FUNCTIONAL LIFE SKILLS CURRICULUM

By

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Abstract

This capstone introduces a functional life skills curriculum specifically crafted for students in a life skills support classroom. The curriculum is designed for individuals with multiple disabilities and diverse needs. Grounded in the Universal Design for Learning (UDL) framework, the curriculum prioritizes inclusivity and accessibility, ensuring that all learners can actively participate and succeed within each lesson. The curriculum is differentiated through the UDL guidelines to accommodate various disabilities by providing multiple means of action and expression, engagement, and representation. Each of the four units progress naturally, starting with foundational kitchen knowledge and safety, and finishing with planning, preparing and hosting a holiday luncheon. Throughout the curriculum various adaptations and accommodations are integrated to meet the unique needs of every student as they strive to foster independence and practical life skills that will prepare them for future employment opportunities and life.

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Chapter 1: Introduction

This capstone project is a functional life skills curriculum designed for students in a life skills support classroom. The curriculum was developed from the need to provide tailored educational resources for students with multiple disabilities and diverse needs in a life skills support classroom. By grounding the curriculum in the Universal Design for Learning (UDL) framework, the curriculum aims to address the challenges of inclusivity and accessibility ensuring that each lesson provides students the opportunity to be actively engaged and the opportunity to succeed. The curriculum is designed to foster independence and practical life skills that are essential for future employment opportunities and independent living skills that will help prepare students for life.

The life skills curriculum fosters broader life skills that are essential for students to learn functional skills needed to help in various settings including school, home, social and future employment opportunities. The curriculum begins with an introduction to cooking that includes measuring, kitchen appliances, kitchen hygiene, and reading a recipe. It then moves to planning a meal where students create a shopping list and learn to count and budget money for a future shopping outing. In the next unit, students prepare for the holiday luncheon by creating invitations, attending a community-based instruction (CBI) trip to a local grocery store, learn to set a table, and cook an actual meal. In the final unit, the skills students learned through the curriculum are put into place as students plan for the final event. In this unit students learn what is appropriate attire for hosting an event, social skills during an event, then a final reflection on how the event went. As students progress through each unit, they not only develop practical life skills but also gain confidence and independence, preparing them for future endeavors beyond the classroom.

Problem Statement

This Capstone project responds to a critical need for a functional life skills curriculum tailored to students with various disabilities in low incidence, life skills support classes. This Capstone looks to address the gap in teaching social, functional, and academic skills necessary for future employment and independent living among people with disabilities. Current literature underscores the issue of employment inequality among individuals with disabilities, as highlighted by Nangia and Arora (2021) who found significantly lower employment rates among disabled individuals compared to the general population. Research by Bonati and Dymond (2019) emphasizes the importance of integrating service-learning components into life skills education, yet no existing curriculum incorporates these elements effectively. By developing a life skills curriculum that integrates functional academics and real-world contexts, this project aims to equip students with the practical skills needed for daily living and future employment, ultimately striving to reduce unemployment rates among individuals with disabilities.

Significance

The goal of this Capstone project is to create a curriculum for students in a life skills support classroom to learn functional life skills that will prepare them for future employment opportunities and independent living skills. Using the Universal Design for Learning (UDL) framework, the curriculum provides inclusivity and accessibility offering students opportunities for active engagement and success in each lesson. By integrating real-world contexts such as cooking and planning an event, the curriculum aims to foster independent living skills and practical life skills that are crucial for students' future employment and independent living.

This project contributes to the field by bridging the gap in teaching the social, functional, and academic skills necessary for employment and independent living among individuals with disabilities. The functional life skills curriculum holds the potential to create positive change

both locally and beyond by equipping students with essential skills needed for employment, independent living and more. By preparing students with various disabilities for life, this project can help reduce unemployment rates among individuals with disabilities while also improving their overall quality of life.

Definition of Terms

Universal Design for Learning (UDL): Universal Design for Learning (UDL) is an educational approach aimed at providing all students with equal opportunities for success by offering flexibility in accessing content and for students to show what they know. UDL allows teachers to explore various teaching methods and accommodates individuals' strengths and needs. The UDL framework is particularly beneficial for students who learn and think differently.

Community Based Instruction (CBI): Community Based Instruction (CBI) is for special education students who need instruction in functional skills and life skills. It is an opportunity for students to go out in the community and practice these skills in a community-based setting.

Low Incidence: Students with low incidence disabilities typically require more assistance and accommodations than other special education students. This can include one-on-one teaching, self-contained classrooms, and assistive technology.

Life Skills: Life skills are essential tasks crucial for fostering independence. Some life skills include personal hygiene routines, interacting in public or community settings, social skills, managing financials, cooking, cleaning and more. Basic life skills are important for individuals to thrive independently across different aspects of life.

Functional Skills: Functional skills are essential skills needed for individuals to promote self-advocacy and independence across different settings. These settings include work, household, educational and community environments. Some examples of functional skills are aspects of daily living such as personal care, social interactions, and employment.

Chapter 2: Literature Review

Functional Life Skills Curriculum Components

This literature review looks at the need for a functional life skills curriculum, specifically tailored for students with disabilities. This discussion examines different scholarly studies to show how accommodations, technology-based learning, kinesthetic learning, and community-based instruction can help create a complete life skills curriculum. The curriculum aims to address various needs like functional academics, social skills, and activities of daily living. By using the ideas from the research, the curriculum strives to give students and educators of all abilities the skills they need for life.

Problem of Practice

This Capstone project is driven by the need for a functional life skills curriculum. The project is specifically designed for students in a low incidence, life skills support class with diverse cognitive and physical needs. The focus is on integrating functional academics into a life skills curriculum to provide students with practical skills essential for daily living and future employment opportunities. The curriculum will include functional projects and real-world contexts that can be taught in the classroom and later be transferred to the students home and/or community. The skills that students will learn from this curriculum will help prepare them for various aspects of life.

The functional life skills curriculum aims to tackle the pressing challenge of employment inequality among students with disabilities by addressing the lack of teaching students social, functional, and academic skills necessary for future employment placement. A qualitative study conducted by Nangia and Arora, (2021) explored the employment barriers faced by disabled individuals in Canada. The Canadian Survey on Disability revealed that over 6.2 million

Canadians aged 15 or older live with at least one disability, with 43 percent facing more significant challenges due to their disability (Nangia & Arora, 2021). In 2017, the employment rate among working-age adults was 59 percent for individuals with disabilities, notably lower than the 80 percent employment rate for those without disabilities (Nangia & Arora, 2021). The study revealed that having a disability not only posed challenges in securing employment but also for people to maintain employment (Nangia & Arora, 2021).

In another study, researchers Bonati and Dymond's (2019) emphasized the significance of incorporating a life skills curriculum to help prepare students for service-based learning in the community. Common components of service learning included, (a) investigation, (b) preparation/planning, (c) action, (d) reflection, (e) evaluation, and (f) celebration (Bonati & Dymond, 2019). Currently there is no curriculum that incorporates these components of service learning into a life skills classroom. A life skills curriculum that incorporates service learning within both the classroom and community settings could help students to acquire the essential skills needed for employability prospects and help fill the gap of unemployment among people with disabilities.

Components of a Functional Life Skills Curriculum

This section examines literature that is important for shaping the different components integrated into the functional life skills curriculum. In order to meet the needs of all students and their specific disabilities, various literature was explored such as accommodations, technology-based learning, kinesthetic learning, and service learning/community-based instruction. By examining these areas, this discussion aims to show how these various teaching components can significantly impact the development of a practical life skills curriculum designed to meet the

academic, social, functional, and transitional needs of the students in the life skills support classroom.

Accommodations

Various accommodations play an important role in enhancing the framework of a functional life skills curriculum. Studying different articles shows how important it is to have specific accommodations for students, whether they are in special education classes, inclusive classrooms, or out in the community. Students in a low incidence classroom require accommodations not only within the specialized educational environment but also when integrated into inclusive classrooms alongside their peers. In 2021, Barr and Mavropoulou conducted a study to investigate and improve the learning environment of students with intellectual disabilities (ID) in their inclusive mathematics classrooms. The intent of the study was to adjust the curriculums being used to be more individualized for the special education students. Two female and three male, secondary school students with mild ID, Individual Education Plans (IEP), and basic math skills of adding, and subtracting whole numbers, as well as the ability to communicate answers in written and verbal form participated in the study (Barr & Mavropoulou, 2021). One female and two male teachers were also involved in the study (Barr & Mavropoulou, 2021). Students and teachers were interviewed to further understand which accommodations were successful in helping to improve the understanding and teaching of mathematics. During the study, three research questions were asked in order to collect data: (a) which teaching methods are used in inclusive classrooms for teaching mathematics to students with mild ID; (b) how can individualized accommodations influence the learning of students with mild ID in an inclusive classroom; and, (c) what do the students themselves have to say about their math classes relating to accommodations that are made to assist their learning? (Barr & Mavropoulou, 2021) Qualitative data was collected and analyzed over an eight-week period to

suggest recommendations of suitable mathematics accommodations (Barr & Mavropoulou, 2021).

The initial student interviews were valuable for the study, as they allowed students to share their personal math experiences, shaping research goals according to their learning needs (Barr & Mavropoulou, 2021). The study revealed that students were not receiving tailored instruction, impacting their math education and emotional well being (Barr & Mavropoulou, 2021). Besides student input, participating teachers, while supportive of inclusive education, expressed their inability to fully address the needs of students with ID in their math classes (Barr & Mavropoulou, 2021). Although instructors wanted to make changes, the study found that making large changes in the classroom was hard for teachers because of the lack of time for both planning and teaching instruction (Barr & Mavropoulou, 2021). One teacher mentioned that small, specialized classes for students with ID would be beneficial for learning mathematics due to time limitations. However, it is important to note that such withdrawal classes, separating students from their regular education peers, does not align with the principles of inclusive education (Barr & Mavropoulou, 2021). Teacher interviews also revealed that the most important aspects of mathematics education for students with ID should be highly practical such as money, time, measurement and how numbers are written (Barr & Mavropoulou, 2021). However, this emphasis on functional math skills may not align with the broader goal of deep mathematical learning with differentiated learning among their same age peers (Barr & Mavropoulou, 2021). It was clear to researchers that students with ID have the potential to learn mathematics by a sequence of learning events, in the same way as their peers yet at a much slower pace. Students with ID were not given this opportunity because of the lack of scaffolding along with the amount of processing time putting them at a clear disadvantage in their learning journey (Barr & Mavropoulou, 2021).

Through this project, a benefit that emerged from the partnership between the researcher and teachers was the teacher's increased awareness of students with ID. This benefit may have contributed to the positive study outcomes, such as the students' reduced dislike for mathematics (Barr & Mavropoulou, 2021). This also highlights the well-established idea that regular collaboration between special education staff and regular education teachers can enhance the learning environment that helps foster inclusivity (Barr & Mavropoulou, 2021).

Some other changes that were made after the final interviews included new seating charts that placed lower leveled students next to higher leveled students, more hands-on projects that allowed for inclusivity, and tasks that were lighter in content and highly repetitive (Barr & Mavropoulou, 2021). One teacher noted in the final interview that "classroom activities were not about 'keeping the students up with the rest of the class academically,' but rather, making sure every student was part of the learning environment" (Barr & Mavropoulou, 2021, p. 280).

Based on the study conducted by Barr and Mavropoulou (2021) focused on improving the learning environment for students with intellectual disabilities (ID) in inclusive math classrooms, several accommodations can be integrated into the development of a functional life skills curriculum for students with disabilities. Just like the study emphasized the importance of individualized instruction tailored to meet the needs of students with ID, the life skills curriculum will also prioritize personalized approaches to learning and the students IEP goals. The study also highlighted the importance of practical mathematical concepts including money, time, measurement, and number representation. It is important to incorporate functional math lessons into the life skills curriculum so that students can practice practical math skills that are necessary in real life situations. Other important strategies necessary to promote a supportive classroom environment and ensure participation among students are accommodations such as incorporating hands-on projects, revising seating arrangements, processing time, scaffolded

learning activities and repetitive tasks. The study also stressed the value in special education and regular education teachers collaborating and encouraging teamwork to help find teaching strategies that meet the needs of all students (Barr & Mavropoulou, 2021). By integrating these various strategies into the lessons designed for a life skills curriculum, both students and teachers are positioned to achieve a higher rate of success.

Modified Schema-Based Instruction

In 2021 Cox and Root conducted a study in the southeastern United States to investigate the effects of modified schema-based instruction (MSBI) on the use of mathematical practices for students with Autism Spectrum Disorder (ASD) (Cox & Root, 2021). Unlike their typically developing peers, individuals with ASD frequently have deficits in the areas of language skills, mathematical comprehension, executive functioning and central coherence (Cox & Root, 2021). The instructional strategy of MSBI has the potential to remove language barriers and fine motor skills for individuals with ASD by utilizing visuals such as pre-existing diagrams to better understand content and alleviate the need to implement fine motor skills (Cox & Root, 2021).

