See Appendix 2), is a “practical or ‘survival’ cookbook for people with developmental disabilities, non-readers and beginning cooks. The cookbook should be used first as part of the total LOOK n’COOK teaching program,” (Sudol, 1985). The cookbook is to be used as an introduction. As students become independent using this book, they will advance on to other, more complex, cookbooks.

This cookbook uses pictures, drawings and words for the individual to follow to
complete the recipe. Photographs are used to show what food will be cooked, showing the exact item necessary to buy from the supermarket. For example, the recipe for a ham salad sandwich displays a photograph of Hellmann's mayonnaise and Hormel chunk ham. Adding the brand names benefits the user by making it easy to find items in a grocery store. However, the photograph does not show all of the ingredients required. To make a sandwich, bread is needed as well. The text explains that bread is needed, but a nonreader does not have access to this information.

A photograph is used to show the end result. The item to be prepared is shown completed, and displayed nicely on a plate. Individuals using this cookbook can see what they are making and what it is supposed to look like in the end. In some recipes, the photographs are hard to see because they are black and white. Portion size was not taken into consideration. A photograph shows a plate full of hot dogs and beans. However, the same plate is used to show the same amount of corn. Individuals using this cookbook may assume that a plate of hot dogs and beans is a full meal and that a plate of corn is a full meal as well.

Black and white drawings are used to show anything not included in the photograph that is needed to prepare each food item. For example, to find what is needed to cook Sloppy Joes, you need to look at the photograph to find the seasoning packet and the drawings that show ground beef, a can opener, rolls, wooden spoon, frying pan, etc. Color is added to the recipes to distinguish measurement. For example, the recipe for Sloppy Joes calls for a red cup and a green cup. The user must go to the front of the book and see that red means 1 cup and green means ¼ cup. The same system is used for temperatures on the stove. The recipe reads, “put the pot on the stove on blue.” The user
must again go to the front of the book and see that blue means 350°. Having to check back to the front page for exact measurements can become confusing.

Pictures are used to show the step-by-step process necessary to complete each recipe. There is no concrete barrier to separate the drawings. Therefore, some times one step meshes into the next. The steps are numbered, but for individuals without comprehension of numbers, using this book is difficult to follow. The steps on the page are too cluttered.

The recipes are divided into food groups. The food groups are organized in the following order: milk group, meat group, fruit and vegetable group, bread and cereal group, desserts, and beverages. An individual using this book will need an advanced understanding of food groups in order to understand some recipes are complete meals, while others are not.

Similar to Look 'n Cook: A Color Coded Picture Cookbook Using Name Brand Products, A Special Picture Cookbook by Freida Reed Steed (See Appendix 3), uses black and white drawings to show each step and adds color to help the user identify different measurements. The black and white pictures are listed in an index with the names of the items listed. Teachers and caretakers can use this list as a way to teach vocabulary. Vocabulary can be taught to the students and then applied when following a recipe. While this is a benefit, the pictures need to be labeled with words to facilitate understanding. Since the drawings are unclear, this book is unusable by a nonreader.

Colors are used to distinguish different measurements. Additionally, the exact measurements are listed. The user does not need to turn back to a different page to figure out what the different colors represent.
While the cookbook uses drawings to show step-by-step processes to prepare a recipe, it does not have a picture of what is being made. Without knowing what each recipe is making, individuals cannot use this book independently. The pictures are very simplistic and readers must rely mostly on the adjoining text. Recipes in this cookbook are difficult for a nonreader to follow.

"The book is designed to be used under adult supervision until cooking skills are mastered. It is not intended as a complicated meal-planning or balanced diet guide, it is rather a simple, illustrated step-by-step manual to help children learn to prepare a few basic food items.” (Steed, 1977). The purpose of this project is to use a cookbook with students that can later be used independently in a group home or other living arrangement later in life. Deaf with Special Needs students can use this book to practice cooking, but it cannot be used independently. Teachers will benefit more by utilizing a book that is organized in a step-by-step fashion and can be used independently.

*Concept Cookery* written by Kathy Faggella (See Appendix 4) is used in schools for the Deaf to teach cooking concepts. The recipes in this cookbook have been developed to teach cooking concepts by following recipes for themed projects. For example, one recipe shows how students can create a candlestick out of fruit to go along with the nursery rhyme “Jack Be Nimble.” Cooking concepts are learned through integrated projects.

While the recipes in this book are simple, they are not age appropriate for most DSN students. It is easier to apply cooking concepts to cooking as a life skill when following recipes geared towards preparing a meal.
organized in a step-by-step fashion, each step is not illustrated. The items needed to complete the recipe are drawn clearly, but the process is explained using words, not pictures.

Deaf with Special Needs students benefit from a cookbook that teaches cooking skills through practical application. A curriculum using Concept Cookery also emphasizes other skills and concepts acquired through cooking. These secondary skills and concepts include cause and effect, classification, comparison, details, following directions, main ideas, math, motor development, opposites, part to whole, relationships (color and shapes), predicting outcomes, and sequence. These secondary skills are important although comprehension and application of them may be too abstract or beyond the abilities for some Deaf with Special Needs students.

Taylor, Carlson, Close & Larrabee developed *Simply Cooking* (See Appendix 5). Black and white drawings are used to show each step of the recipes. There are no more than four steps on each page and the steps are easily distinguished, making the recipes easy to follow. Individuals with disabilities may have difficulty using recipes from this book because each step is too broad. The recipe shows a visual list of tools and foods needed to complete the recipe. It fails to show a picture of what the recipe is making. Individuals cannot use this book independently if they cannot identify the final product.

Drawings demonstrating each step are clearly drawn. These steps should be broken down further in order for a Deaf with Special Needs student to be able to independently follow the recipe. For example, one step shows measuring brown sugar and pouring it into a bowl. The illustration shows a wooden spoon being used to pour the
brown sugar into a ½ cup measuring cup. The next step is adding a different ingredient to the bowl. The recipe doesn’t describe to the user to put the brown sugar in the bowl, only in the measuring cup. For some Deaf with Special Needs students, missing steps may become a problem. Recipes in this cookbook are easy to follow but will require a lot of prompting and assistance to help individuals with disabilities complete them.

Barbara Cox developed a cookbook for individuals with disabilities that uses real photographs rather than black and white illustrations. *I Can Do It! I Can Do It! Cookbook for People with Special Needs* is easier to follow than other books used in Deaf schools. The step-by-step pictures show the whole picture of what needs to be done. For example, rather than an illustration of a can of beans and a can opener, Cox included photographs that show a person using the can opener to open the can of beans.

