

## **ECC Lesson Study Plan**

---

Expanded Core Curriculum Content Area(s): **Independent Living Skills; Compensatory Skills**

Preconditions for Lesson: Student is working on greater independence when preparing simple meals and snacks.  
Student has a basic understanding of the concept of time and time elapsed (e.g., hours, minutes).  
Student has the ability to transfer between a visual/tactile graphic representation and the actual display.

Recommended Lesson Time: **50-75 minutes**.

### **Lesson Topic:**

Independent adaptation of kitchen appliances using tactile and visual markers

### **Lesson Goal:**

For the student to gain greater independence when adapting and using a microwave to make simple meals.

### **Lesson Objectives:**

1. To place a series of tactile and visual markers on the microwave control panel to increase ease and efficiency of use.
2. To set the microwave to reheat food at specific time intervals.
3. To reset the cooking time or add additional time.
4. To learn strategies for troubleshooting when programming the microwave.

### **Materials:**

- A variety of small tactile markers (at least two of each marker – e.g., WikkiStix, dollar store gem stickers, High Dots)
- Enlarged, high contrast diagram of the microwave display (e.g., an enlarged image of the display) OR simplified, raised-line diagram for students requiring a tactile graphic.
- Scissors
- High contrast mat or surface for the diagram
- Microwave
- Microwaveable popcorn (small bags for practice)
- Bowl to share popcorn

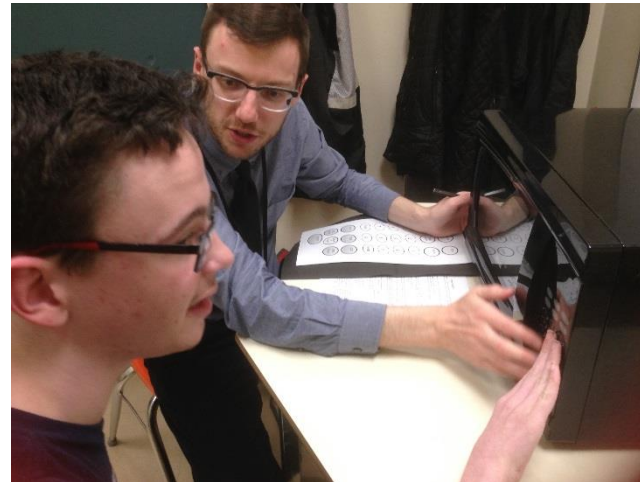
## Anticipatory Set:

Teacher asks the student to describe when he might use a microwave.

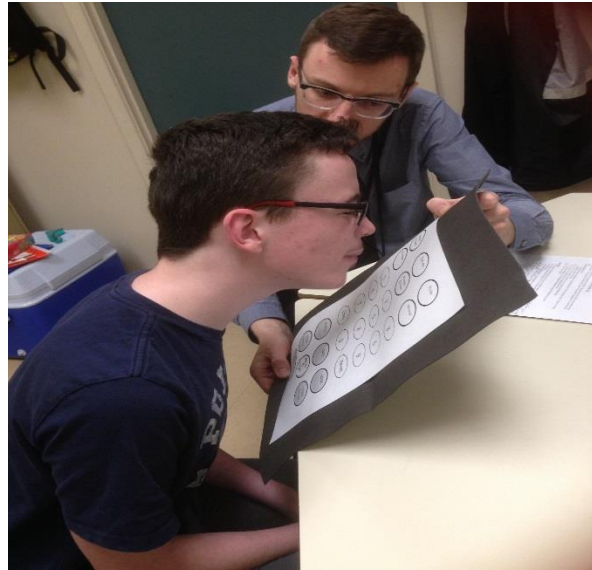
What kinds of foods are cooked using a microwave?

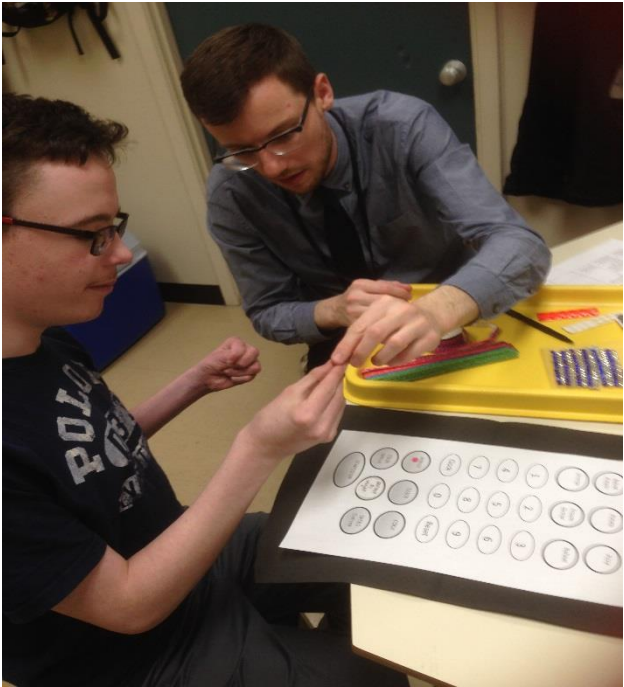

What do you know about programming the microwave?

