

## Lesson Plan

The learner is a 17 years old white caucasian female. Her goal will be to learn to prepare grilled cheese sandwiches. Her eye history reveals a retinitis pigmentosa with an optic nerve dystrophy on both eyes. Her visual acuity is 20/600 iOU, and she has a central visual field of 20 degrees OD and 10 degrees OS. She does not have any other impairments. The learner will soon transition from high school to college, and she wants and needs to learn how to cook independently.

### 1. Statement of the general learning objective and terminal behaviour

Preparing a grilled cheese sandwich

### 2. Conditions under which the task will take place

When presented with bread slices, butter, cheese and a pan, the learner will demonstrate the ability to prepare a grilled cheese sandwich, 1 time out of 1 with 90% accuracy with verbal prompt, by:

### 3. Minimum performance criteria to successfully accomplish the task

- a. orienting to the kitchen area;
- b. orienting to the tray;
- c. locating the bread, the butter, the cheese and the pan;
- d. spreading the butter on the top side of each slice of bread;
- e. placing the bread in the pan with the butter side down;
- f. placing the cheese on top of the bread;
- g. placing the top slice of bread with the butter side up;
- h. performing safety sweep of stove top;
- i. centering the pan on the burner;
- j. turning on the burner;
- k. setting two minute timer;
- l. flipping the sandwich in the pan;
- m. recentering the pan using the wooden spoon;
- n. setting two minute timer;
- o. turning off the burner;
- p. removing the sandwich from the pan;
- q. moving the pan to cool burner.

### 4. Instructional materials with resource list

- a. 2 Bread slices.
- b. Spreadable butter.
- c. 2 Slice of cheese.
- d. 1 Pan.
- e. 1 Plates.
- f. 1 Spreading knife.

- g. 1 Tray.
- h. 1 Double spatula.
- i. 1 Wooden spoon.
- j. Oven mitts.
- k. Timer.

### **5. Detailed techniques or task analysis from which to teach**

1. The learner will orient to the kitchen, locating the tray on the counter, the sink and the stove top.
2. The learner will use both hands to locate the tray placed in front of her, on the kitchen counter. She will examine the content of the tray using both hands.
3. The learner will locate the double-spatula placed on the tray, with her dominant hand, and grab it. With her non-dominant hand, she will locate the plate with the bread. To practice flipping, she will bring the double-spatula closed toward the bread, and open it when contacting it. When she feels the bread on the spatula, she will close it and flip the double-spatula towards her.
4. After practicing flipping the bread, the learner will use her dominant hand to locate the spreading knife at the back of the tray. The learner will locate the handle and grab the knife. While keeping the knife in constant contact with the tray, she will make some sawing motion from left to right, and the flip the knife and make them again, to determine where is the cutting side of the knife.
5. Once the cutting side has been determined, the learner will hold the knife by the handle, with the cutting side down, and always in contact with the tray.
6. The learner will bring the knife toward the butter, with the cutting side of the knife always in constant contact with the tray.
7. The learner will use her non-dominant hand to hold the butter in place. With her dominant hand she will dip the knife vertically into the butter and grab a piece.
8. Then, the learner will place her thumb and middle finger of her non-dominant hand around the bread slice to keep it in place during spreading.
9. The learner will bring the knife toward the bread slice to spread the butter, starting on the top right corner, going from top to bottom and moving from left to right.
10. The learner will rotate the slice of bread 90 degrees clockwise and repeat the spreading pattern, starting on the top right corner, going from top to bottom and moving from left to right, making overlapping strokes.
11. The learner will repeat the previous step two more times to insure that the whole slice is fully buttered.
12. The learner will use the index finger of her non-dominant hand to feel the surface of the bread, making sure it is fully covered with butter.
13. The learner will repeat steps 6-12 on the second slice of bread.
14. The learner will place the spreading knife back, at the back of the tray.
15. Next, the learner will use her non-dominant hand to locate the pan, and bring the bread toward the pan. Placing it in the middle of the pan, with the side buttered facing down.
16. Then, the learner will use both hands to locate the first slice of cheese on the tray. Using both hands, the learner will unwrap it and place it on top of the bread already in the pan, entering it with the bread.