Recipes in *I Can Do It! I Can Do It! Cookbook for People with Special Needs* (See Appendix 6) are divided into three sections: breakfast, lunch and dinner. Users of this cookbook will benefit from the organization of the cookbook. Instead of looking through the whole book to find something to prepare for breakfast, they can chose an item from the breakfast section.

This book uses pictures to show the step-by-step processes needed to complete the recipes. The cookbook does not have a section laying out necessary tools and foods needed to prepare the foods. Nonreaders using this cookbook must look through the individual pictures to figure out what foods and tools will be needed. The recipes each have a green box with the names of the items needed. No pictures are used to demonstrate the procedure necessary to complete the recipe. Since the recipe does not have a visual list of necessary tools, users cannot distinguish between measuring utensils.
The pictures are not clear enough to be used to determine if the recipe is calling for a \( \frac{1}{2} \) cup or \( \frac{1}{4} \) cup measuring cup.

Each step necessary to complete the recipe is written out in a green box. For nonreaders this is not beneficial. However, for users with literacy skills, the written directions assist the completion of the recipe. Each step-by-step picture has a number to help the user determine the succession of steps. The written tasks do not have correlating numbers. Users who can read may have a hard time determining which picture task matches the written task. Some users will have a hard time using this cookbook independently.

_Simply Great Cooking Instruction: a teaching manual for instructors of non-readers_ (See Appendix 7) is not a cookbook. Instead, it allows teachers to use a simplified format and create recipes for students to follow. Teachers can use the pictures and format to create recipes of varying complexity unique to each student. The student’s reading level will dictate whether more emphasis on pictures or text is required.

Using teacher-made recipes unique to each student can help students learn cooking concepts. When a recipe has been completed, recipes can be made into a book for the student to take home and use independently or with the assistance of parents at home. Individuals will have their own book with recipes that they know they can complete.

Teachers can develop recipes using the symbols in the book. For example, when creating a recipe for gelatin, the teacher can use the box drawing found in the book, and color it to make it look like the brand of gelatin that will be used in school. When independently following the recipe in the future however, the drawing may not look the
same as the food item the user has on hand.

The recipes developed using the format and symbols from this book may be difficult for individuals with disabilities to complete independently. The recipes do not have a picture of the completed meal. The models displayed in the book detail only the food and omit finished product pictures. For nonreaders, there is no way to know what food the recipe makes.

The book has symbols for teachers to photocopy and sequence to create a visual recipe. The symbols can be confusing to follow. Teachers of individuals with disabilities must spend inordinate amounts of time and effort making recipes using this format, as they do not have a cookbook that their students can easily follow.

Schools for the Deaf use life skills curriculums that include sections on cooking. *Multihandicapped Deaf Adults: A Manual for Instruction of Independent Living Skills* is a life skill curriculum developed by Leslie A. Proctor. Twenty-one objectives are listed that pertain to cooking. The objectives include identifying vocabulary related to food and cooking tools, demonstrating proper use of cooking tools, measuring, identifying food items needed to complete a recipe, and keeping hands clean while cooking.

*VESL for Cooking: A Competency-based Curriculum Guide* developed by Carolyn Bohlmann and Lisa Karimer is an in-depth guide to cooking in the classroom. The curriculum guide gives suggestions to the teacher on how to set up the cooking area and how to write lesson plans for different cooking activities. Objectives listed include comprehending and identifying food items and kitchen tools, correct usage of cooking utensils and tools, and comprehension of sanitary cooking conditions.

Bohlmann and Karimer have included language samples in their curriculum
guide. These samples give the teacher ideas of the different questions to ask the student to verify understanding. For example, the instructor is to ask, “Why must you (do you have to) wear a kitchen hat?” The trainee is expected to answer, “You must (have to) wear a kitchen hat to keep hair out of food.”

Language and vocabulary are the main emphasis of the curriculum developed by Bohlmann and Karimer. With the development of a visual step-by-step cookbook, emphasis can be placed on following the directions listed in the recipe and using cooking tools correctly, rather than focusing on vocabulary. Nonreaders and poor readers need to develop skills to cook a meal without relying on text.

Objectives listed in curriculums give the teacher of the Deaf solid guidelines of different skills students should obtain during class cooking activities. Using the objectives listed, the teacher can choose which skills to focus on and center the cooking activity on those objectives. For example, if the teacher wants to focus on correctly using a knife, a recipe can be used that focuses on cutting.

The fact remains that an easy to follow visual step-by-step cookbook that can be used independently is not available. Using the curriculum presented in this book, teachers can break down cooking tasks into obtainable goals for each cooking activity. Students do not have access to recipes that are easy to read. Recipes used with this curriculum are derived from the cookbooks described above or children’s cookbooks. Individuals with disabilities will not be able to follow the recipes independently as the recipes rely heavily on text. The recipes that use pictures in the above described cookbooks have attributes preventing independent use by individuals with disabilities.

Implementation
This project includes integrated curriculum ideas for teachers as well as a cookbook. The curriculum gives suggestions of how to use the cookbook in a life skills classroom. Lesson plans included introduce skills needed to use the cookbook. A lesson plan that teaches math skills by having students use measuring cups and measuring spoons will teach the students to differentiate sizes and measurements prior to cooking (Appendix 8). Curriculum ideas for using the cookbook use the “I do, We do, You do” philosophy. The students will watch the teacher follow the directions first. Students and teachers will then prepare the recipe together, and lastly, the student will follow the recipe independently.

The cookbook includes twenty recipes: five for breakfast foods, five for lunch foods, five for dinner foods, and five for side dishes. Breakfast foods include toast, oatmeal, scrambled eggs, French toast, and pancakes. Lunch foods are grilled cheese, peanut butter and jelly sandwich, yogurt and fruit, salad, and a tuna fish sandwich. Dinner recipes explain hot dogs, spaghetti and sauce, hamburgers, chicken, and meat loaf. Side dishes include steamed vegetables, mashed potatoes, baked potatoes, rice, and frozen vegetables.

Recipes in this book are organized in a step-by-step, visual fashion. The intent of this cookbook is to allow a non-reader to follow the recipes independently, without prompting from others. The words used will benefit a reader with limited vocabulary. The visual method of this book caters to students with little or no reading ability.