Teachers were asked to nominate students who met the necessary criteria for participation. Four male students, all with a medical or educational diagnosis of ASD and who were enrolled in a sixth-grade general education mathematics course participated in the study (Cox & Root, 2021). Prior to the MSBI intervention, students completed the full Test of Mathematical Achievement-Third Edition to provide baseline data of the participants' mathematical skills (Cox & Root, 2021).

During the study, instruction was delivered in a quiet space, one-on-one by a certified former mathematics teacher (Cox & Root, 2021). During the intervention sessions, participants were given a laminated sheet with a five-step plan for students to follow that gave

recommendations, one word problem at a time, and three schemas (Cox & Root, 2021). Quantitative data was collected when students had the opportunity to earn one point for each correct response for a total of seven points for each problem. Although no feedback on whether the questions were correct or incorrect was given, researchers were able to reinforce on-task behavior by providing the students with verbal praise throughout the intervention (Cox & Root, 2021). The scripted lessons lasted between 14 and 30 minutes and included explicit modeling, guided practice, and corrective feedback.

Data was collected across four experimental conditions including baseline, intervention, probe and maintenance. Researchers reviewed the probes post MSBI and the data showed a clear level of change for all four participants (Cox & Root, 2021). It was found that MSBI is an effective strategy to increase the use of mathematical practice for students with ASD (Cox & Root, 2021).

The integration of modified schema-based instruction appears to be a significant strategy to incorporate into the lessons of the capstone curriculum. This accommodation would be particularly valuable for students who encounter difficulties with language and motor skills. When implementing MSBI into the functional life skills curriculum, specific lessons throughout the curriculum will include step-by-step visual plans and schemas that can help facilitate understanding of the material being taught. Although the study focused specifically on math skills, MSBI can be used across many different skill sets. By incorporating visuals, addressing language barriers and refining motor skills, MSBI proves to be effective in improving how lessons are presented and helpful for students to acquire new information.

Technology Based Learning

In 2022, Morris and colleagues investigated the impacts of combining video modeling (VM), explicit instruction (EI), and augmented reality (AR) to teach mathematics to students with disabilities (Morris, 2022). Teaching through these various models differentiates instruction to meet the needs of each individual student. Unlike live instruction, learning through video modeling and augmented reality, students are able to learn from different points of view and control the pace of their learning by being able to pause, play, and watch instruction again (Morris, 2022).

The study took place at a small, public charter middle school in the northeastern United States (Morris, 2022). The researchers asked the special education teacher to recruit students who demonstrated areas of need in mathematics (Morris, 2022). Two eighth-grade students, one with autism spectrum disorder and the other with a specific learning disability took part in the study (Morris, 2022). The researchers used a single-subject research design to assess the intervention's effects on a set of four different math skills (Morris, 2022). Participants in the study had received instruction on the four skills prior to the intervention. Although students were previously instructed on the four skills, the special education teacher did not provide additional instruction on the selected skills during any parts of the study (Morris, 2022).

The mathematical intervention using point-of-view video modeling (POV-VM), EI, and AR resulted in an increased mathematical performance for both students (Morris, 2022). It was determined that each skill began with a stable low baseline with no trend and once the interventions were implemented, there was a steady high, increasing trend. The Tau-U result for the intervention phase was 1.0 for both participants across all four skills (Morris, 2022). The students demonstrated skill retention and were able to apply the skills without further instruction

(Morris, 2022). The study supports the use of digitally delivered explicit instruction in mathematic interventions to increase performance and maintenance of math skills for students with multiple disabilities (Morris, 2022).

The integration of video modeling, explicit instruction and augmented reality present an innovative approach that will be beneficial to integrate in the functional life skills curriculum. This approach to teaching allows for differentiated instruction that can be tailored to meet individual student needs by enabling learners to control the pace of their learning and view instructions from different perspectives.

In the functional life skills curriculum, video modeling, explicit instruction and augmented reality can be used to better the curriculum. One focus of the curriculum will be on differentiating instruction that caters to individual needs and learning preferences. When designing lessons involving community-based learning, video modeling and augmented reality can be implemented. Students may encounter unfamiliar aspects within the community, so recording examples of these scenarios and experiences could be beneficial for students. These recordings will serve as teaching tools in the classroom, allowing students to familiarize themselves with the community environment before experiencing specific scenarios in real time. By practicing through these different avenues, students' understanding and comfort level in the community settings will help better their learning experience.

Learning In Movement

In the mixed method study, Kosmas and their fellow researchers (2018) explored the idea of embodied learning in the context of children using motion-based technology, specifically Kinect-based educational games to improve cognitive memory (Kosmas et al., 2018). Kinems games engage children in learning through natural interaction using the Microsoft Kinect camera

which detects hand and body movement and gestures (Kosmas et al., 2018). The focus of the study was the utilization of a series of educational games based on Kinect technology (Kosmas et al., 2018). Thirty-one special education students ranging from age 6-12 years old from 5 mainstream elementary schools participated in the study. The study took place over a 5 month period and included 10 special education teachers who volunteered to participate with their students (Kosmas et al., 2018). Researchers focused on two games, Unboxit and Melody Tree. The games were designed to address short-term memory skills (Kosmas et al., 2018). Each intervention was made to promote physical engagement including body movements and gestures (Kosmas et al., 2018). Data was collected based on a mixed methods theory including psychometric pre/post testing, games-usage analytics, a student attitudinal scale, teachers' reflection notes, and teacher interviews (Kosmas et al., 2018).

Word recall was evaluated from pretest to post test and it was found that the more the child played the two games, the better they performed on the memory test. Reflections from participating teachers also found the data to be consistent with the post test outcomes (Kosmas et al., 2018). Teachers reported that cognitive gains were made in the areas of memory skills and more specifically the students' abilities to complete a series of tasks and make choices when solving a problem (Kosmas et al., 2018). Educators also mentioned that allowing students to interact through movement helped them enhance their emotions, leading to greater self-assurance, happiness, excitement, and eagerness to learn. (Kosmas et al., 2018).

The study conducted by Kosmas and colleagues (2018) provides valuable insights into the effectiveness of kinesthetic educational games in improving cognitive memory among special education students. This research shows that incorporating motion-based technology, such as the games discussed in the study, into the functional life skills curriculum can lead to improvements in memory skills and emotional well-being among students.

In the functional life skills curriculum, the literature from Kosmas and colleagues (2018) will be used to design and implement engaging lessons in the curriculum. The focus will be on integrating motion-based educational games to create interactive learning experiences for lessons that require memorization. One example of this is when teaching students how to count money, the lessons will incorporate specific games or interactive videos that involve counting by different numerical values (e.g., counting by fives, tens, or twenties). This approach will allow students to kinaesthetically learn and reinforce their understanding of counting money through repetitive and engaging activities that are not only beneficial to the skills being taught but also something that students can enjoy.

Service Learning/Community Based Instruction

In the case study conducted by Bonati and Dymond (2019), researchers explored how students with severe disabilities participated in service-learning activities. Service-learning combines classroom teachings with community service (Bonati & Dymond, 2019). Students in the study were from a private, nonprofit Jewish high school for students with moderate to severe disabilities located in a large midwestern city in the United States. The class was made up of 11 students, one special education teacher and six paraprofessionals (Bonati & Dymond, 2019). The curriculum centered on teaching independent living and vocational skills, preparing students for post-high school life. The skills were taught in the special education classroom then transferred to within the community (Bonati & Dymond, 2019).

During the study, students explored community issues and students and teachers worked to choose a project that was beneficial for both the community and the student's academic goals. For this study a local food pantry was selected as the community partner for service learning (Bonati & Dymond, 2019). Two full days of observations were conducted in order to choose the

students who would participate in the study. Students were selected who represented a wide range of differences that included intellectual abilities, challenging behaviors, communication styles, mobility and medical needs (Bonati & Dymond, 2019). Three students with severe disabilities were chosen for the study along with five school staff members and the food pantry coordinator (Bonati & Dymond, 2019). Students and teachers prepared for the job by completing classroom studies that helped students to acquire the skills necessary to complete the community project. The special education teacher and the food pantry coordinator assigned tasks to students that were specific to student's strengths and correlated with their Individualized Educational Program (IEP) goals (Bonati & Dymond, 2019). Some of the tasks that students participated in were helping to unload the delivery trucks, organizing the items, unloading the items from boxes and placing them on the shelves, breaking down boxes, stocking the pantry and collaborating with peers and adults (Bonati & Dymond, 2019). Qualitative data was collected from various observations and interviews over a period of six months. The data revealed that partial participation was observed between the students, paraprofessionals, and other supports (Bonati & Dymond, 2019). Confusion about roles and different priorities among the staff made it more difficult for the students to join in which resulted in the staff doing more tasks instead of the students, affecting how involved the students were overall (Bonati & Dymond, 2019).

This study is useful in determining the need to increase post secondary vocational skills through the process of service learning in the community. The functional life skills curriculum will incorporate parts of the study by Bonati and Dymond (2019) to enhance students' learning experiences outside the classroom. The curriculum will involve classroom projects that mirror real-life job tasks and activities of daily living that will prepare students for future employment opportunities in the community. Students will participate in outings called community-based instruction that will expose them to various scenarios in the community that students can then

apply the skills they have learned in the classroom into real life situations. Some of these situations include managing finances during outings, practicing restaurant etiquette, grocery shopping based on a list, understanding transportation safety, and engaging in social interactions within the community. The functional life skills curriculum will focus on identifying and assigning specific tasks that correlate with the student's strengths and needs as well as their IEP goals. Lessons tailored around community-based instruction will help bridge the gap between classroom learning and real-life scenarios. By practicing these skills students with disabilities will be better prepared for life after high school by enhancing their vocational and independent living skills through hands-on, service-learning experiences.

Theoretical Framework

When developing the functional life skills curriculum for students in a low incidence special education class, the primary framework intended to be used for the curriculum is Universal Design for Learning (UDL). UDL is a structured approach that offers guidance to support children with varying needs within the classroom setting, fostering the inclusion of all students (Kennedy et al., 2018). UDL is based on three essential principles: how information is presented (representation), how students can interact and express themselves (action and expression), and how engaged students are in the learning process (engagement) (Unluol et al., 2022). The UDL framework emphasizes the importance of providing various ways for students to access the curriculum, thereby minimizing barriers to learning and enhancing the educational experience for all students (Unluol et al., 2022). UDL tackles classroom challenges by offering flexibility when it comes to how information is presented, allowing students more opportunities to express what they've learned, and by making instructional activities more engaging (Unluol et al., 2022). The literature below highlights how UDL equips teachers in offering flexible instructional approaches that cater to diverse students needs.

Lesson Planning with UDL

In this study, Unluol and their fellow researchers (2022) aimed to explore whether students enrolled in a general education teacher program could improve their ability to develop daily lesson plans that foster a more adaptive learning environment following a training in Universal Design for Learning (UDL) (Unluol et al., 2022). Ninety-seven teacher candidates, in their final semester of a general education program at a suburban university in northern Turkey, volunteered for this study. The participants were predominantly female (74%) and were between the ages of 22 and 23 years old (Unluol et al., 2022). While all candidates lacked prior teaching experience with students with disabilities, they had completed two special education courses during their undergraduate time (Unluol et al., 2022).

The general education teacher candidates were selected from the course they were currently enrolled in; Inclusion in Elementary Schools. During the course teacher candidates were taught how to write Individualized Education Program (IEP) goals and objectives and how to differentiate instruction and learning environments based on each student's needs (Unluol et al., 2022). UDL training was not introduced until the eleventh week of the course. During the study, participants were instructed to create a lesson plan both prior to and following their UDL training (Unluol et al., 2022). The initial lesson plan served as a pre-training assessment, while the subsequent one served as a post-training evaluation. Following the submission of their initial lesson plan in the twelfth week of the course, the main researcher conducted a three hour UDL training (Unluol et al., 2022). The training was divided into two parts. The first section featured a one-hour lecture on UDL principles. The second segment included a two-hour hands-on practice session focusing on the application of UDL principles (representation, action and expression, and engagement) in the creation of lesson plans for the general education curriculum (Unluol et al., 2022). After the training, participants were tasked with creating a second lesson plan, which

included a hypothetical scenario featuring a student with special needs. A three-point scoring rubric with the principles of representation, action and expression, and engagement was used to score the lesson plans (Unluol et al., 2022). Each component was assessed separately.

When assessing the participants' total scores and scores for representation, expression, and engagement, positive ranks were used as an indicator of the effectiveness of the UDL training, with more positive ranks than negative ranks (Unluol et al., 2022). Out of the 97 cases, there were 81 positive ranks for total scores and 56, 59, and 65 positive ranks for representation, expression, and engagement (Unluol et al., 2022). The findings revealed that there were statistically meaningful variations in the scores of participants from the initial assessment to the final assessment. Furthermore, significant differences were observed for each of the UDL principles. These results indicated the success of UDL training in promoting the development of more adaptable learning environments for teacher candidates (Unluol et al., 2022). As a result, it is advisable for educators to incorporate UDL principles into their lesson planning to help meet the needs of all students (Unluol et al., 2022).