17. Then, the learner will use both hands to locate the second slice of cheese on the tray. She will unwrap it and bring it on top of the other slice of cheese, into the pan.
18. Next, the learner will use her non-dominant hand to locate the pan. The learner will place the bread on top of the cheese, into the pan, the side with the butter facing up.
19. After, the learner will trail the kitchen counter to the stove top. She will locate the oven door handle, and she will center herself using it.
20. The learner will place her dominant hand on her opposite shoulder and extend her dominant arm in front of her, at shoulder height to perform a safety check, and make sure that nothing is on the stove top and that the burners are cold.
21. The learner will use her dominant hand to locate the pan handle and grab it, then bring it towards the burner.
22. The learner will use both hands to center the pan on the bottom right burner. She will have her hands in contact with the side of the pan and the burner to make sure the pan is center on the burner. Then, the learner will position the pan handle on her non-dominant side.
23. The learner will use her right hand to locate the front right corner of the stove top. Place her right hand on the kitchen counter side, and trail the kitchen counter toward the back.
24. When reaching the back of the stove top, the learner will locate the exterior right knob. The learner will turn the knob clockwise to the 6 o'clock position, aligned with the bottom bump dot placed under the knob to turn on the burner at medium heat.
25. The learner will locate the timer on the other side of the stove top and set it to 2 minutes.
26. Then, the learner will put on the oven mitts.
27. After the 2 minutes, the learner will locate and grab the wooden spoon with her dominant hand, hold it vertically head down, bring it gently in contact with the pan, turn around the pan to locate the handle, and grab the handle with the non-dominant hand.
28. The learner will place the wooden spoon back to the tray in a memorable position, and still using her dominant hand, she will locate and grab the double-spatula.
29. The learner will bring the double-spatula toward the pan, horizontally, from the dominant side of the learner.
30. The learner will position the double-spatula horizontally, head closed, in contact with the rim of the pan. Then, slowly dip the spatula into the pan, in contact with the bottom of the pan, bringing the double-spatula toward the sandwich.
31. When in contact with the sandwich, the learner will open the double-spatula, and shake it gently to make it go under the sandwich.
32. Once the double-spatula is under the sandwich, the learner will close it. The learner will lift the spatula to make sure the sandwich is in it, and then flip the sandwich toward her. Then, the learner will release and remove the double-spatula.
33. Using the double-spatula, the learner will turn around the sandwich to make sure it is not too much on a border of the pan.
34. The learner will touch, using the double-spatula, the top of the sandwich to check its crispiness.

35. The learner will put back the double-spatula on the tray, in a memorable position, and still using her dominant hand, she will locate and grab the wooden spoon.
36. The learner will hold the wooden spoon vertically, head down, bring it in contact with the pan and the burner to recenter the pan on the burner. Checking the top, bottom, and dominant side positions.
37. Then, the learner will place the wooden spoon back on the tray, in a memorable position.
38. After, the learner will locate the timer and set it for another 2 minutes.
39. Once the sandwich is cooked, the learner will locate the corner of the kitchen counter, next to the stove top on the right side, then trail the kitchen counter toward the back, using her dominant hand. Then, the learner will locate the exterior right knob, and turn it counter clockwise to its original position at 12 o'clock. The knob will be aligned with the bump dot placed above it. The learner will hear a click telling her that the burner is turned off.
40. Then, the learner will use her dominant hand to locate and grab the wooden spoon. She will hold it vertically, head down, and bring it gently in contact with the pan, and turn around to locate the handle of the pan. The learner will use her non-dominant hand to hold the pan.
41. The learner will put back the wooden spoon on the tray, and still using her dominant hand, she will locate and grab the double-spatula.
42. The learner will bring the double-spatula toward the pan, horizontally, from the dominant side of the learner.
43. The learner will position the double-spatula horizontally, head closed, in contact with the rim of the pan. Then, slowly dip the spatula into the pan, in contact with the bottom of the pan, bringing the double-spatula toward the sandwich.
44. When in contact with the sandwich, the learner will open the double-spatula, and shake it gently to make it go under the sandwich.
45. Once the double-spatula is under the sandwich, the learner will close it. The learner will lift the spatula to make sure the sandwich is in it.
46. The learner will use her non-dominant hand to locate the plate on the tray.
47. Then, the learner will bring the double-spatula with the sandwich to the plate. Once the double-spatula is in contact with the plate, the learner will open the double-spatula, and release the sandwich on the plate.
48. The learner will put back the double-spatula in the tray, in a memorable position, and still using her dominant hand, she will locate and grab the wooden spoon on the tray.
49. The learner will hold the wooden spoon vertically, head down, bring it gently in contact with the pan, and turn around it to locate the handle.
50. The learner will grab the handle of the pan with her non-dominant hand, and move the pan to the burner behind. The learner will put the wooden spoon back on the tray.

#### **6. Adaptation or modification of task analysis**

As the learner suffers from back pain, a chair will be placed near the work station, where the learner will be able to sit at anytime during the food preparation or the cooking time. The standing up position for an extended period of time will certainly

increase back pain. Thus, having a chair close to the kitchen counter will allow the learner to sit and relief her back pain for a moment. Also, as the learner has light perception with low visual acuity, it is important to have a good lighting over the kitchen counter, as well as contrasted materials for preparing the grilled cheese sandwich.

**References**

Duffy, M. A. (n.d.). *Centering a Pan*.

Duffy, M. A. (n.d.). *Spreading/Making a Sandwich*.

Duffy, M. A. (n.d.). *Techniques to Determine When Foods Are Cooked*.

Duffy, M. A. (n.d.). *The Location Technique*.