Every recipe is organized the same way. Items needed to complete the recipe, both ingredients and cooking supplies, are listed. The step-by-step procedure is shown visually. Suggestions are given to store possible leftovers.
The first page of each recipe visually shows all the supplies needed to complete the recipe. Before cooking, students should gather all supplies listed. As each item is found and put on the table for use, the student should cross the item off the paper. This practice is beneficial to ensure all the necessary items are available. This also helps develop a pattern for the students to follow. After each step is completed, the student will cross it off. Crossing off steps will enable the student to act more independently and follow the directions without missing a step or repeating a step. This can be modified to benefit students working in a group. Each student can pick a step, then cross it off as it is completed, resulting in steps completed once, without repetition or omission.

Included in the cookbook is a section on cooking safety (Appendix 9). Throughout the cookbook, recipes refer the user to this section to review safety procedures before beginning to cook. For example, in the recipe for spaghetti and sauce, the recipe suggests the user look at the safety section to remind him/her to have the handle of the pot facing in towards the oven; facing outwards is not safe.

The intent of this project is for the cookbook to be used in schools to teach individuals with disabilities how to cook independently. When individuals graduate and live independently or in group homes, they can continue to use this cookbook. The cookbook is not focused on any particular age group; therefore it will always be age appropriate. Individuals can use the cookbook all their lives to prepare meals for themselves.

Conclusion

Since the passage of IDEA, the percentage of deaf students with secondary disabilities in residential Deaf schools has been increasing. Curriculum used in
residential schools is becoming more life skills based. Cooking is a big part of life skills curriculums.

To meet the needs of the Deaf with Special Needs population in the schools, a visual step-by-step cookbook was developed. Both a group of elementary age deaf students with secondary disabilities, and a group of high school age deaf students with secondary disabilities were able to independently cook spaghetti and sauce by using the recipes developed for this cookbook.

Cookbooks developed thus far have attributes that prevent students with disabilities from cooking independently. The cookbooks are confusing, rely too heavily on text, and are not age appropriate.

Curriculum guides created to implement cooking in the classroom focus heavily on vocabulary. The cookbook created for this project has included sign vocabulary. Individuals whose first language is American Sign Language will benefit from the signs being included in the book next to the food items, kitchen tools, and important steps.

The cookbook developed for this project is set up to allow individuals with disabilities to cook independently. The recipes are laid out in a visual step-by-step pattern that uses color photographs. All food items and kitchen tools are listed in the beginning of the recipe with the intention that the user will have all the ingredients and tools necessary before cooking. Following each step and crossing it off as it is completed allows users to prepare meals independently.
References


Appendices

Appendix 1  Spaghetti and Sauce Recipe
Appendix 2  Look n’ Cook
Appendix 3  A Special Picture Cookbook
Appendix 4  Concept Cookery
Appendix 5  Simply Cooking
Appendix 6  I Can Do It! I Can Do It! Cookbook for People with Very Special Needs
Appendix 7  Simply Great Cooking Instruction
Appendix 8  Measuring Cups and Spoons Lesson Plan
Appendix 9  Safety Rules
Appendix 1

Spaghetti and Sauce Recipe
## Pasta Noodles

### You Need:

1. Pour 9 cups water
2. Boil on high heat
3. Add spaghetti
4. Stir
5. Turn heat to medium
6. Cook 10 minutes
7. Turn stove OFF
8. Drain
9. Serve with sauce

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
<th>Image</th>
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<tbody>
<tr>
<td>1</td>
<td>Pour 9 cups water</td>
<td><img src="image1.png" alt="Pasta pot" /></td>
</tr>
<tr>
<td>2</td>
<td>Boil on high heat</td>
<td><img src="image2.png" alt="Stove" /></td>
</tr>
<tr>
<td>3</td>
<td>Add spaghetti</td>
<td><img src="image3.png" alt="Spaghetti" /></td>
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<tr>
<td>4</td>
<td>Stir</td>
<td><img src="image4.png" alt="Spoon" /></td>
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<tr>
<td>5</td>
<td>Turn heat to medium</td>
<td><img src="image2.png" alt="Stove" /></td>
</tr>
<tr>
<td>6</td>
<td>Cook 10 minutes</td>
<td><img src="image2.png" alt="Stove" /></td>
</tr>
<tr>
<td>7</td>
<td>Turn stove OFF</td>
<td><img src="image2.png" alt="Stove" /></td>
</tr>
<tr>
<td>8</td>
<td>Drain</td>
<td><img src="image5.png" alt="Drain" /></td>
</tr>
<tr>
<td>9</td>
<td>Serve with sauce</td>
<td><img src="image6.png" alt="Sauce" /></td>
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# Pasta Sauce

## You Need:

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## Instructions:

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<tbody>
<tr>
<td>1) Turn heat to Medium</td>
<td>2) Pour sauce in pot</td>
<td>3) Stir</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>4) Turn heat to Low</td>
<td>5) Cook for 15 minutes</td>
<td>6) Turn stove OFF</td>
</tr>
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Appendix 2

Look n' Cook
Ham Salad Sandwich

1. Put the can, 1 green cup of mayonnaise in the bowl.
2. Mix together with a fork.
3. Using a knife, spread on 1 slice of bread.
4. Put the other slice of bread on top to form a sandwich. Serve.
Appendix 3

A Special Picture Cookbook
BAKED POTATO

YOU NEED:

- Potato
- Oleo
- Salt
- Onion
- Brush
- Knife
- Foil
- Flakes

SET OVEN

425°

1. Set the oven to 425°.

2. Cut the potato in half and place it on a baking sheet.

3. Brush the potato with oil and sprinkle with salt, onion flakes, and pepper to taste.

60
BAKE 55-60 Min.

SERVES: 1
Appendix 4

Concept Cookery
**COTTAGE CHEESE**

**YOU'LL NEED:**
- 2 cups whole milk
- 1 Tbsp white vinegar
- saucepan
- cheese cloth or strainer
- bowl
- Optional: salt

**WHAT TO DO:**

1. In a saucepan, adult brings milk almost to boiling.

2. Adult turns off heat and adds vinegar.

3. Stir until curds form. Put mixture (in saucepan) into refrigerator to cool.

4. When mixture cools, pour through cheese cloth (or fine-mesh strainer).

5. Rinse curds very well with cold water.

6. Add a pinch of salt, if desired. Eat and enjoy!
Appendix 5

Simply Cooking
Italian Salad Dressing

GET OUT THE FOLLOWING:

- Vinegar
- Salt
- Garlic Powder
- Mustard Powder
- Oil
- Pepper
- Oregano
- Bottle with a Lid
- Funnel
GET OUT THE FOLLOWING:

\[ \frac{1}{2} \text{ Cup} \quad \frac{1}{2} \text{ Teaspoon} \quad 1 \text{ Teaspoon} \]

\[ \frac{1}{4} \text{ Cup} \quad \frac{1}{2} \text{ Teaspoon} \]