UDL Training Courses for Teacher Development

In 2023 researchers Rusconi and Squillaci conducted a systematic review to analyze the effects of UDL training courses on the competence development of teachers working in inclusive classrooms (Rusconi & Squillaci, 2023). The primary focus of the research was to determine how well the UDL approach enhances teachers' skill development. Researchers collected studies from various databases that included specific criteria such as integrated UDL as a framework in teacher education and the effects on teacher competence development (Rusconi & Squillaci, 2023). Out of 319 original articles reviewed, 12 of the 319 met the inclusion criteria and were selected for the critical review (Rusconi & Squillaci, 2023). Among the 12 studies the research

mainly emphasized two key areas which included the planning and the execution of accessible lessons. Majority of the studies (8 out of 12) concentrated on the enhancement of planning skills following UDL training (Rusconi & Squillaci, 2023). Through a systematic research review, the study aimed to answer two main research questions. The first question was, “How effective is UDL training in developing teachers’ competencies in an inclusive context?”. The second question stated, “Which characteristics determine the effectiveness of a UDL course (Rusconi & Squillaci, 2023)?” Five other sub questions were included to articulate around the Profile of Inclusive Teachers (PIT). The sub questions touched on diversity, accessibility in lessons, collaborating and professional development (Rusconi & Squillaci, 2023). The chosen studies were assessed using a checklist of fourteen criteria for evaluating quantitative research. Scores were assigned based on the extent to which the studies met each of the fourteen criteria with “yes” receiving a score of 2, “partial” a score of 1, and “no” a score of 0 (Rusconi & Squillaci, 2023).

The results indicated that the UDL model can provide support to inclusive teachers. The review yielded three key conclusions: Firstly, participating in a UDL training program positively impacts teachers' ability to value and embrace student diversity (Rusconi & Squillaci, 2023). Secondly, the effectiveness of the course remains consistent regarding factors such as its duration, delivery method, or the specific group of teachers it targets. Lastly, UDL training enhances the capacity to create accessible lesson plans for all students (Rusconi & Squillaci, 2023). More specifically, UDL was found to enhance the flexibility of teaching methods in terms of lesson planning and instruction delivery. It was found that after completing a UDL course, teachers demonstrated an increased capacity to integrate the UDL principles into their planning and teaching practices (Rusconi & Squillaci, 2023). The review did not reveal significant variations when comparing teachers based on their roles, grade levels or experience. These

results indicated that educators across different backgrounds can still benefit from this approach in their teaching and planning (Rusconi & Squillaci, 2023).

When designing a functional life skills curriculum tailored for students in a low incidence, life skills support class with diverse cognitive and physical needs, the Universal Design for Learning (UDL) framework is essential for both teaching and learning. The UDL principles of representation, action and expression, and engagement provide a foundation for crafting the curriculum and are crucial for student success and achievement. When integrating functional academics within real-world contexts and projects, UDL incorporates multiple means of representation which allows for various ways to comprehend the information. Through action and expression, teachers can encourage students to show what they know in different ways which helps students practice the skills they learned in the classroom and transfer those skills to both their home and the community. UDL's final component of engagement focuses on keeping students interested and involved in their learning. By incorporating lessons and activities into the curriculum that keep students engaged and interested in learning, educators can create an environment where students are motivated to participate in the curriculum. This approach to learning fosters a positive learning experience that supports students in various aspects of life. By integrating the UDL principles into the functional life skills curriculum, educators are better equipped to address the unique needs of each student and support their overall growth for the future.

Conclusion

The Capstone project is centered around the need for a functional life skills curriculum tailored for students with a wide range of cognitive and physical needs in a low incidence, life skills support classroom. The core objective of the curriculum is to integrate functional

academics into a framework that equips students with the skills necessary for their daily living and future employability. By incorporating real-world applications and functional projects that can transition from the classroom to home and community settings, the curriculum aims to prepare students for various aspects of life. The literature review conducted for this project researched accommodations necessary for success such as technology-based learning and kinesthetic learning. The research also provided valuable information on the pivotal role that service based learning has on the success of students who are exposed to learning outside of the classroom and integrated into the community. Finally, the curriculum's foundation is based around the Universal Design for Learning framework. This framework was chosen because it is organized to help all kinds of students. The UDL framework is designed to make sure that every student can participate and learn together, no matter what their abilities are or their strengths in learning. The UDL framework creates a welcoming environment that helps students take part in their learning and improve their skills. By integrating the essential components from diverse literature and implementing the UDL framework, the life skills curriculum aims to empower students with varied abilities, preparing them for the challenges of daily life and future opportunities.

Chapter 3: Curriculum Overview

Conceptual Framework

When developing the functional life skills curriculum for students in a low incidence special education class, the primary framework intended to be used for the curriculum is Universal Design for Learning (UDL). This framework emphasizes inclusivity and flexibility, ensuring that all students, regardless of their abilities or learning styles, can access and engage with the curriculum effectively. To incorporate principles of UDL into the lesson plans and overall curriculum, various strategies were used to provide multiple means of action and expression, engagement, and representation. In the cooking unit, engagement is fostered through interactive cooking sessions where students actively participate in meal preparation, fostering a sense of ownership and enthusiasm for learning essential life skills. Additionally, activities were designed to offer students various ways to demonstrate their understanding, such as through written, oral, or hands-on tasks, ensuring that all students can effectively express themselves and showcase their skills. Finally, instructional materials are presented in various formats, including visual aids, audio recording, YouTube videos, and hands-on demonstrations, to accommodate diverse learning styles and help facilitate comprehension for all students. By implementing UDL principles throughout the curriculum, students in low incidence special education classes can be provided with tailored opportunities for a supportive learning environment where every student can thrive and acquire essential life skills for their future.

Curriculum Summary

This Capstone project is driven by the need for a functional life skills curriculum. The project is specifically designed for students in a low incidence, life skills support class with diverse cognitive and physical needs. The focus is on integrating functional academics into a life skills curriculum to provide students with practical skills essential for daily living and future

employment opportunities. The curriculum will include functional projects and real-world contexts that can be taught in the classroom and later be transferred to the student's home and/or community. The skills that students will learn from this curriculum will help prepare them for various aspects of life. This curriculum comprises four units, each progressively building upon the last, guiding students through fundamental life skills. Students will begin with an introduction to cooking and will eventually be able to plan, prepare, cook, and host an entire meal and event. The selection of units for this curriculum is based on the recognition that students with extensive needs often struggle with mastering basic life skills that are essential for independent living and employment opportunities. The progression of units is carefully structured to scaffold learning, ensuring that students master foundational skills before advancing to more complex tasks. This approach aims to address the specific challenges that students with diverse cognitive and physical needs face and equip them with the practical skills necessary for success in daily life and future endeavors.

Scope and Sequence

This curriculum is divided into four units; introduction to cooking, planning a meal, holiday luncheon, and planning for an event. The units build on each other from learning basic cooking and kitchen skills to budgeting, shopping for ingredients, social skills, and preparing a meal for others. These lessons were created to help students build fundamental life skills necessary for daily living and future employment. The lessons are differentiated to help work on and achieve students individualized education program goals. The outline for the curriculum is as follows.

- Unit 1: Introduction to cooking
    - Measuring wet and dry ingredients
    - Kitchen appliances
    - Kitchen hygiene practices

    - Reading a recipe
- Unit 2: Planning a meal
    - Making a shopping list
    - Learning to count money for grocery shopping
    - Budgeting for grocery shopping
- Unit 3: Holiday luncheon
    - Creating invitations for holiday luncheon
    - Community based instruction (CBI)- grocery shopping
    - Setting a table
    - Cooking a pizza
- Unit 4: Planning for an event
    - Dressing for an event
    - Social skills at a luncheon
    - Reflection of the luncheon

Curriculum Evaluation

To assess the effectiveness of the curriculum within the initial one to three years of implementation, action research would be used to assess qualitative and quantitative measures. Qualitative methods such as interviews and observations with both special education teachers and students could be used to collect data on whether the curriculum has been successful in their classrooms. Data could also be collected to see what programs the curriculum has been the most useful in. Although the curriculum was initially created for a life skills support classroom, other programs could implement the curriculum and data could be collected to see where students and teachers find the most benefits.

Quantitative data could also be used to collect data on the effectiveness of the curriculum. Some quantitative measures that could be used are pre-and-post assessments. Teachers and staff could also provide feedback through surveys and evaluations on how effective the curriculum was in their classroom. By using a mixed method approach for this curriculum, the creator can better understand what works and what doesn't for specific groups of teachers and students.

Potential Challenges

The implementation of a functional life skills curriculum may encounter various challenges that impact students and classrooms differently. One obstacle that some schools may face is the necessary resources such as funding for kitchens within life skills classrooms or suitable spaces within the school to complete some of the lessons that require kitchen appliances. Without access to these facilities, students may face limitations in completing certain activities within the curriculum such as identifying kitchen appliances and might need to do so outside of school premises. Another potential challenge is for schools to provide transportation for Community-Based Instruction (CBI) trips to places like the grocery store. Without transportation to these places, students would not have as much exposure to the real-world experience and teachers would have to bring that experience to their classroom by doing shopping outside of school.

Despite these potential challenges, all lessons within the curriculum can be adapted to accommodate the needs and circumstances of each school and classroom so that students can still receive valuable instruction in functional life skills. Some adaptations could include utilizing alternative learning environments throughout the school, leveraging virtual resources, or modifying lesson plans to suit what resources are available in each school and classroom. Through creative problem solving and flexibility, educators can overcome these challenges and continue to provide meaningful learning experiences for their students.

Chapter 4: Curriculum

Lesson Plan – Measuring Wet and Dry Ingredients

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/10/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Introduction to Cooking

Outcomes

- Students will be able to measure wet and dry ingredients using sensory items such as dry rice, dry beans, and water.
- Students will be able to match the physical corresponding measuring tool to a picture with the labeled measuring tool and measurement.

Materials

- Dry Ingredient Measuring Cups (¼ cup, ⅓ cup, ½ cup, ⅔ cup, 1 cup)
- Wet Ingredient Measuring Cup
- Measuring Spoons
- Dry Rice
- Dry Beans
- Water
- Mixing Bowls
- Cooking Utensils (spoons, spatulas)
- Recipe cards with simple recipe measurements of each wet and dry ingredient

Technology

Check all that apply:

- Teacher laptop
- **SMART Board**
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Students should have prior exposure to basic cooking vocabulary as well as basic familiarity with measuring tools and sensory ingredients.

Differentiation/Accommodations

- Provide tactile support for students with sensory impairments by allowing them to feel the texture of the ingredients being used.
- Use visual recipes for students who can't read.
- Pair students with 1 to 1 aide support for extra assistance.

Special Concerns

- Check for any allergy or dietary restrictions among students when selecting ingredients for the lesson.

Assessment

Formative Assessments

- Observation of students matching the tools to the measurements.
- Observation of the student's ability to measure wet and dry ingredients accurately during the guided and independent practice sessions.
    - When given the measurement, are students able to identify the correct measuring cup?
    - Are students able to scoop, shake, and level off the measuring cups?
    - Are students able to determine what a wet ingredient is vs. a dry ingredient?

Summative Assessment

- Checklist evaluation of students measuring skills with both wet and dry ingredients.
    - *See "Checklist Evaluation" attachment.*

Procedure		
Before the lesson	1. Prepare all materials and ingredients needed for the lesson. 2. Set up workstations with measuring tools and sensory items.	
During the lesson	***During The Lesson:*** • **Introduction (10 minutes)** ○ Gather students and introduce the topic of cooking. ○ Discuss the importance of accurate measurement in cooking. ○ Discuss the differences between wet ingredients and dry ingredients. ○ Explain why we use different measuring cups for each kind of ingredient. ○ Show students each wet and dry measuring cup. Show students where they can find the measurement label on each cup.	

	○ Practice identifying the proper measuring cup by projecting each measurement on the Smart Board and having students hold up the projected cup (e.g. show a ½ measuring cup on the board. Students should hold up their ½ measuring cup). ▪ *See "Identifying Measurement Slideshow" attachment* • **Demonstration (10 minutes)** ○ Show students how to measure wet and dry ingredients using the sensory items provided. ○ Demonstrate the proper technique for each type of measurement (e.g. scooping dry ingredients, shaking the measuring cup, making sure it's level, etc.) ○ Explain to students what they will be practicing at each workstation today. Show the recipe cards that are labeled with different measurements of the sensory items. ▪ *See "Recipe Card" attachment* ○ Demonstrate doing a measurement from a recipe card and combining the materials into a bowl. Check for student understanding. If students have questions, demonstrate another practice card. ▪ **UDL Emphasis** Multiple Means of Representation: The demonstration incorporates visual and verbal explanations through the recipe card visuals and a verbal explanation during the demonstration. • **Independent Practice (20 minutes)** ○ Disperse students and aide support to the workstations set up around the room. ○ Students should practice identifying, scooping, filling, and measuring both wet and dry ingredients while also following the proper measurements on the recipe cards. ▪ **UDL Emphasis** Multiple Means of Engagement: ▪ Level 1 students- measure ingredients independently while being observed. ▪ Level 2 students- students will work in a group with aide support to practice measuring various sensory items. Students will receive assistance in reading a modified recipe. ▪ Level 3 students- Students will work one-on-one with an aide to practice measuring various sensory items. The aide will support students by emphasizing the recipe to develop a connection from the recipe to the actual practice. ○ Help students as needed. Observe what skills may need extra practice or more explanation.	
After the lesson	**After The Lesson:** • Clean up the workstations and materials. • Reflect on the lesson and note any adjustments needed for future instruction.	