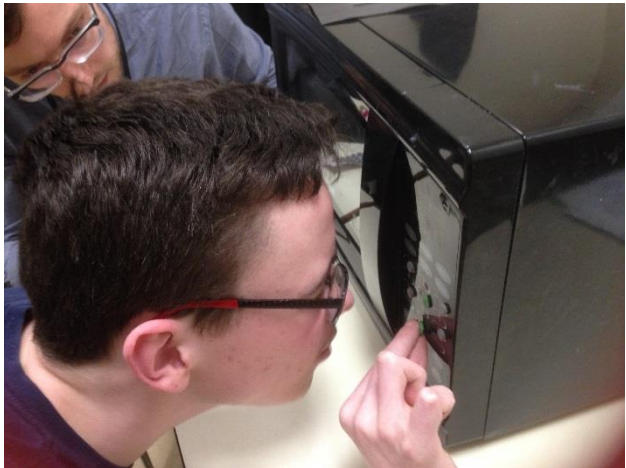
- a) What are some of the strategies or tools that we could use to make the microwave easier to use?
- b) Teacher will ask the student to describe other instances where he/she has made their own adaptations so that something was more accessible. Goal: Direct the conversation to the benefits of tactile/visual markers on displays.




## Lesson Outline:

<u>Time</u>	<u>Activity</u>	<u>Questions</u>	<u>Notes &amp; Images</u>
<b>5 minutes.</b> Familiarization with microwave display using the microwave diagram.	Teacher provides the student with a diagram of the microwave display. The teacher notes the student's working distance from the diagram.	Can you read what each of the buttons say?  What are the buttons that you might use every day?	
<b>10 minutes.</b> Introduction to microwave adaptations.	Teacher provides the student with an array of tactile and visual markers.	How do you think that markers could be helpful for someone with a	Student will be able to select and place his/her own markers. However, teacher will suggest an orientation for the markers on the display - primary marker on 5,

<p>Student selects tactile/visual markers</p>	<p>Teacher asks the student to first identify the buttons on the display that should be marked. Student will then place markers on the diagram.</p>	<p>visual impairment in the kitchen? What features of markers are helpful for you in terms of locating buttons?</p>	<p>secondary markers on 1, 3, 7, 9, and Zero. Special markers required for START/STOP.</p> 
<p><b>5 minutes.</b> Guided practice using the adapted diagram of the microwave display.</p>	<p>Teacher will provide the student with the following cooking scenarios. The student will “program” these intervals into the diagram:</p> <ul style="list-style-type: none"> <li>• Warming a wet facecloth for 1:00</li> <li>• Heating a can of soup for 3:00</li> </ul>	<p>What are the advantages of having the markers on the diagram? What are the disadvantages?</p>	

	<ul style="list-style-type: none"> <li>• Melting butter for 0:30</li> <li>• Cooking a pizza pocket for 5:45</li> </ul>		
<p><b>10 minutes.</b> Adaptations to the microwave.</p>	<p>Once the student is familiar with the orientation of markers on the diagram, he/she will be invited to place these on the microwave in the same orientation.</p>	<p>What modifications would need to be made for someone who could not see the buttons? How would this be different from what you have decided on?</p>	<p>Discuss the importance of the placement of the marker on the microwave buttons, especially if it is a shared appliance (i.e., not covering up print).</p> 
<p><b>5 minutes.</b> Cooking a bag of popcorn to share with peers.</p>	<p>The teacher will model a cooking sequence for the student using a bag of microwaveable popcorn. **see below for prescribed sequence.</p>		

<p><b>5 minutes.</b> The student will program the microwave to cook another bag of popcorn.</p>	<p>With decreasing prompts, the student will program the microwave to cook a second bag of popcorn to share with his or her peers.</p> <ul style="list-style-type: none"><li>- Try without the use of the diagram.</li></ul>	<p>How can you confirm that you have correctly programmed the microwave? This may be used as an extension activity if time permits (see below).</p>	
---	--	---	---

### Guided Practice Sequence.

- i) Open microwave door (while bracing for support) and check to ensure that the microwave is empty.
- ii) Place the food in the centre of the rotating table.
- iii) Close the door to the microwave.
- iv) Student will demonstrate his/her understanding by programming the cooking interval on the display
- v) Program the cooking interval and press START and stand back from the microwave.
- vi) At the end of the cooking interval, open the door and remove food.
- vii) Teacher will familiarize the student with the RESET button.



## Extension Activity

- How can you confirm that you have correctly programmed the microwave?

The student can use an accessible timer to ensure that the time that is programmed into the microwave is the intended time. If the microwave stops at the same time as the timer, the student will know that their marking system is correct. Repeat this procedure using different cooking times to confirm