1. Measure 1 teaspoon salt. Put it into the bottle.

2. Add \( \frac{1}{2} \) teaspoon pepper to the bottle.

3. Add 1 teaspoon garlic powder to the bottle.
4. Measure 1 teaspoon oregano. Put it into the bottle.

5. Add 1 teaspoon mustard to the bottle.

6. Measure ¼ cup vinegar. Pour it into the bottle.

7. Measure ¾ cup oil. Pour it into the bottle.
8. Put the lid on the bottle tightly.

9. Shake the bottle until the contents are mixed.
Appendix 6

I Can Do It! I Can Do It! Cookbook for People with Very Special Needs
Pour 2 cups cold water into small saucepan.
Add ¼ teaspoon salt to water in saucepan. Put on cooking mittens.
Place saucepan on burner and turn to medium setting.
Bring water to a boil. Add ½ cup hot cereal to boiling water in saucepan.
Stir occasionally. When cereal is thick, remove saucepan from burner.
Turn burner off. Scoop hot cereal out into small bowl with large mixing spoon.
Add ¼ cup milk, 1 pat butter, sweeten to taste. Sugar or honey (optional).
Appendix 7

Simply Great Cooking Instruction
1. Wash hands
2. Put on apron
3. Put one cup of cold water into pan
4. Put pan on stove
   High heat
5. Empty gelatin mixture into bowl.
6. When water boils turn off stove.
7. Pour boiling water over gelatin mixture
8. Stir
9. Add one cup cold water
10. Stir
11. Refrigerate until firm
12. Clean up...wash dishes
Appendix 8

Measuring Cups and Spoons Lesson Plan
**Topic:** Becoming familiar with measuring cups and measuring spoons

**Objectives:**
- As a result of my instruction, students will be able to identify measuring cups 1/3 cup, 1/4 cup, 1/2 cup and 1 cup. Students will be able to identify measuring spoons 1 tablespoon, 1/2 tablespoon, 1 teaspoon and 1/2 teaspoon.
- As a result of my instruction, students will be prepared to complete a recipe using measuring cups and spoons.

**Materials:**
- Measuring cups
- Measuring spoons
- Clay
- Food coloring
- Clear plastic cups

**Anticipatory Set:**
- The teacher will introduce the new unit by showing the students the measuring cups and spoons and explain how they are used in every day activities.

**Guided Practice:**
- Students will be given their own set of measuring spoons. The students must share the different color clay. The teacher will read the worksheet to the class and model how to do the first problem. The teacher will show the students how to match up the measurement on the worksheet to the measurement on the spoon (example, the teacher will ask, the paper says we need 1/2 teaspoon, this spoon says 1/2 teaspoon, is this the one we need?)

**Independent Practice:**
- Students will independently finish the worksheet by correctly identifying the measuring spoon needed. The students will combine different colors of clay to make a larger amount of a different color. Example: 1/2 teaspoon of red clay + 1/2 teaspoon blue clay = purple clay.

- Students will do a similar task using measuring cups and food colored water. Students will measure out different amounts of colored water and pour the water into a clear plastic cup. They will record what color the water is when the colors are mixed.

**Evaluation:**

- Students will discuss their results as a group. Discussion should focus on which measurement is bigger, a teaspoon or a tablespoon, etc.

- Students will demonstrate their ability to use measuring spoons and measuring cups when they use the cookbook to follow a recipe.

**Advanced Variation:**

- For students who have advanced math skills, this variation can be used. Students will correctly identify which measuring spoon to use. To modify this lesson, students will take their new amount of clay and figure out how much clay they have by trial and error. Students will put the clay in the other measuring spoons to see how much clay they have. Example: 1/2 teaspoon red clay + 1/2 teaspoon blue clay = 1 teaspoon of purple clay.

- To modify the measuring cup lesson, after the students pour the water into the plastic cups they will pour the water back into the measuring cups to discover how much water they have when combining the two measurements.
Color Recipe List

Clay

1) 1/2 teaspoon red + 1/2 teaspoon yellow

   Color ____________________________

2) 1/2 teaspoon blue + 1/4 teaspoon yellow + 1/8 teaspoon white + 1/8 teaspoon white

   Color ____________________________

3) 1/2 teaspoon yellow + 1/4 teaspoon red + 1/4 teaspoon white

   Color ____________________________

4) 1 teaspoon yellow + 1 teaspoon blue + 1 teaspoon red + 1 teaspoon white

   Color ____________________________

5) 1/2 tablespoon red + 1/2 tablespoon blue

   Color ____________________________
Water

1) 1/2 cup blue + 1/2 cup yellow
    Color ____________________________

2) 1/4 cup blue + 1/4 cup red
    Color ____________________________

3) 1/3 cup blue + 1/3 cup yellow + 1/3 cup red
    Color ____________________________
Color Recipe List

Clay

1) 1/2 teaspoon red + 1/2 teaspoon yellow = _____ teaspoon
   Color ________________________________

2) 1/2 teaspoon blue + 1/4 teaspoon yellow + 1/8 teaspoon white + 1/8 teaspoon white = _____ teaspoon
   Color ________________________________

3) 1/2 teaspoon yellow + 1/4 teaspoon red + 1/4 teaspoon white = _____ teaspoon
   Color ________________________________

4) 1 teaspoon yellow + 1 teaspoon blue + 1 teaspoon red + 1 teaspoon white = _____ Tablespoons
   Color ________________________________

5) 1/2 tablespoon red + 1/2 tablespoon blue = _____ Tablespoons
   Color ________________________________
Water

1) \( \frac{1}{2} \) cup blue + \( \frac{1}{2} \) cup yellow = ______ cup
   Color ________________________________

2) \( \frac{1}{4} \) cup blue + \( \frac{1}{4} \) cup red = ______ cup
   Color ________________________________

3) \( \frac{1}{3} \) cup blue + \( \frac{1}{3} \) cup yellow + \( \frac{1}{3} \) cup red = ______ cup
   Color ________________________________
Appendix 9

Safety Rules
Safety Rule #1

Wash your hands before cooking.
Safety Rule #2

Use potholders when touching hot pots and pans from the stove
Safety Rule #3

Keep pot handles towards the back of the stove
Safety Rule #4

Turn the stove off when finished cooking
Safety Rule #5

Do not put metal in the microwave
Safety Rule #6

Do not put plastic in the stove
Safety Rule #7

Do not put plastic on the stove
Safety Rule #8

Keep paper away from the burner on the stove
Safety Rule #9

Keep hands away from the burner on the stove
Keep fingers away from the knife when cutting