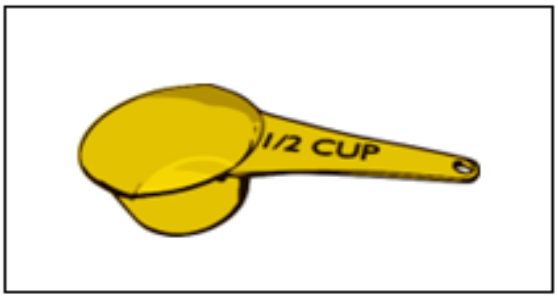
	• Provide additional practice opportunities as needed for students who require extra support.

Notes/Reflections

- Consider any adjustments or modifications that may be needed for future cooking lessons.

Introduction- Identifying Measuring Cups Slideshow-

1



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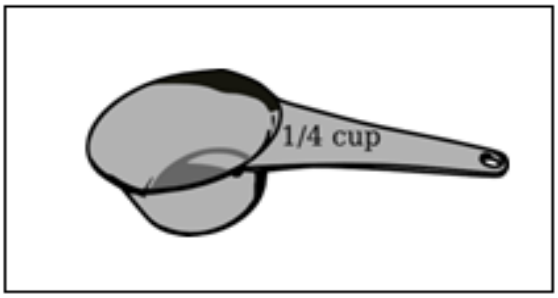

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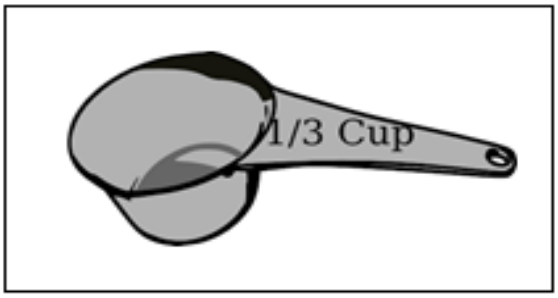


5

6

Recipe Cards-

Recipe card

- ¼ cup- Beans
- 2 cups- Water
- ½ cup- Rice

1

Recipe card

- ½ cup- Beans
- 1 cup- Water
- 1/3 cup- Rice

2

Recipe card

- 1 cup- Beans
- ½ cup- Water
- 2/3 cup- Rice

3

Recipe card

- 2 cup- Beans
- 1/2 cup- Water
- 1/4 cup- Rice

4

Recipe card

- ½ cup- Beans
- 1/4 cup- Water
- 2 cup- Rice

5

Recipe card

- 1/3 cup- Beans
- 1/2 cup- Water
- 2/3 cup- Rice

6

Checklist Evaluation (Summative Assessment)-

Student Name: _____

Measurements	Was the student able to measure the **DRY** ingredient?	Was the student able to measure the **WET** ingredient?
1/4 cup	**YES or NO**	**YES or NO**
1/2 cup	**YES or NO**	**YES or NO**
1/3 cup	**YES or NO**	**YES or NO**
2/3 cup	**YES or NO**	**YES or NO**
1 cup	**YES or NO**	**YES or NO**

The student was able to measure _____ out of 10 total measurements correctly.

Notes & Observations:

_____

_____

_____

Lesson Plan – Kitchen Appliances

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/10/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Introduction to Cooking

Outcomes

- Students will be able to identify, and match labeled pictures of kitchen appliances to the actual pieces of appliances found in a kitchen.
- Students will demonstrate an understanding of the purpose and function of various kitchen tools and appliances.

Materials

- Labeled pictures of kitchen appliances, separated into envelopes for each student.
- Actual kitchen appliances
- Velcro
- SMART Board
- Introduction slideshow
- Matching worksheet (summative assessment)

Technology
Check all that apply:

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Students should have basic familiarity with how to perform a matching activity.

Differentiation/Accommodations

- For students who cannot read, make sure to provide visuals.
- Provide 1 to 1 aide support.

Special Concerns

- Ensure that the kitchen environment is safe and accessible for all students.
- Consider dietary restrictions and allergies when working in the kitchen.

Assessment

Formative Assessments

- Check for understanding through matching activity.
    - Are students able to match the picture to the correct appliance?

Summative Assessment

- Students will complete a matching worksheet independently or with assistance.
    - Students will match the name of each appliance to the appropriate picture.
    - Students who are unable to read will have each word read aloud to them.

Procedure		
Before the lesson	1. Gather all materials and ensure that the kitchen area is set up safely. 2. Make sure that all appliances being used during the activity are visible to the students. 3. Prepare a slideshow with pictures of each piece of kitchen appliances to be used in the pre-activity slideshow.	
During the lesson	• **Introduction (10 minutes)** o Begin the lesson by gathering students and introducing the topic of kitchen appliances. o Project a slideshow on the SMART Board with the kitchen appliances that the students will be identifying and matching today as well as the name of each appliance. ▪ *See "Kitchen Appliance Slideshow" attachment.* o Begin going through the slideshow. As each picture is shown, explain what the appliance is called and its purpose in the kitchen. o The teacher can model where each appliance is in the kitchen and give examples of how we use the appliance or when we may use a specific piece of equipment. The teacher can ask for student volunteers to also identify and elaborate on the function of the appliance. o Encourage students to ask questions if they are unsure about any of the items in the slideshow.	

	• **Independent Practice (Matching Activity) (20 minutes):**
	  ○ Explain to students that they will now perform a matching activity where they can identify and interact with the different kitchen appliances that they learned about in the slideshow.
	  ○ Pass out an envelope that contains pictures of the labeled kitchen appliances to each student in the class.
	  ▪ Print out “Labeled Kitchen Appliances” and sort into envelopes for each student.
	  ○ Begin by going through each picture with the students and reiterating what each piece of equipment is and how it is used.
	  ○ Show students an example of what they will be doing. (E.g. hold up the picture of the refrigerator. Say,” this is a refrigerator”. Say, “a refrigerator keeps food cold.”
	  ○ Take the labeled picture of the refrigerator and stick the Velcro spot to the Velcro on the actual refrigerator in the classroom.
	  ▪ **UDL Emphasis** Multiple Means of Representation: Students can engage by using the following materials-
	  ▪ Slideshow featuring appliances in the room that students see every day.
	  ▪ Labeled cards with names and visuals that students can touch and hold featuring the appliances that students see every day.
	  ▪ Interacting with/touching the actual appliances while matching their cards.
	  ▪ Moving around the classroom to interact with various appliances.
	  ○ Once the students are shown an example, allow them to begin matching on their own. Students will be working with a 1 to 1 aide. Help assist as needed. Monitor for student understanding.	

After the lesson	• Gather students together at the center table. • The teacher should go around the room and look at what students label. • Talk about each label and if it is correct or incorrect. If a label is placed incorrectly, have students raise their hand to fix the label. Explain why some labels may have been mistaken (e.g. refrigerator vs. freezer) • Provide opportunities for students to practice identifying kitchen appliances in different settings. Send home the envelope of labels and a letter to parents explaining what students did in class that day. Have students practice this activity at home in their own kitchen. By practicing at home, students will be more exposed to the different looks and styles of some kitchen appliances as well as familiarize themselves with their home kitchens.	

Notes/Reflections

- Ask for parent feedback to see how the activity went at home.
- Consider any adjustments or modifications that may be needed for future lessons.

Kitchen Appliance Slideshow/Labeled Kitchen Appliances

1

2

3

4

5

6

Summative Assessment- Labeling Appliances

Name: _____

Draw a line from the name of each appliance to the corresponding picture.

- Refrigerator

- Oven

- Microwave

- Toaster

- Dishwasher

- Sink

Lesson Plan – Kitchen Hygiene Practices

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/10/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Introduction to Cooking

Outcomes

- Students will understand the importance of practicing proper hygiene in the kitchen.
- Students will identify and demonstrate safe hygiene practices for handling food.
- Students will observe and discuss the results of a simple science experiment related to kitchen hygiene.

Materials

- Potatoes (1 per student)
- Knife
- Plastic baggie (1 per student)
- Soap
- Water
- Dirty surface (e.g. unwashed countertop)
- Table cleaner/spray
- SMART Board

Technology
Check all that apply:

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Students should have a basic understanding of handwashing.
- Students should have a basic understanding of cleaning a table.
- Students should have a basic familiarity with kitchen tools and equipment.

Differentiation/Accommodations

- Students who are unable to cut their potato independently will have extra aide support.
- Students will be provided with a task analysis sheet with visuals for proper handwashing techniques.

- Students who need extra time or more repetition will be accommodated for.

Special Concerns

- Ensure the environment is safe when using a knife to cut the potato.
- Students should use a butter knife to cut the potato.
- Consider individual dietary restrictions and allergies when working with food items like potatoes.

Assessment

Formative Assessments

- Monitor students' ability to follow hygiene practices during the experiment.
  - Are students able to follow the task analysis to properly wash their hands?
  - Are students able to wipe down the table?

Summative Assessment

- Students will complete a simple hygiene quiz to demonstrate their understanding of kitchen hygiene practices.

Procedure		

Before the lesson	• Gather all the materials needed to complete the science experiment.
	  ○ Potatoes for each student
	  ○ Labeled baggies for each student.
	  ○ Butter knife for cutting.
	  ○ Table cleaner/spray	

During the lesson	**1. Introduction**
	  ○ Begin the lesson by gathering students and discussing the importance of practicing proper hygiene in the kitchen to prevent foodborne illnesses.
	  ○ Ask students, “what do you think is the first thing each person should do before we begin cooking in the kitchen?”
	  ○ Write down each student's response on the whiteboard.
	  ○ Emphasize the importance of handwashing, cleaning surfaces, and proper food handling techniques.
	
	2. Science Experiment
	  ○ Tell students that today we will be doing a science experiment to demonstrate the importance of keeping our hands and areas clean when cooking.	

	○ Pass out one potato, one plate, and one butter knife to each student. Students who need extra help should have 1 to 1 aide support with them. ○ Demonstrate to students how to cut the potato into four pieces. ○ Tell students that we will now use each piece of potato for a different condition (dirty hands, dirty surface, clean hands, clean surface). ○ Have students take one piece of the potato and rub it all over their hands that have not been washed yet. Students should rub the potato in between their fingers and all over their hand. Set a timer to rub for one minute. Once the timer goes off, students should put the potato into a sealed Ziplock bag. ○ Next, have students rub the second piece all over their desk that has not yet been cleaned. Set a timer for one minute while students rub the potato on different areas of their space. Put that piece in a different, labeled, Ziplock bag. ○ Next, have students wash their hands with hot soapy water. ○ Students can follow a task analysis with proper hand washing techniques to make sure they are practicing proper hand washing. • *See "Hand Washing Task Analysis" attachment.* • **UDL Emphasis** Multiple Means of Engagement: • Holding a knife • Cutting a vegetable • Rubbing potato through fingers • Using a timer ○ Once their hands are clean, students can then rub the potato on their clean hands. Set a timer for one minute then place in a labeled Ziplock bag. ○ Next, have students clean their desks with a sanitizing spray or wipe. Once the desk is clean and sanitized, students can rub the final piece of potato on their clean desk area. Set a timer for one minute then place the last potato in a labeled Ziplock bag. ○ Place each Ziplock bag in a dark space in the classroom where students can go to observe throughout the week. ○ Provide an observation worksheet for each day of the week where students can record what they observe. Students can write about the changes or draw a picture of each potato. • **UDL Emphasis** Multiple Means of Action and Expression: • Rubbing potatoes on hand • Using a timer • Spraying and wiping down their desks	
	• After everything has been cleaned up and the potatoes are in the dark location, review the key points of the lesson with the students. • Ask students to make predictions on what they think may happen to the potatoes.	

After the lesson	• Students should continue monitoring their potatoes for the next week. After a week of observing the potatoes, bring students back together and go over the data. ▪ **UDL Emphasis** Multiple Means of Engagement: ▪ Making predictions ▪ Observation worksheet to keep students engaged after the initial activity is completed. • The potatoes that were rubbed on dirty hands and surfaces should appear much dirtier and be growing bacteria compared to the potatoes that were rubbed on clean surfaces. • Reiterate to students how important it is to practice hygiene skills especially when cooking so that people do not get sick.

Notes/Reflections

- Reflect on the students' understanding and engagement with the lesson content.
- Reflect on how students did with proper hand washing and cleaning their surfaces. If this is something that students struggled with, provide more visuals and opportunities to practice these hygiene techniques.