Safety Rule #10
Baked Beans

Safety Rule #1, 2, 3, 4, 7, 8, 9

You Need:

- Stove
- Pot
- Fork
- Can Opener
- Can of Baked Beans
# Baked Beans

1) Turn stove to medium heat  
   ![Image of hand turning a knob to medium heat]

2) Open can of baked beans  
   ![Image of opening a can]

3) Pour baked beans in pot  
   ![Image of beans being poured into a pot]

4) Cook for 5 minutes  
   ![Image of a timer set to 5 minutes]

5) Turn stove OFF  
   ![Image of a knob with the label 'OFF']

6) Serve  
   ![Image of beans being served on a plate]

7) Enjoy  
   ![Image of a plate of baked beans]

---

Enjoy your baked beans!
## Chicken

Safety Rule #1, 2, 3, 4, 7, 8, 9, 10

**You Need:**

<table>
<thead>
<tr>
<th>Stove</th>
<th>Knife</th>
<th>Non-Stick Spray</th>
<th>Spatula</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chicken</th>
<th>Cutting Board</th>
<th>Frying Pan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1)</td>
<td>Turn stove to medium heat</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Put the frying pan on the stove</td>
<td></td>
</tr>
<tr>
<td>3)</td>
<td>Spray pan with nonstick spray</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>Put chicken on cutting board</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Cut off the fat (white part)</td>
<td></td>
</tr>
<tr>
<td>6)</td>
<td>Put chicken in frying pan</td>
<td></td>
</tr>
<tr>
<td>7)</td>
<td>Flip chicken every 2 minutes</td>
<td></td>
</tr>
<tr>
<td>8)</td>
<td>Cook until both sides are brown</td>
<td></td>
</tr>
<tr>
<td>9)</td>
<td>Cook until inside is white. NO pink.</td>
<td></td>
</tr>
</tbody>
</table>
**Chicken**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Turn stove <strong>OFF</strong></td>
</tr>
<tr>
<td>11)</td>
<td>Put chicken on plate</td>
</tr>
<tr>
<td>12)</td>
<td>Serve and Eat</td>
</tr>
</tbody>
</table>

- Put in plastic container
- Put in refrigerator

**Leftovers?**
English Muffin Pizza
Safety rule #1, 4, 6

You Need:

- Oven
- Measuring spoons
- Cookie Sheet
- Spatula
- English Muffins
- Mozzarella Cheese
- 2 TBSP Spaghetti Sauce
English Muffin Pizza

1) Turn stove to broil

2) Move rack to top in stove

3) Put english muffins on cookie sheet

4) Pour spaghetti sauce into 1 TBSP measuring spoon

5) Pour 2 TBSP spaghetti sauce on muffin

6) Cover muffin with cheese

7) Put cookie sheet in oven

8) Keep stove door open

9) Cook for 5 minutes
**English Muffin Pizza**

<table>
<thead>
<tr>
<th>10) Take cookie sheet out of stove</th>
<th>11) Turn stove <strong>OFF</strong></th>
<th>12) Put English muffins on plate</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13) Enjoy!</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
French Toast
Safety Rule #1, 2, 3, 4, 7, 8, 9

You Need:

- Stove
- Measuring Cups
- Frying Pan
- Bowl
- Fork
- Spatula
French Toast

Safety Rule #1, 2, 3, 4, 7, 8, 9

You Need:

<table>
<thead>
<tr>
<th>4 slices Bread</th>
<th>2 Eggs</th>
<th>Non-Stick Spray</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 TSP Cinnamon</td>
<td>Milk</td>
<td>Syrup</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## French Toast

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Turn stove to medium heat</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>2)</td>
<td>Put the frying pan on the stove</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>3)</td>
<td>Spray pan with nonstick spray</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>4)</td>
<td>Crack 2 eggs. Put yellow part in bowl</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>5)</td>
<td>Put egg shell (white) in garbage</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>6)</td>
<td>Pour in 1/4 cup milk</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>7)</td>
<td>Stir with fork</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>8)</td>
<td>Pour in 1 TSP cinnamon</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>9)</td>
<td>Stir with fork</td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>
# French Toast

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Put bread into bowl</td>
</tr>
<tr>
<td>11)</td>
<td>Flip the bread in the bowl until both sides are yellow</td>
</tr>
<tr>
<td>12)</td>
<td>Put bread into frying pan</td>
</tr>
<tr>
<td>13)</td>
<td>Flip the bread every 2 minutes</td>
</tr>
<tr>
<td>14)</td>
<td>When both sides are brown, it is ready</td>
</tr>
<tr>
<td>15)</td>
<td>Turn stove OFF</td>
</tr>
<tr>
<td>16)</td>
<td>Put the bread on a plate</td>
</tr>
<tr>
<td>17)</td>
<td>Pour syrup on the bread</td>
</tr>
<tr>
<td>18)</td>
<td>Eat and enjoy!</td>
</tr>
</tbody>
</table>
Frozen Vegetables

Safety Rules #1, 2, 5

You Need:

Microwave  
Microwavable Dish  
Fork  

Frozen Vegetables  
Knife  
Butter
<table>
<thead>
<tr>
<th></th>
<th>Frozen Vegetables</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pour frozen</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>vegetables in microwavable dish</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Put vegetables in microwave</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Take out of microwave</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Serve and Enjoy</td>
<td></td>
</tr>
</tbody>
</table>
Plastic Bowl

Can Opener

Bowl

Measuring Cups

You Need:

Fruity Yogurt

Safety Rule #1
You Need:

1. Fruity Yogurt

Safety Rule #1
## Fruity Yogurt

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pour yogurt in bowl</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Pour pineapples in bowl</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Drain peach juice</td>
<td>8</td>
</tr>
</tbody>
</table>
Fruity Yogurt

10) Open mandarin oranges
11) Drain mandarin oranges
12) Pour mandarin oranges in bowl

13) Stir yogurt
14) Pour yogurt in bowl
15) Serve

Leftovers?
Pour leftovers in plastic bowl
Put in refrigerator
Grilled Cheese

Safety Rule #1, 2, 4, 6

You Need:

- Oven
- Cookie Sheet
- 2 pieces Bread
- 2 pieces Cheese
- Spatula
**Grilled Cheese**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Turn stove to <strong>broil</strong></td>
</tr>
<tr>
<td>2)</td>
<td>Move rack to top in stove</td>
</tr>
<tr>
<td>3)</td>
<td>Put bread on cookie sheet</td>
</tr>
<tr>
<td>4)</td>
<td>Take plastic off cheese</td>
</tr>
<tr>
<td>5)</td>
<td>Put cheese on bread</td>
</tr>
<tr>
<td>6)</td>
<td>Put cookie sheet in stove</td>
</tr>
<tr>
<td>7)</td>
<td>Keep stove door open</td>
</tr>
<tr>
<td>8)</td>
<td>Cook for 2 minutes</td>
</tr>
<tr>
<td>9)</td>
<td>Take cookie sheet out of stove</td>
</tr>
</tbody>
</table>

[Images of each step shown in the text]
<table>
<thead>
<tr>
<th></th>
<th>10) Turn stove</th>
<th>11) Put Grilled Cheese on plate</th>
<th>12) Enjoy!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Image</td>
<td><img src="image1" alt="Stove Off" /></td>
<td><img src="image2" alt="Grilled Cheese on Plate" /></td>
<td><img src="image3" alt="Enjoy" /></td>
</tr>
</tbody>
</table>
Hamburgers

Safety Rules #1, 2, 3, 4, 7, 8, 9,

You Need:

Stove  Frying Pan  Spatula

Meat  Hamburger Rolls  Ketchup  Non-Stick Spray
**Hamburgers**

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn stove to medium heat</td>
</tr>
<tr>
<td>2</td>
<td>Put the frying pan on the stove</td>
</tr>
<tr>
<td>3</td>
<td>Spray pan with nonstick spray</td>
</tr>
<tr>
<td>4</td>
<td>Put meat on plate</td>
</tr>
<tr>
<td>5</td>
<td>Mold meat with hands</td>
</tr>
<tr>
<td>6</td>
<td>Break off a handful of meat</td>
</tr>
<tr>
<td>7</td>
<td>Flatten meat with hand</td>
</tr>
<tr>
<td>8</td>
<td>Shape meat into burgers</td>
</tr>
<tr>
<td>9</td>
<td>Put meat in frying pan</td>
</tr>
<tr>
<td></td>
<td>Hamburgers</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
</tr>
<tr>
<td>10)</td>
<td>Flip burger every 2 minutes</td>
</tr>
<tr>
<td>12)</td>
<td>Cook until inside is brown</td>
</tr>
<tr>
<td>13)</td>
<td>Turn stove OFF</td>
</tr>
<tr>
<td>15)</td>
<td>Pour ketchup on burgers</td>
</tr>
<tr>
<td>16)</td>
<td>Eat and enjoy!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leftovers?**

Put in plastic container

Put in refrigerator
Hot Dogs

Safety Rules #1, 2, 4, 6

You Need:

- Oven
- Cookie Sheet
- Fork
- Hot Dogs
- Hot Dog Rolls
- Mustard
- Ketchup
<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Turn stove to broil</td>
</tr>
<tr>
<td>2)</td>
<td>Put hot dogs on cookie sheet</td>
</tr>
<tr>
<td>3)</td>
<td>Move rack in stove up</td>
</tr>
<tr>
<td>4)</td>
<td>Put cookie sheet in oven</td>
</tr>
<tr>
<td>5)</td>
<td>Cook for 5 minutes</td>
</tr>
<tr>
<td>6)</td>
<td>Turn oven OFF</td>
</tr>
<tr>
<td>7)</td>
<td>Take cookie sheet out of the stove</td>
</tr>
<tr>
<td>8)</td>
<td>Put hot dog in rolls using a fork</td>
</tr>
<tr>
<td>9)</td>
<td>Pour mustard on hotdog</td>
</tr>
</tbody>
</table>
1) Pour ketchup on hotdogs.

2) Serve and Enjoy!
Meat Loaf

You Need:

Safety Rules #1, 2, 4, 6, 10
Meat Loaf

Safety Rules #1, 2, 4, 6, 10

You Need:

- Measuring Cups
- Meat
- 1 Egg
- 2 TBSP chopped Onion
- 1/2 cup Bread Crumbs
# Meat Loaf

1) Turn stove to **350**

2) Put meat in bowl

3) Pour bread crumbs in **1/2 cup**

4) Pour bread crumbs in bowl

5) Pour chopped onion in **Tablespoon (TBSP)**

6) Pour 2 TBSP chopped onion in bowl

7) Crack 1 egg. Put yellow part in separate bowl

8) Put egg shell (white) in garbage

9) Pour egg in bowl
# Meat Loaf

<table>
<thead>
<tr>
<th>10) Mix meat with hands</th>
<th>11) Put meat in pan</th>
<th>12) Put pan in oven</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Mixing Meat" /></td>
<td><img src="image2" alt="Putting Meat in Pan" /></td>
<td><img src="image3" alt="Putting Pan in Oven" /></td>
</tr>
<tr>
<td>13) Cook for 1 hour</td>
<td>14) Take meatloaf out of stove</td>
<td>15) Turn stove OFF</td>
</tr>
<tr>
<td><img src="image4" alt="Cooking Timer" /></td>
<td><img src="image5" alt="Taking Meatloaf Out" /></td>
<td><img src="image6" alt="Turning Stove Off" /></td>
</tr>
<tr>
<td>16) Serve and Enjoy!</td>
<td>Leftovers?</td>
<td>Put in refrigerator</td>
</tr>
<tr>
<td><img src="image7" alt="Serving Meatloaf" /></td>
<td>Put in plastic container</td>
<td><img src="image8" alt="Leftovers in Fridge" /></td>
</tr>
</tbody>
</table>

Leftovers? Put in plastic container and put in refrigerator.
You Need:

Safety Rules #1, 2, 3, 4, 7, 8, 9

Oatmeal
Oatmeal

Safety Rules #1, 2, 3, 4, 7, 8, 9

You Need:

1 Cup Water
1 TSP Cinnamon
1/2 Cup Oats

2 TSP Brown Sugar
1/4 Cup Applesauce
# Oatmeal

1) Turn stove to high  
![Image of stove set to high]

2) Put the pot on stove  
![Image of pot on stove]

3) Pour water into the 1 cup measuring cup  
![Image of water being poured into pot]

4) Pour water in pot  
![Image of water in pot]

5) Pour oats into the 1/2 cup measuring cup  
![Image of oats being poured into pot]

6) Pour oats in pot  
![Image of oats in pot]

7) Stir for 1 minute  
![Image of stirring oats]

8) Wait for the water and oats to boil  
![Image of boiling water and oats]