Hand Washing Task Analysis-

1. Turn on Water	
2. Hands in Water	
3. Pump Soap	
4. Rub Hands	
5. Rinse Hands	
6. Turn Off Water	
7. Get Paper Towel	
8. Dry Hands	
9. Throw Away Paper Towel	

Hygiene Quiz-

Name: _____

1) Why is it important to wash your hands before cooking?

a. Because it's fun.

b. Because it makes your hands smell good.

c. Because it helps keeps germ away.

2) What should you use to clean surfaces before cooking?

a. Your hands

b. Soap and water or bacterial spray.

c. An old dirty rag

3) What should you do if you spill something on the floor while cooking?

a. Leave it there.

b. Clean it up right away.

c. Ask someone else to clean it up when they have time.

4) True or False- You should always wash your hands before cooking and even throughout.

a. True

b. False

5) True or False- It is best to use hot, soapy water when washing your hands.

a. True

b. False

Potato Observation Log-

Name: _____

Draw a picture or write about the changes you observe happening to each potato over 5 days.

Day 1-

Dirty Hand Potato	Clean Hand Potato	Dirty Surface Potato	Clean Surface Potato

Day 2-

Dirty Hand Potato	Clean Hand Potato	Dirty Surface Potato	Clean Surface Potato

Day 3-

Dirty Hand Potato	Clean Hand Potato	Dirty Surface Potato	Clean Surface Potato

Day 4-

Dirty Hand Potato	Clean Hand Potato	Dirty Surface Potato	Clean Surface Potato

Day 5-

Dirty Hand Potato	Clean Hand Potato	Dirty Surface Potato	Clean Surface Potato

Lesson Plan – Reading A Recipe- French Toast

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/10/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Introduction to Cooking

Outcomes

- Students will be able to understand and follow a recipe.
- Students will be able to identify ingredients, locate ingredients, and follow the cooking steps of a recipe.

Materials

- Recipe with visuals
- Cooking equipment and ingredients needed for French Toast recipe.

Technology
Check all that apply:

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of cooking equipment, utensils, and measuring
- Understanding of kitchen hygiene

Differentiation/Accommodations

- Adapted recipe to include visuals for students who are unable to read or with visual impairments.

Special Concerns

- Consider dietary restrictions and allergies when working in the kitchen.

Assessment

Formative Assessments

- Observe students participating and understanding during the cooking lesson.
  - Are students able to locate where the ingredients are?
  - Are students able to identify the kitchen appliances used?
  - Are students able to measure wet and dry ingredients?

Summative Assessment

- Students will independently be able to identify the ingredients needed in the recipe via AAC device or verbally.
  - *See "summative assessment" checklist.*

Procedure		
Before the lesson	• Prepare all necessary materials and ingredients. • Prepare a visual recipe card with checkboxes for completion.	

During the lesson	• **Introduction:**
	  ○ Introduce the concept of cooking and how important it is to follow a recipe when cooking.
	  ○ Explain to students that today we will be learning how to follow a recipe and will be following a recipe to prepare French Toast.
	• **Following a Recipe**
	  ○ Have students gather around one table.
	  ○ Ask students what the first step is before doing any cooking activity.
	  ○ Students should respond with washing their hands and wiping down surfaces.
	  ○ Have students wash their hands and sanitize the table.
	  ○ Give each student a French Toast Recipe with visuals of each ingredient and steps.
	  ○ Guide students through identifying and finding each ingredient in the classroom. (e.g. where can we find the butter? Locate the refrigerator.)
	  ○ Once all the ingredients and materials have been collected, begin reading through the recipe. Have students identify items	

	throughout. Students should practice measuring, pouring, mixing and more. ▪ **UDL Emphasis** Multiple Means of Engagement: ▪ Identify and locating ingredients in the classroom ▪ Hands-on measuring, pouring, and mixing ▪ Washing hands ▪ Spraying and wiping down tables o As the class goes through each step of the recipe, students can put a checkmark next to each step once completed. o Once the French Toast is finished, students can enjoy what they have created. o Allow students to gather the materials needed to enjoy the meal (e.g. plates, silverware, toppings etc.) o Students should be encouraged to request items such as a fork, syrup, butter and more. Students can request verbally or through AAC. o Students should clean up after themselves by washing dishes, throwing away trash, wiping surfaces etc. ▪ **UDL Emphasis** Multiple Means of Engagement: ▪ Checking on steps as they are being completed ▪ Making the French toast ▪ Setting the table ▪ Eating the French toast ▪ Washing dishes ▪ Throwing away trash ▪ Wiping tables	
After the lesson	• Review the recipe and the importance of why following a recipe is an important aspect of cooking. • Have students take the recipe home with them and encourage families to practice following and cooking a recipe at home.	

Notes/Reflections

- Reflect on how students did with the skills learned from past lessons (identifying kitchen supplies and appliances, measuring ingredients and kitchen hygiene). Note if students need extra instruction in any of those areas.

Adapted French Toast Recipe-

French Toast

		Get a frying pan and put 1 Tbsp. butter in the pan. Put the pan on the stove and heat on medium.
		Get bowl and whisk
		Put 1 cup of milk in the bowl. Add 2 eggs and whisk together.
		Dip a piece of bread in the mixture. Flip it over to coat both sides.
		Put the bread in the pan and let brown, then flip the bread over and let the other side brown.
		Serve with syrup! Enjoy!

Summative Assessment Checklist-

Name: _____

The student was able to identify the following ingredients needed…

- Butter- YES or NO
- Milk- YES or NO
- Eggs- YES or NO
- Bread- YES or NO
- Syrup- YES or NO

Lesson Plan – Making a Shopping List

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/20/24
Grade level: 7-8 Life Skills
Subject: Functional Life Skills
Unit: Planning A Meal

Outcomes

- Students will be able to search for a recipe online.
- Students will identify and write down the ingredients needed for pizza, Caesar salad, and garlic bread.
- Students will create a shopping list for the ingredients needed.

Materials

- Computer or tablet with internet connection.
- Grocery list template *(see attachment)*
- Adapted shopping list *(see attachment)*
- Pencil
- Recipe for pizza, Caesar salad, and garlic bread.

Technology

Check all that apply

- ○ Teacher laptop
- ○ SMART Board
- ○ LCD projector
- ○ SMART Senteos (class set)
- ○ Computers
- ○ iPad or tablet
- ○ iPod or mp3 player(s)
- ○ Webcam
- ○ Digital camera
- ○ Document camera
- ○ Digital microscope
- ○ Video camera
- ○ Scanner
- ○ Colour printer
- ○ Calculators
- ○ FM system

Prior Learning Connections

- Basic understanding of kitchen safety.
- Basic understanding of reading a recipe.
- Basic understanding of kitchen hygiene practices.
- Basic understanding of measuring ingredients.
- Basic understanding of searching on Google.

Differentiation/Accommodations

- For students who are unable to write, an aide can write down the ingredients needed and students can trace.
- Adapted shopping list.
- Offer 1 to 1 aide support during the activity.
- Provide visuals as needed.

Special Concerns

- Be aware of any food allergies or sensitivities among students when planning the meal and ingredients needed.

Assessment

Formative Assessments

- Observe students' engagement and participation during the lesson.
    - Are students able to navigate on the computer or tablet?
    - Are students following teacher directions to search for the recipe?
    - Are students able to accurately write, copy or check off the correct ingredients?

Summative Assessment

- Evaluation of students completed shopping lists for accuracy and completeness.
    - Have students turn in their shopping list. Check to see if students recorded the correct ingredients.

Procedure		
Before the lesson	**1. Prepare materials:** a. Make sure that computers/tablets are charged and ready for use. b. Have a printed template of grocery list.	
	Introduction (5 minutes) • Explain the objective of the lesson. Tell students that we will be planning a menu for a lunch that the class will be hosting.	

During the lesson	• Discuss the importance of planning ahead and creating a shopping list when hosting a meal.
	• Have students get out their laptops or tablets.
	
	Recipe Search (10 minutes)
	• Walk students through searching on their tablets by projecting the teachers screen on the Smart Board.
	• Guide students to use the internet to search for recipes for homemade pizza, Caesar salad, and garlic bread.
	• Everyone should follow along with what the teacher chooses.
	
	Making the Ingredient List (15 minutes)
	• Pass out a printed recipe and shopping list template to each student.
	• Project the shopping list template and each recipe on the board.
	• Guide students through writing down the ingredients needed.
	• For students who are unable to write, the aide can write the ingredients and students can trace and/or use hand over hand.
	  ○ *For students who are unable to trace or do hand over hand, access the "Adapted Shopping List" attachment.*
	• **UDL Emphasis** Multiple Means of Representation & Multiple Means of Engagement:
	  ○ Using tablets
	  ○ Searching the internet for real recipes
	  ○ Printing out recipes
	  ○ Adapted shopping list to accommodate different leveled students
	• Talk about the different food groups and what section each ingredient belongs in (e.g. dairy, meat, cheese, etc.)
	• Help students as needed, especially with spelling and reading.	

After the lesson	• Recap the steps involved in planning the lunch and creating the shopping list. • Talk to students about what will come next in the process of preparing for the lunch.	

Notes/Reflections

- Reflect on the effectiveness of the lesson and consider and adjustments needed for future lessons.

Adapted Shopping List:

Produce/Deli

Fresh Fruits

- ☐ Apples
- ☐ Avocados
- ☐ Bananas
- ☐ Berries
- ☐ Cherries
- ☐ Grapefruit
- ☐ Grapes
- ☐ Kiwis
- ☐ Lemons / Limes
- ☐ Melon
- ☐ Nectarines
- ☐ Oranges
- ☐ Peaches
- ☐ Pears
- ☐ Plums
- ☐ _____
- ☐ _____

Fresh Vegetables

- ☐ Asparagus
- ☐ Broccoli
- ☐ Carrots
- ☐ Cauliflower
- ☐ Celery
- ☐ Corn
- ☐ Cucumbers
- ☐ Lettuce / Greens
- ☐ Mushrooms
- ☐ Onions
- ☐ Peppers
- ☐ Potatoes
- ☐ Spinach
- ☐ Squash
- ☐ Zucchini
- ☐ Tomatoes
- ☐ _____
- ☐ _____

Meat

- ☐ Bacon / Sausage
- ☐ Beef
- ☐ Chicken
- ☐ Ground Beef
- ☐ Ham / Pork
- ☐ Hot dogs
- ☐ Lunchmeat
- ☐ Turkey
- ☐ _____
- ☐ _____

Meat

- ☐ Catfish
- ☐ Crab
- ☐ Lobster
- ☐ Mussels
- ☐ Oysters
- ☐ Salmon
- ☐ Shrimp
- ☐ Tilapia
- ☐ Tuna
- ☐ _____
- ☐ _____

Refrigerated

Cheese

- ☐ Bleu Cheese
- ☐ Cheddar
- ☐ Cottage Cheese
- ☐ Cream Cheese
- ☐ Feta
- ☐ Goat Cheese
- ☐ Mozzarella
- ☐ Parmesan
- ☐ Provolone
- ☐ Ricotta
- ☐ Sandwich Slices
- ☐ Swiss
- ☐ _____
- ☐ _____

Dairy

- ☐ Butter / Margarine
- ☐ Half & Half
- ☐ Heavy Cream
- ☐ Milk
- ☐ Sour Cream
- ☐ Whipped Cream
- ☐ Yogurt
- ☐ _____
- ☐ _____

Refrigerated Items

- ☐ Bagels
- ☐ English Muffins
- ☐ Chip Dip
- ☐ Eggs / Fake Eggs
- ☐ Fruit Juice
- ☐ Ready-bake breads
- ☐ Tofu
- ☐ Tortillas
- ☐ _____
- ☐ _____

Aisle

Condiments

- ☐ BBQ sauce
- ☐ Gravy
- ☐ Honey
- ☐ Hot Sauce
- ☐ Jam / Jelly
- ☐ Ketchup / Mustard
- ☐ Mayonnaise
- ☐ Pasta sauce
- ☐ Relish
- ☐ Salad Dressing
- ☐ Salsa
- ☐ Soy Sauce
- ☐ Steak Sauce
- ☐ Syrup
- ☐ Worcestershire sauce
- ☐ _____
- ☐ _____

Canned Foods

- ☐ Applesauce
- ☐ Baked Beans
- ☐ Broth
- ☐ Fruit
- ☐ Olives
- ☐ Tinned Meats
- ☐ Tuna / Chicken
- ☐ Soup / Chili
- ☐ Tomatoes
- ☐ Veggies
- ☐ _____
- ☐ _____

Misc. Groceries

- ☐ Bouillon Cubes
- ☐ Cereal
- ☐ Coffee / Filters
- ☐ Instant Potatoes
- ☐ Lemon / Lime Juice
- ☐ Mac and Cheese
- ☐ Olive Oil
- ☐ Packaged Meals
- ☐ Pancake / Waffle Mix
- ☐ Pasta
- ☐ Peanut Butter
- ☐ Pickles
- ☐ Rice
- ☐ Tea
- ☐ Vegetable Oil
- ☐ Vinegar
- ☐ _____
- ☐ _____