9) Turn heat to low  
![Image of stove set to low]
## Oatmeal

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Pour applesauce in pot</td>
</tr>
<tr>
<td>11)</td>
<td>Pour applesauce in pot</td>
</tr>
<tr>
<td>12)</td>
<td>Pour cinnamon in TSP measuring spoon</td>
</tr>
<tr>
<td>13)</td>
<td>Pour cinnamon in pot</td>
</tr>
<tr>
<td>14)</td>
<td>Stir for 5 minutes</td>
</tr>
<tr>
<td>15)</td>
<td>Turn stove OFF</td>
</tr>
<tr>
<td>16)</td>
<td>Pour brown sugar in TSP measuring spoon</td>
</tr>
<tr>
<td>17)</td>
<td>Pour 2 TSP brown sugar in pot</td>
</tr>
<tr>
<td>18)</td>
<td>Stir for 1 minute</td>
</tr>
</tbody>
</table>
19) Pour oats into bowl
20) Stir for 2 minutes
21) Serve and enjoy!
You Need:

Safety Rules #1, 2, 3, 4, 7, 8, 9

Pancakes
You Need:

Pancakes
<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>1 cup</td>
</tr>
<tr>
<td>1 teaspoon (TSP) baking soda</td>
<td>1 tsp</td>
</tr>
<tr>
<td>Egg</td>
<td>1 egg</td>
</tr>
<tr>
<td>Syrup</td>
<td>1 cup</td>
</tr>
<tr>
<td>Flour</td>
<td>1 cup</td>
</tr>
</tbody>
</table>

**You Need:**

**Pancakes**
Pancakes

1) Turn stove to medium heat
2) Put the frying pan on the stove
3) Spray pan with nonstick spray

4) Pour brown sugar in 1 TBSP
5) Pour brown sugar in bowl
6) Pour salt in 1 TBSP

7) Put salt in bowl
8) Cut 1 TBSP
9) Put butter in bowl
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Pour flour in measuring cup 1 cup</td>
<td><img src="image1.png" alt="Flour in Measuring Cup" /></td>
</tr>
<tr>
<td>11)</td>
<td>Pour flour in bowl</td>
<td><img src="image2.png" alt="Flour in Bowl" /></td>
</tr>
<tr>
<td>12)</td>
<td>Pour baking soda in measuring spoon 1 tsp</td>
<td><img src="image3.png" alt="Baking Soda" /></td>
</tr>
<tr>
<td>13)</td>
<td>Pour baking soda in bowl</td>
<td><img src="image4.png" alt="Baking Soda in Bowl" /></td>
</tr>
<tr>
<td>14)</td>
<td>Pour milk in measuring cup 1 cup</td>
<td><img src="image5.png" alt="Milk in Measuring Cup" /></td>
</tr>
<tr>
<td>15)</td>
<td>Pour milk in bowl</td>
<td><img src="image6.png" alt="Milk in Bowl" /></td>
</tr>
<tr>
<td>16)</td>
<td>Crack 1 egg. Put yellow part in separate bowl</td>
<td><img src="image7.png" alt="Cracking Egg" /></td>
</tr>
<tr>
<td>17)</td>
<td>Put egg shell (white) in garbage</td>
<td><img src="image8.png" alt="Egg Shell in Garbage" /></td>
</tr>
<tr>
<td>18)</td>
<td>Pour egg in bowl</td>
<td><img src="image9.png" alt="Pouring Egg" /></td>
</tr>
<tr>
<td>Step</td>
<td>Action</td>
<td>Image</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Stir until batter looks smooth</td>
<td><img src="image1.png" alt="Stir Batter" /></td>
</tr>
<tr>
<td>20</td>
<td>Scoop batter into 1/4 cup measuring cup</td>
<td><img src="image2.png" alt="Scoop Batter" /></td>
</tr>
<tr>
<td>21</td>
<td>Pour batter into frying pan</td>
<td><img src="image3.png" alt="Pour Batter" /></td>
</tr>
<tr>
<td>22</td>
<td>Cook until bubbles appear</td>
<td><img src="image4.png" alt="Cook Bubbles" /></td>
</tr>
<tr>
<td>23</td>
<td>Flip pancake</td>
<td><img src="image5.png" alt="Flip Pancake" /></td>
</tr>
<tr>
<td>24</td>
<td>Cook for 1 minute</td>
<td><img src="image6.png" alt="Cook Time" /></td>
</tr>
<tr>
<td>25</td>
<td>Turn stove OFF</td>
<td><img src="image7.png" alt="Turn Stove OFF" /></td>
</tr>
<tr>
<td>26</td>
<td>Put pancakes on plate</td>
<td><img src="image8.png" alt="Put Pancakes" /></td>
</tr>
<tr>
<td>27</td>
<td>Pour syrup on pancakes</td>
<td><img src="image9.png" alt="Pour Syrup" /></td>
</tr>
</tbody>
</table>
28) Eat and enjoy!
# Peanut Butter & Jelly Sandwich

**Safety Rules #1, 10**

**You Need:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Slices Bread</td>
<td><img src="image" alt="2 Slices Bread" /></td>
</tr>
<tr>
<td>Peanut Butter</td>
<td><img src="image" alt="Peanut Butter" /></td>
</tr>
<tr>
<td>Jelly</td>
<td><img src="image" alt="Jelly" /></td>
</tr>
<tr>
<td>Knife</td>
<td><img src="image" alt="Knife" /></td>
</tr>
<tr>
<td>Measuring Spoons</td>
<td><img src="image" alt="Measuring Spoons" /></td>
</tr>
</tbody>
</table>
# Peanut Butter and Jelly Sandwich

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Put 2 pieces of bread on a plate</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>2)</td>
<td>Measure 3 TBSP peanut butter</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>3)</td>
<td>Put peanut butter on bread</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td>4)</td>
<td>Spread peanut butter with knife</td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>5)</td>
<td>Measure 2 TBSP jelly</td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td>6)</td>
<td>Put jelly on the other piece of bread</td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>7)</td>
<td>Spread jelly with knife</td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
<tr>
<td>8)</td>
<td>Put bread together with peanut butter and jelly on the inside</td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>9)</td>
<td>Enjoy!</td>
<td><img src="image9.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Rice

Safety Rule #1, 2, 3, 4, 7, 8, 9

You Need:

- Stove
- Pot
- Fork
- 1 cup Water
- 1 cup Rice
You Need:

Safety Rule #1, 2, 3, 4, 7, 8, 9

Rice
## Rice

1) **Turn stove to high**

2) **Pour water into measuring cup** (1 cup)

3) **Pour water in pot**

4) **Put pot on stove**

5) **Cook until water boils**

6) **Pour rice into measuring cup** (1 cup)

7) **Pour rice into pot**

8) **Put lid on pot**

9) **Turn stove **OFF**
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10) Cook for 5 minutes</td>
<td>11) Take lid off</td>
<td>12) Stir with fork</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image of a timer set to 5 minutes" /></td>
<td><img src="image2.png" alt="Image of rice being stirred" /></td>
<td><img src="image3.png" alt="Image of rice in a bowl" /></td>
</tr>
<tr>
<td>13) Pour on plate</td>
<td>14) Eat and Enjoy!</td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image of rice being poured onto a plate" /></td>
<td><img src="image5.png" alt="Image of a plate with rice" /></td>
<td></td>
</tr>
</tbody>
</table>
You Need:

Salad
# Salad

<table>
<thead>
<tr>
<th>1) Pour bag of salad into bowl</th>
<th>2) Pour salad dressing into 1/4 cup measuring cup</th>
<th>3) Pour salad dressing in bowl</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) Stir salad</th>
<th>5) Put salad in bowl</th>
<th>6) Eat and Enjoy!</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>

**Leftovers?**

- Put in plastic container
- Put in refrigerator
Sauerkraut

Safety Rule #1, 2, 3, 4, 7, 8, 9

You Need:

- Stove
- Pot
- Fork
- Can Opener
- Can of Sauerkraut
### Sauerkraut

<table>
<thead>
<tr>
<th>Step</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Turn stove to medium heat</td>
</tr>
<tr>
<td>2)</td>
<td>Open can of sauerkraut</td>
</tr>
<tr>
<td>3)</td>
<td>Pour sauerkraut in pot</td>
</tr>
<tr>
<td>4)</td>
<td>Cook for 5 minutes</td>
</tr>
<tr>
<td>5)</td>
<td>Turn stove OFF</td>
</tr>
<tr>
<td>6)</td>
<td>Serve</td>
</tr>
<tr>
<td>7)</td>
<td>Enjoy</td>
</tr>
</tbody>
</table>
You Need:

Scrambled Eggs

Safety Rule #1, 2, 3, 4, 7, 8, 9
You Need:

1 TBSP Milk
2 Eggs

Scrambled Eggs
# Scrambled Eggs

1) Turn stove to medium heat

2) Put the frying pan on the stove

3) Spray pan with nonstick spray

4) Crack 2 eggs. Put yellow part in bowl

5) Put egg shell (white) in garbage

6) Pour in 2 TBSP milk

7) Stir with fork

8) Pour eggs in frying pan

9) Stir with spatula for 2 minutes
**Scrambled Eggs**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Eggs are done when in clumps</td>
</tr>
<tr>
<td>11)</td>
<td>Turn stove <strong>OFF</strong></td>
</tr>
<tr>
<td>12)</td>
<td>Sprinkle salt on eggs</td>
</tr>
<tr>
<td>13)</td>
<td>Sprinkle pepper on eggs</td>
</tr>
<tr>
<td>14)</td>
<td>Put eggs on a plate</td>
</tr>
<tr>
<td>15)</td>
<td>Eat and enjoy!</td>
</tr>
</tbody>
</table>
You Need:

Spaghetti

Safety rules #1, 2, 3, 4, 7, 8, 9
You Need:

1/2 box Pasta

1/2 Jar Sauce

Water

Spoon

Safety rules #1, 2, 3, 4, 7, 8, 9

Spaghetti
# Spaghetti

1) Turn stove to high heat

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Stove" /></td>
<td><img src="image2.png" alt="High Heat" /></td>
</tr>
</tbody>
</table>

2) Pour water into the 1 cup measuring cup

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Pouring Water" /></td>
<td><img src="image4.png" alt="Measuring Cup" /></td>
</tr>
</tbody>
</table>

3) Pour 9 cups water into the pot

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Poured Water" /></td>
<td><img src="image6.png" alt="Pot" /></td>
</tr>
</tbody>
</table>

4) Wait for the water to boil

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Boiling Water" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>

5) Take 1/2 spaghetti out of the box

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Taking Pasta" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
</tbody>
</table>

6) Break the spaghetti in half

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image11.png" alt="Breaking Pasta" /></td>
<td><img src="image12.png" alt="Image" /></td>
</tr>
</tbody>
</table>

7) Put spaghetti in pot

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image13.png" alt="Putting Pasta" /></td>
<td><img src="image14.png" alt="Image" /></td>
</tr>
</tbody>
</table>

8) Stir for 2 minutes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image15.png" alt="Stirring" /></td>
<td><img src="image16.png" alt="Timer" /></td>
</tr>
</tbody>
</table>

8) Turn to medium heat
### Spaghetti

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10)</td>
<td>Cook 10 minutes</td>
</tr>
<tr>
<td>11)</td>
<td>Stir</td>
</tr>
<tr>
<td>12)</td>
<td>Turn stove OFF</td>
</tr>
<tr>
<td>13)</td>
<td>Put the colander in the sink</td>
</tr>
<tr>
<td>14)</td>
<td>Pour the spaghetti in the colander</td>
</tr>
<tr>
<td>15)</td>
<td>Pour the spaghetti in a bowl</td>
</tr>
<tr>
<td>16)</td>
<td>Pour sauce in the bowl</td>
</tr>
<tr>
<td>17)</td>
<td>Stir spaghetti and sauce in a bowl</td>
</tr>
<tr>
<td>18)</td>
<td>Put spaghetti on plates</td>
</tr>
</tbody>
</table>
Spaghetti

19) Enjoy!

Leftovers?

Put leftovers in plastic container

Put leftovers in the refrigerator
You Need:

Spaghetti Sauce

- Pot
- Stove
- Spoon
- Sauce
### Spaghetti Sauce

<table>
<thead>
<tr>
<th>1) Turn on stove to Medium</th>
<th>2) Put pot on the stove</th>
<th>3) Pour sauce in pot</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stove on Medium" /></td>
<td><img src="image" alt="Pot on stove" /></td>
<td><img src="image" alt="Pour sauce" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) Stir for 2 minutes</th>
<th>5) Turn stove to Low</th>
<th>6) Cook for 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stir" /></td>
<td><img src="image" alt="Stove on Low" /></td>
<td><img src="image" alt="Timer set to 15" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7) Turn stove OFF</th>
<th>8) Pour sauce on spaghetti</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Stove off" /></td>
<td><img src="image" alt="Pour sauce on spaghetti" /></td>
</tr>
</tbody>
</table>
You Need:

Safety Rule #1

Tuna Sandwich
Tuna Sandwich

Safety Rule #1

You Need:

- Bread
- Can Opener
- Knife
- Can of Tuna
- Mayonnaise

1. Pour tuna in a bowl
2. Stir tuna fish
3. Put toast on plate