Spices & Herbs

- ☐ Basil
- ☐ Black Pepper
- ☐ Cilantro
- ☐ Cinnamon
- ☐ Garlic
- ☐ Ginger
- ☐ Mint
- ☐ Oregano
- ☐ Paprika
- ☐ Parsley
- ☐ Red Pepper
- ☐ Salt
- ☐ Vanilla Extract
- ☐ _____
- ☐ _____

Baked Goods

- ☐ Bagels / Croissants
- ☐ Buns / Rolls
- ☐ Cake / Cookies
- ☐ Donuts / Pastries
- ☐ Fresh Bread
- ☐ Pie
- ☐ Pita Bread
- ☐ Sliced Bread
- ☐ _____
- ☐ _____

Baking

- ☐ Baking Powder / Soda
- ☐ Bread Crumbs
- ☐ Cake / Brownie Mix
- ☐ Cake Icing
- ☐ Chocolate Chips
- ☐ Flour
- ☐ Shortening
- ☐ Sugar
- ☐ Sugar Substitute
- ☐ Yeast
- ☐ _____
- ☐ _____

Snacks

- ☐ Candy
- ☐ Cookies
- ☐ Crackers
- ☐ Dried Fruit
- ☐ Granola Bars
- ☐ Nuts
- ☐ Oatmeal
- ☐ Chips / Popcorn
- ☐ _____
- ☐ _____

Baking

- ☐ Bottled Water
- ☐ Club Soda
- ☐ Juice
- ☐ Mixers
- ☐ Red Wine
- ☐ Soda
- ☐ Sports Drinks
- ☐ _____
- ☐ _____

Frozen

- ☐ Breakfasts
- ☐ Burritos
- ☐ Fish Sticks
- ☐ Fries / Tator Tots
- ☐ Ice Cream
- ☐ Juice Concentrate
- ☐ Pizzas
- ☐ Popsicles
- ☐ Sorbet
- ☐ TV Dinners
- ☐ Vegetables
- ☐ Veggie Burgers
- ☐ _____
- ☐ _____

Misc.

Baby Stuff

- ☐ Baby Food
- ☐ Diapers
- ☐ Formula
- ☐ Lotion
- ☐ Baby Wash
- ☐ Wipes
- ☐ _____
- ☐ _____

Pets

- ☐ Carpet Cleaner
- ☐ Cat Food
- ☐ Cat Litter
- ☐ Dog Food
- ☐ Flea Treatment
- ☐ Pet Shampoo
- ☐ Treats
- ☐ _____
- ☐ _____

Other

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Personal Care

Cleaning

- ☐ Air Freshener
- ☐ Bathroom cleaner
- ☐ Bleach / Detergent
- ☐ Dish Soap
- ☐ Garbage Bags
- ☐ Glass Cleaner
- ☐ Mop Head
- ☐ Sponges
- ☐ Trash Bags
- ☐ _____
- ☐ _____

Medicine

- ☐ Allergy
- ☐ Antibiotic
- ☐ Antidiarrheal
- ☐ Aspirin
- ☐ Antacid
- ☐ Band-aids
- ☐ Cold / Flu
- ☐ Pain Reliever
- ☐ Sinus
- ☐ _____
- ☐ _____

Personal Care

- ☐ Deodorant
- ☐ Bath Soap
- ☐ Condoms
- ☐ Cosmetics
- ☐ Cotton Swabs
- ☐ Facial Cleanser
- ☐ Facial Tissue
- ☐ Feminine Products
- ☐ Floss
- ☐ Hair Gel
- ☐ Lip Balm
- ☐ Moisturizing Lotion
- ☐ Mouthwash
- ☐ Razors
- ☐ Shampoo
- ☐ Shaving Cream
- ☐ Toilet Paper
- ☐ Toothpaste
- ☐ Vitamins
- ☐ _____
- ☐ _____

Shopping List Template:

Shopping List

FRUITS & VEGETABLES

MEAT & POULTRY

FISH & SHELLFISH

CANNED GOODS

TOILETRIES

FROZEN FOODS

SNACKS

OTHER

DAIRY & DELI

BEVERAGES

Lesson Plan – Learning to Count Money for Grocery Shopping

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/20/24
Grade level: 7-8 Grade Life Skills Support
Subject: Functional Academics
Unit: Planning A Meal

Outcomes

- Students will be able to identify different denominations of money.
- Students will be able to accurately count money.
- Students will be able to identify the price of a grocery item and count it.

Materials

- Assorted play money (coins and bills)
- Newspaper or grocery flyers with food advertisements.
- Paper
- Pencil
- Grocery flyer for summative assessment *(see attachment)*

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of numbers and counting.
- Basic understanding of coin and bill denominations
- Basic understanding of the concept of buying items with money.
- Basic understanding of reading a price tag.

Differentiation/Accommodations

- Offer 1 to 1 aide support for students who need extra assistance.
- For students who struggle with counting money, use small bills, and no coins.

Special Concerns

- Consider individual students' abilities and adjust expectations accordingly.

Assessment

Formative Assessments

- Monitor students' accuracy in counting money during practice activities.
  - Record student names who struggled with counting money. Provide extra support to those students.

Summative Assessment

- At the end of the lesson, give each student a grocery flyer *(see attachment below)*, have students pick one item and count the total amount of money. Check for accuracy and understanding.

Procedure		
Before the lesson	**1. Gather Materials** • Collect play money, newspapers or grocery flyers with food advertisements, paper, and writing utensils.	

During the lesson	**Introduction (10 minutes):**
	• Review the concept of money and its uses.
	• Project this video on the SMART board and allow kids to stand up and sing the song aloud.
	  ○ Click Here for Video Link- John Hartman- The Money Song
	  ○ https://www.youtube.com/watch?app=desktop&v=pnXJGNo08v0&scrlybrkr=03586c68
	Counting Practice (15 minutes):
	• Distribute play money to students.	

	• Write a total on the board. Begin with no coins and low amounts. Add on as students progress.
	• Lead students in counting different amounts using the play money.
	  ○ **UDL Emphasis** Multiple Means of Engagement & Multiple Means of Representation:
	  ▪ YouTube video/song connection
	  ▪ Using money manipulatives
	  ▪ Writing on the board
	Mock Grocery Visit (25 minutes):
	• Show students newspapers or flyers with food advertisements.
	• Guide students in selecting items to purchase.
	• Lower-level students can count the total money for one grocery item. Higher level students can add the prices together and calculate the total amount of money needed.
	• Assist students in counting out the appropriate amount of play money to “pay” for their groceries.	

After the lesson	• Assign students to practice counting money at home using real money. • Encourage students to continue practicing their money skills in real-life situations, such as during a future grocery trip with their parents.	

Notes/Reflections

- Note student’s progress and areas for improvements during the lesson.

Grocery Flyer for Summative Assessment-

Lesson Plan – Budgeting for Grocery Shopping

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/20/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Planning A Meal

Outcomes

- Students will be able to add prices together on a calculator.
- Students will be able to count money.
- Students will practice budgeting by determining the total amount of money needed to purchase a list of groceries.
- Students will demonstrate understanding of basic money management skills.

Materials

- Ingredient list with prices and visuals *(see attachment)*
- Calculator
- Assorted play money (coins and bills)

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of numbers and counting.
- Familiarity with using a calculator for simple calculations.
- Basic concept of counting money.

Differentiation/Accommodations

- Offer 1 to 1 aide assistance as needed during the activity.
- If a student is struggling with the use of the calculator, the teacher or aide can round the prices to a single number with no decimal point.

Special Concerns

- Consider individual students' abilities and adjust expectations accordingly.

Assessment

Formative Assessments

- Monitor students' accuracy and confidence with using a calculator to add prices together.
  - Are students able to input numbers and symbols?
  - Are students able to follow the steps of inputting numbers, using the addition key and using an equal's key?
  - Are students able to accurately record their findings?

Summative Assessment

- At the end of the activity, check students work for accuracy. All students should have budgeted the same amount.

Procedure		
Before the lesson	**Gather Materials (5 minutes):** • Make sure that each student has a calculator, paper, and writing utensil. • Give each student a grocery list with prices. ○ *See "Grocery List" attachment*	
During the lesson	**Adding Prices (15 minutes):** • Instruct students to use the calculators to add the prices of each item. • Encourage students to work at their own pace and ask for help as needed. • Once students have added the prices, guide students in determining the total amount of money needed to purchase all the items. • Discuss strategies for budgeting such as rounding to the nearest dollar. • Once students find the total amount of money needed, give students the assorted play money. • Students should use the assorted play money to count out the total amount needed for payment. • Students can round to the next dollar to ensure that they budget enough**.** ○ **UDL Emphasis** Multiple Means of Action and Expression:	

	▪ Using calculators ▪ Grocery lists ▪ Money manipulatives	
After the lesson	• Talk to students about the importance of budgeting. • Emphasize the importance of knowing how much things cost and how to be prepared with the right amount of money. • Talk to students about how it's important to always budget a little more in case things cost more than expected. • Emphasize that prices at each store differ from time to time.	

Notes/Reflections

- Note how students did with the lesson.
- Reflect on how students did with both using a calculator, adding prices together and counting money.
- If students struggled with a certain part of the lesson, consider adding instruction in that area.

1 Pilsbury Pizza Crust		$3.89
1 Jar Pizza Sauce		$2.36
1 Bag Mozzarella Cheese		$5.45
1 Bag Pepperoni (optional)		$3.94
1 Bag Caesar Salad Kit		$4.45
1 Bag Garlic Bread		$3.39

Total Meal Price: _____

Lesson Plan – Creating Invitations for Holiday Luncheon

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/24/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Holiday Luncheon

Outcomes

- Students will identify and understand the important components of an invitation (who, what, when, where).
- Students will create invitations with accurate information.

Materials

- Invitation template
- Writing utensil
- Sample invitation
- Tablet or computer for students who are unable to write.

Technology
Check all that apply

- ○ Teacher laptop
- ○ SMART Board
- ○ LCD projector
- ○ SMART Senteos (class set)
- ○ Computers
- ○ iPad or tablet
- ○ iPod or mp3 player(s)
- ○ Webcam
- ○ Digital camera
- ○ Document camera
- ○ Digital microscope
- ○ Video camera
- ○ Scanner
- ○ Colour printer
- ○ Calculators
- ○ FM system

Prior Learning Connections

- Basic writing or typing skills.
- Understanding of luncheon event.

Differentiation/Accommodations

- Students who are unable to write will have the option to type their invitation.
- Students who are unable to type will have the option to write their invitation.

Special Concerns

- Attention to each students' individual needs and abilities.

Assessment

Formative Assessments

- Observations during the lesson. Check for students' understanding of each component of the invitation.
    - Does the student understand "who" the invitation is for?
    - Does the student understand "what" the invitation is for?
    - Does the student understand what "when" means when creating an invitation?
    - Does the student understand what "where" means when creating an invitation?

Summative Assessment

- Evaluation checklist for completed invitations. Checklist should check for accuracy and make sure the invitation includes all components of information (who, what, when, where).

Procedure		

Before the lesson	• Print or project sample invitation with all components labeled.
	• Set up two workstations around the room.
	  ○ Workstation One- Laptops or tablets for typing invitations.
	  ○ Workstation Two- Printed invitation templates for writing invitations.
	• Project example invitation on Smart Board	

During the lesson	**Introduction (5 minutes):** ○ Discuss the purpose of invitations and why it's important to include certain information. **Instruction (10 minutes**): ○ Hand out the invitation template that includes the components of who, what, when, where. ○ Project the sample invitation on the board. ○ Discuss each component. ○ **Who:** Discuss who the invitation is for (guests). ○ **What:** Explain what the event is (holiday luncheon). ○ **When:** Specify the date and time of the event.	

	○ **Where:** Provide the location/address of the event. ○ **UDL Emphasis** Multiple Means of Engagement: ▪ Writing the invitation ▪ Level 1 students- type and fill in the blanks ▪ Level 2 students- write and fill in the blanks ▪ Level 3 students- type invitation independently **Practice (20 minutes):** ○ Guide students through the process of creating invitations for the holiday luncheon. ○ Encourage students to refer to the sample invitation.	
After the lesson	○ Collect and review the invitations written by students. ○ Provide feedback on accuracy and completeness. ○ Reinforce the importance of including all necessary information in invitations.	

Notes/Reflections
○ Monitor students' engagement and understanding throughout the lesson.

YOU'RE INVITED!

Dear PERSON YOU ARE INVITING,

Please join us for a ___HOLIDAY LUNCHEON___, on ____DATE & TIME OF EVENT_____, at ___LOCATION OF EVENT____. Homemade pizza, Caesar salad, and garlic bread will be served! We can't wait to celebrate the holidays with you!

YOU'RE INVITED!

Dear Mom and Dad,

Please join us for a Holiday Luncheon, on December 15th at 12:00 pm at Downingtown Middle School. Homemade pizza, Caesar salad, and garlic bread will be served! We can't wait to celebrate the holidays with you!

YOU'RE INVITED!

Dear _____,

Please join us for a _____, on

_____, at

_____. Homemade pizza,

Caesar salad, and garlic bread will be served! We can't

wait to celebrate the holidays with you!

Summative Assessment-

Name: _____

The student included the necessary information of..		**Notes-**
WHO-	YES or NO	
WHAT-	YES or NO	
WHEN-	YES or NO	
WHERE-	YES or NO	

Name: _____

The student included the necessary information of..		**Notes-**
WHO-	YES or NO	
WHAT-	YES or NO	
WHEN-	YES or NO	
WHERE-	YES or NO	

Lesson Plan – Community Based Instruction (CBI)- Grocery Shopping

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/25/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Holiday Luncheon

Outcomes

- Students will locate items on a shopping list independently or with minimal assistance.
- Students will demonstrate the ability to navigate through the grocery store.
- Students will use social skills to communicate with store staff and other customers.
- Students will practice using the self-checkout to scan, bag, and pay for items.

Materials

- Shopping lists with ingredients needed for baking a pizza.
- Clipboards
- Writing utensils
- Cash for purchasing items.
- Reusable bags for groceries.
- Visual aids or AAC communication devices for non-verbal students.

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic money skills.
- Previous lessons on creating and reading a shopping list.

Differentiation/Accommodations

- Visual shopping list for students who cannot read.
- Use of assistive technology or communication devices for non-verbal students.
- Use of 1 to 1 aide support as needed.

Special Concerns

- Make sure to pack emergency medicine for students who need it when leaving the building.
- Extra supervision to ensure safety during the shopping trip.

Assessment

Formative Assessments

- Observation of students' ability to locate items and use social skills during the shopping trip.
    - Are students able to locate the items in the grocery store?
    - Are students able to identify sections of the grocery store (dairy, meat, cheese, etc.)?
    - Are students acting socially appropriate in the grocery store?

Summative Assessment

- Evaluation checklist of student's overall performance during the CBI trip.
    - *See "Evaluation Checklist" attachment.*

Procedure		

Before the lesson	• Review the shopping list with students and ensure they understand the items needed for purchase.
	• Discuss expectations for behavior and social interactions during the trip.
	• Prepare materials.
	  ○ Grocery lists attached to clipboards.
	  ○ Writing utensils
	  ○ Student meds
	  ○ Communication devices if necessary	

	Travel to Grocery Store (10 minutes): • Ensure all students are safely transported to the grocery store. • Review safety rules and expectations before entering the store.	

During the lesson	**Shopping (30 minutes):**
	• Guide students through the store helping them locate the items needed from their shopping lists.
	• When students find an item from the list, they should put it in the shopping cart then use their writing utensil to check the item off the list.
	• Encourage students to compare prices and make decisions based on their budget.
	
	Self Checkout (10 minutes):
	• Demonstrate for students how to use the self-checkout machines. Teacher should demonstrate scanning items, bagging groceries, and paying with cash.
	• Assist students as needed through self-checkout process.
	• Allow students the opportunity to scan, bag, and pay for their items.
	• Reinforce the importance of counting money accurately and checking for correct change.
	  ○ **UDL Emphasis** Multiple Means of Engagement:
	  ▪ Riding in a van
	  ▪ Going to a grocery store
	  ▪ Locating items in a real-life situation
	  ▪ Scanning groceries
	  ▪ Bagging groceries
	  ▪ Paying using cash	

After the lesson	• Ensure student safety when walking through the parking lot back to the transportation taken. • During the ride back to school, reflect on the shopping trip with students. Discuss what went well and what areas could use improvement for next time.	

Notes/Reflections

- Consider adjustments or modifications for future CBI trips based on how the trip went**.**

Pizza Shopping List-

1 Pilsbury Pizza Crust		
1 Jar Pizza Sauce		
1 Bag Mozzarella Cheese		
1 Bag Pepperoni (optional)		

Summative Assessment- "Evaluation Checklist"-

Name: _____

Was the student able to appropriately ride to and from the grocery store?	YES or NO	# Prompting Needed?
Was the student able to use appropriate social skills throughout the trip?	YES or NO	# Prompting Needed?
Was the student able to accurately identify the items needed?	YES or NO	# Prompting Needed?
Was the student able to scan and bag their items?	YES or NO	# Prompting Needed?
Was the student able to accurately pay with cash for their items?	YES or NO	# Prompting Needed?

Name: _____

Was the student able to appropriately ride to and from the grocery store?	YES or NO	# Prompting Needed?
Was the student able to use appropriate social skills throughout the trip?	YES or NO	# Prompting Needed?
Was the student able to accurately identify the items needed?	YES or NO	# Prompting Needed?
Was the student able to scan and bag their items?	YES or NO	# Prompting Needed?
Was the student able to accurately pay with cash for their items?	YES or NO	# Prompting Needed?

Lesson Plan – Setting a Table

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/27/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Hosting a Luncheon

Outcomes

- Students will identify different items used for setting a table.
- Students will identify the uses for the different table setting items.
- Students will demonstrate the ability to set a table.

Materials

- Table setting items
  - Tablecloth
  - Plate
  - Glass
  - Spoon
  - Fork
  - Knife
  - Napkin
  - Mug
  - Pitcher
  - Tray
- Video "Learning How to Set the Table- Vocabulary for Kids"
  - https://www.youtube.com/watch?v=II1b79NsQZg
- SMART Board

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of tableware items.

Differentiation/Accommodations

- Students who need extra assistance could be given a placemat that shows a visual of where

each items goes. Students would be given less items to match.
- *See "Placemat" attachment below.*

Special Concerns
- Use plastic items to avoid items breaking.

Assessment

Formative Assessments
- Check students' basic understanding at the start of the lesson during the questions in the video.
  - Where do we serve food?
  - What do we use to drink?
  - What do we use to eat soup?
  - What do we use to pick up food?
  - What do we use to cut food?
  - What do we use to wipe our mouth and clean our hands?

Summative Assessment
- Use "Setting the Table Checklist Data Sheet" attachment to assess how students did when they set the table themselves.

Procedure	
Before the lesson	• Make sure to have each item for each student that the students will be using to practice setting the table. • The teacher should watch the video ahead of time to familiarize themselves with the content being taught.

During the lesson	**Introduction (5 minutes):**
	• Introduce the topic of setting a table and the importance of it for daily living as well as the luncheon that students will be hosting.
	• Explain that students will watch a video on the Smart Board to learn about the different table setting items and their functions.
	
	Viewing the Video (10 minutes):
	• Play the instructional video
	  ○ Video "Learning How to Set the Table- Vocabulary for Kids" https://www.youtube.com/watch?v=II1b79NsQZg
	  ○ **UDL Emphasis** Multiple Means of Representation:
	  ▪ Watching a YouTube video
	• different items and their placements on the table.
	• Pause the video during the questions at the end of the video. Ask for student volunteers to answer the questions. Use these questions as the formative assessment for the lesson.

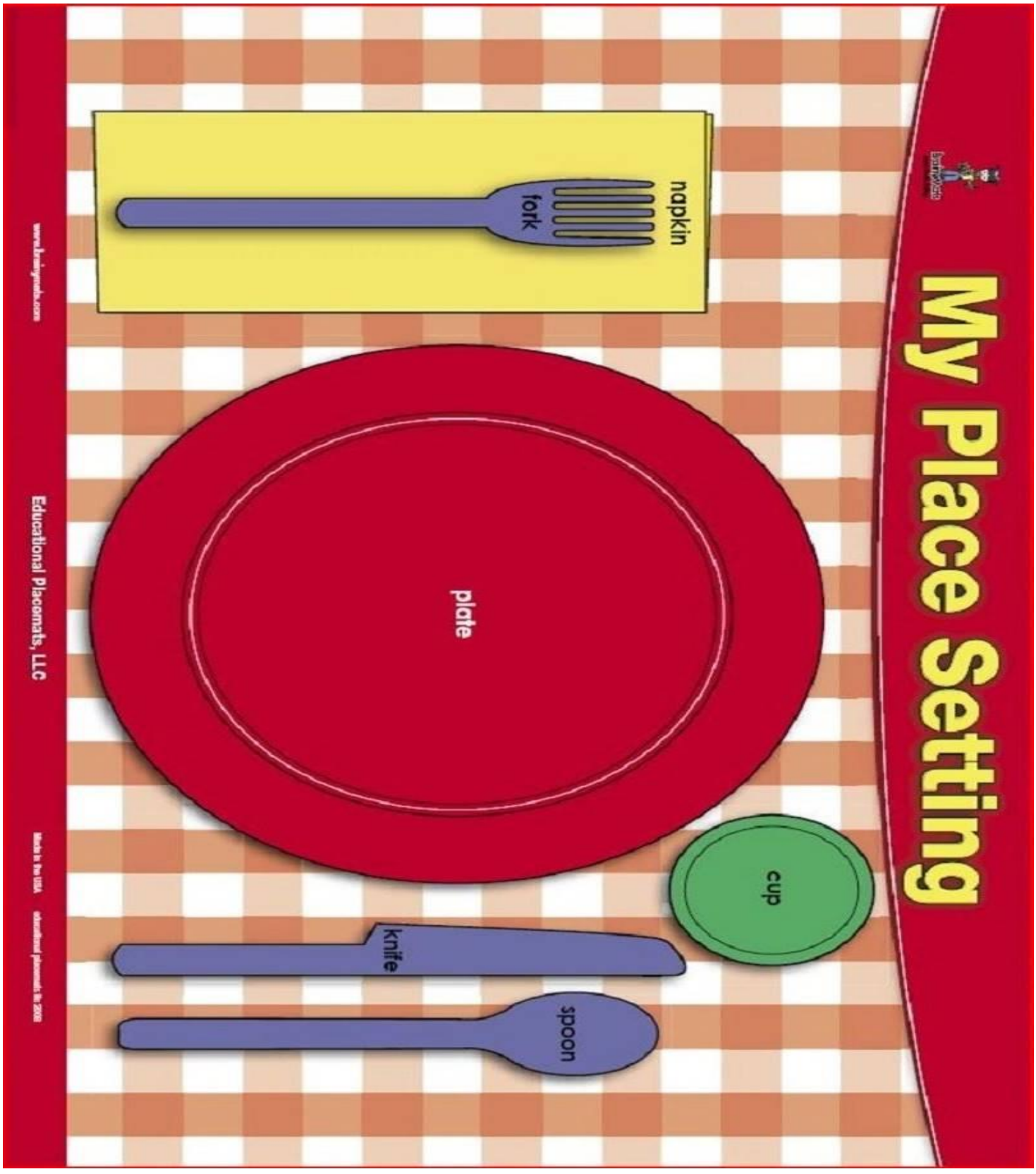
	• Facilitate a brief discussion about the video. Ask students to recall the key points and items that they learned about.
	
	Practice (20 minutes):
	• Distribute the table setting items to each individual student or group students together to practice.
	• Guide students through the process of setting a table. Provide verbal prompts and assistance as needed.
	• Encourage students to think back to the video for guidance if they need help**.**
	• Replay the video as needed.
	• For students who need extra assistance, provide them with a visual placemat and less items to match.
	  ○ **UDL Emphasis** Multiple Means of Engagement:
	  ▪ Using table setting items
	  ▪ Choice to use placemat visual
	  ▪ Answering question about the video	

After the lesson	• Review any areas where students may benefit from extra practice or support. • Assign students homework to practice setting their family dinner table at home.	

Notes/Reflections

- Reflect on the effectiveness of the instructional video.
  - Did the video capture students attention?

Placemat Guide Accommodation-



Summative Assessment- Setting the Table Checklist Data Sheet

Name: _____

Was the student able to place the…	**Correct or Incorrect?**	**How many prompts did the student need?**
Tablecloth	YES or NO	
Plate	YES or NO	
Glass	YES or NO	
Spoon	YES or NO	
Fork	YES or NO	
Knife	YES or NO	
Napkin	YES or NO	
Mug	YES or NO	
Pitcher	YES or NO	
Tray	YES or NO	

Name: _____

Was the student able to place the…	**Correct or Incorrect?**	**How many prompts did the student need?**
Tablecloth	YES or NO	
Plate	YES or NO	
Glass	YES or NO	
Spoon	YES or NO	
Fork	YES or NO	
Knife	YES or NO	
Napkin	YES or NO	
Mug	YES or NO	
Pitcher	YES or NO	
Tray	YES or NO	

Lesson Plan – Cooking A Pizza

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 2/28/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Hosting a Luncheon

Outcomes

- Students will learn how to roll out pizza dough.
- Students will practice measuring ingredients accurately.
- Students will identify and use various kitchen utensils and appliances.
- Students will follow sequential steps to prepare and bake a pizza.

Materials

- Pillsbury Pizza Crust dough
- Mozzarella cheese
- Tomato sauce
- Pepperonis
- Kitchen utensils (rolling pin, dry and wet measuring cups, spatula, knife)
- Oven
- Baking tray

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Students should have basic knowledge of kitchen safety and hygiene.
- Students should have basic knowledge of identifying kitchen appliances and tools.
- Students should have basic knowledge of measuring wet and dry ingredients.
- Students should have basic knowledge of identifying the ingredients needed to bake the pizza.

Differentiation/Accommodations

- Provide 1 on 1 support for students who need extra assistance.

Special Concerns

- Be mindful of student allergies or dietary restrictions.
- Ensure that the kitchen environment is safe and accessible for all students.

Assessment

Formative Assessments

- Observe students to check for understanding of previous lessons.
    - Are students able to identify kitchen appliances?
    - Are students able to display kitchen safety?
    - Are students able to identify the ingredients needed?
    - Are students able to measure with wet and dry ingredients?

Summative Assessment

- Complete the “Cooking the Pizza” data sheet attachment to ensure students’ understanding.

Procedure		
Before the lesson	• Set up workstations with all the ingredients, utensils and materials needed.	
During the lesson	**Introduction (5 minutes)-** • Gather students around a large table and explain that students will be doing a trial session of the meal they will be cooking for the luncheon. • Explain to students the importance of trialing what they will be cooking ahead of hosting the event. **Preparing the Pizza (20 minutes)-** • Rolling out the Dough: ○ Demonstrate how to open and roll out the Pillsbury Pizza Crust dough.	

	○ Provide each student with a portion of the dough to roll out. Assist as needed. • Measuring Ingredients: ○ Show students the dry and wet ingredient measuring cups. ○ Guide students in measuring 1 cup of mozzarella cheese using the dry measuring cup. ○ Assist students in measuring 1 cup of tomato sauce using the wet measuring cup. • Adding Toppings: ○ Show students the pepperonis and have students count out 10 for each pizza. ○ Assist students in evenly placing the pepperonis on top of the dough. • Baking: ○ Assist students in transferring their prepared pizzas onto a baking tray. ○ Place the baking tray into the preheated oven. ○ Have students set a timer to track when the pizza is ready.	
After the lesson	• While the pizzas are baking, review the lesson with the students. • Have students reflect on what went well and what they would need to improve before hosting the luncheon. • Once the pizzas are finished baking, have the class enjoy the pizzas together and celebrate how everyone did. • Have students verbally reflect on how the pizza looks and tastes. ○ **UDL Emphasis** Multiple Means of Engagement: ▪ Rolling out the dough ▪ Measuring ingredients ▪ Adding toppings ▪ Putting the pizza in the oven ▪ Eating the pizza	

Notes/Reflections

- Reflect on today's lesson and consider adjustments for the day of the actual luncheon.
  - What students needed extra assistance?
  - How did the pizzas turn out?
  - Was there enough time?

Summative Assessment- "Cooking the Pizza Data Sheet"

Name: _____

Was the student able to roll out the dough?	YES or NO	# Prompting Needed?
Was the student able to accurately measure the pizza sauce?	YES or NO	# Prompting Needed?
Was the student able to accurately measure the cheese?	YES or NO	# Prompting Needed?
Was the student able to count and place the pepperonis?	YES or NO	# Prompting Needed?
Was the student able to place the pizza in the oven?	YES or NO	# Prompting Needed?

Name: _____

Was the student able to roll out the dough?	YES or NO	# Prompting Needed?
Was the student able to accurately measure the pizza sauce?	YES or NO	# Prompting Needed?
Was the student able to accurately measure the cheese?	YES or NO	# Prompting Needed?
Was the student able to count and place the pepperonis?	YES or NO	# Prompting Needed?
Was the student able to place the pizza in the oven?	YES or NO	# Prompting Needed?

Lesson Plan – Dressing for an Event

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 3/13/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Planning for an Event

Outcomes

- Students will be able to understand and identify appropriate clothing for a holiday luncheon.
- Students will be able to identify appropriate clothing for specific weather conditions.
- Students will be able to use technology to identify appropriate clothing items.
- Students will develop awareness of social expectations related to dressing for events.

Materials

- Access to Unique Learning Center
- Tablets or computers

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of clothing items (e.g., shirts, pants, shoes, jackets, etc.)
- Basic understanding of using a tablet or computer

Differentiation/Accommodations

- For students who need extra support, pair student with a 1 to 1 aide to support during independent work.

Special Concerns

- Take notice to what the weather will be like during the time of the event so that students choose weather appropriate outfits.

Assessment

Formative Assessments

- Observation of students during the interactive dress up activity.
  - Are students able to choose weather appropriate dress?
  - Are students able to choose socially acceptable clothes for hosting an event?
  - Are students able to identify what each piece of clothing is called?

Summative Assessment

- After working independently to create the "dressed person" students should be assessed on how appropriate the outfit is for the weather and event. Students will be scored using the "dress rubric" attachment.

Procedure		
Before the lesson	**Introduction (10 minutes)** • Call on students to identify different dress wear. Students should raise their hand and give examples such as shirts, pants, shoes, socks, etc. • Create a list on the whiteboard of various dress wear. • Explain to students that during a special event, people often dress differently than their everyday school clothes. Give examples such as special holidays, weddings, parties, etc. • Ask students to give examples of what they think they should wear to the holiday luncheon that they are hosting. • Write the ideas on the board and decide which is most appropriate for the event.	

During the lesson	**Interactive Activity (10 minutes)**
	• Project the Unique Learning Center program on the board and explain to students that today we will be picking out appropriate clothing to wear for the holiday luncheon.
	  ○ Click this link to view (skip ahead to "what to wear")
	  ○ https://www.n2y.com/unique-learning-system/
	• As a class, begin working through the interactive dress activity.
	  ○ 1- Choose a person to dress	

	○ 2- Pick a skin tone and hair style ○ 3- Pick bottoms and a top. Talk about the time of the year and what would be most appropriate for the weather. Ask students questions like should we wear a nice dress or activewear? Talk about why nicer clothes are more appropriate for hosting an event. ○ 4- Pick shoes and outerwear. Talk about what is appropriate for the weather and while cooking/hosting. **Independent Work (15 minutes)** • After dressing a person as a class, send students back to their desks to independently dress their own person using a tablet or laptop. Students should dress their person similarly to how they perceive to dress themselves the day of the event. Students should pick similar characteristics (hair styles, skin tones, etc. to themselves). ○ **UDL Emphasis** Multiple Means of Engagement: ▪ Discussing student's clothes ▪ Using the SMART board ▪ Creating a person that dresses like students by using website on tablet ▪ Having a printed-out version of the created person	
After the lesson	• When students are finished independently dressing their person, the teacher will check their work using the "dress rubric" attachment. • Students can take a picture of or print out their dressed person to take home and use to help pick out a similar outfit for the event.	

Notes/Reflections

- Reflect on the overall lesson. Decide if there is anything that needs to be changed for future lessons.

Unique Learning System

1

2

3

4

Dress Rubric

Did the student choose weather appropriate clothes?	**YES or NO**
Did the student choose appropriate clothes for the holiday luncheon?	**YES or NO**
Was the student able to identify the names of each clothing item?	**YES or NO**
Was the student able to independently navigate the program?	**YES or NO**

Lesson Plan – Social Skills at a Luncheon

Developed by: Erica Johnson
School: Downingtown Middle School
Date: 3/15/24
Grade level: 7-8 Life Skills Support
Subject: Functional Academics
Unit: Planning for an Event

Outcomes

- Students will demonstrate an understanding of appropriate social skills for a luncheon event.
- Students will practice greetings, manners and conversations at the table.
- Students will be able to identify appropriate and inappropriate behaviors during a meal.

Materials

- Social Skills and Acting Scenarios attachment
- Exit Ticket attachment

Technology
Check all that apply

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Basic understanding of greetings and interactions with others.
- Basic understanding with mealtime routines and appropriate behaviors.

Differentiation/Accommodations

- For students who use AAC to communicate, orient the student to the appropriate page on their device for communication.
- Use role-play and modeling to demonstrate social skills in action.
- Pair students who need extra support with a 1 to 1 aide.

Special Concerns

- Be mindful of student's communication abilities and provide appropriate supports as needed.

Assessment

Formative Assessments

- Observations during the lesson. Check for students' understanding of appropriate social skills.
    - Does the student know what a greeting is?
    - Does the student know expected table manners?
    - Does the student know the difference between desired and undesired behaviors?

Summative Assessment

- Give each student an "exit ticket" with a social skill scenario. Students should read the scenario and circle either the thumbs up or thumbs down. For students who need extra assistance reading, the scenario can be read aloud.

Procedure		
Before the lesson	**Introduction (5 minutes)** • Explain that today students will be learning about proper behaviors and communication skills during an event to prepare for the Holiday Luncheon. • Review concepts such as basic greetings and table manners. • Tell students that they will be using a thumbs up to express if something is good behavior or a thumbs down to express if something is bad behavior. • Have students practice giving thumbs up and thumbs down.	

During the lesson	**Social Skill Scenarios (15 minutes)**
	• Using the "Social Skills Scenarios" attachment, read different scenarios to the class. Tell students to either give a thumbs up if the scenario is appropriate or a thumbs down if the scenario is inappropriate.
	• After students answer with a thumbs up or thumbs down, the teacher can ask follow up questions to support the response.
	• For scenarios with a thumbs down, have students give examples of things they could do differently.
	  ○ **UDL Emphasis** Multiple Means of Engagement:
	  ▪ Thumbs up and thumbs down interactive activity
	  ▪ Role play and acting
	  ▪ Watching classmates role play	

After the lesson	**Role Play (20 minutes)** • Split students up into groups of two. Assign one aide to each group. • Give students a scenario that they will act out. The aide can help support the group or can be used as another actor if needed. • Students will have ten minutes to prepare their act. • Once the ten minutes is up each group will perform their act for the class and the other groups will sit and watch each act. • As each group performs their act, the students watching will give a thumbs up for if the scenario included appropriate social skills and thumbs down if the scenario includes inappropriate social skills.

Notes/Reflections

- Reflect on students' overall engagement and success in the lesson.
- Reflect on what skills could use more instruction.

Social Skills and Acting Scenarios

Scenario: Sarah arrives at the holiday luncheon and greets her guests with a warm smile and a handshake.

Expected Behavior: Good, Sarah is demonstrating polite greetings and social etiquette.

Scenario: James interrupts his friend's conversation repeatedly while they are talking at the table.

Expected Behavior: Bad, James should wait for his turn to speak and not interrupt others.

Scenario: Emma spills her drink on the table and laughs loudly. Emma does not clean up the spill.

Expected Behavior: Bad, Emma should apologize for the accident and help clean up the spill.

Scenario: Daniel helps his classmate who is struggling to open a food container by helping.

Expected Behavior: Good, Daniel is showing kindness and helpfulness towards others.

Scenario: Lisa talks loudly on her phone during the luncheon, ignoring the conversation happening around her.

Expected Behavior: Bad, Lisa should be respectful of others and avoid using her phone during an event.

Scenario: Michael waits patiently for everyone to be served before starting to eat his meal.

Expected Behavior: Good, Michael is demonstrating patience and consideration for others.

Scenario: Emily asks the table how they like their food.

Expected Behavior: Good, Emily is being friendly and engaging in appropriate conversations.

Scenario: Jack grabs food from the serving tray without waiting for others to serve themselves first.

Expected Behavior: Bad, Jack should wait his turn and allow others to serve themselves before taking food.

Scenario: Olivia accidentally knocks over her neighbor's glass of water and quickly apologizes, offering to help clean up.

Expected Behavior: Good, Olivia is taking responsibility for her actions and helps to clean up the mess.

Scenario: Ethan frowns and complains loudly about the food being served, saying it looks disgusting.

Expected Behavior: Bad, Ethan should be polite and refrain from making negative comments about the food.

Exit Ticket- Summative Assessment

Exit Ticket

Emily arrives to the holiday luncheon and walks in without saying hello to anyone. She finds her seat and sits down at the table. Emily on accident knocks over her drink and starts laughing very loudly. The people at the table stop and look at her and she yells “don’t look at me!” Emily asks her classmate to clean up the spilled drink and walks to the bathroom to hide.

Circle the thumbs up if you think this is good behavior or thumbs down if you think this is inappropriate behavior.

Lesson Plan – Reflection of the Luncheon

Developed by: Erica Johnson
Date: 3/18/24
Subject: Functional Life Skills
School: Downingtown Middle School
Grade level:7-8 Life Skills Support
Unit: Planning for an Event

Outcomes

- Students will reflect on their experience hosting a holiday luncheon.
- Students will draw a picture and/or use words to identify their favorite part, biggest challenge, and the part they disliked most.
- Students will express their thoughts and feelings using verbal or non-verbal communication (drawing a picture).

Materials

- Reflection Sheet
- Reflection Rubric
- Photos from the event if applicable
- Colored pencils
- Pencil

Technology
Check all that apply:

- Teacher laptop
- SMART Board
- LCD projector
- SMART Senteos (class set)
- Computers
- iPad or tablet
- iPod or mp3 player(s)
- Webcam
- Digital camera
- Document camera
- Digital microscope
- Video camera
- Scanner
- Colour printer
- Calculators
- FM system

Prior Learning Connections

- Students needed to participate in the holiday luncheon to reflect on the event.

- Students should have a basic understanding of what favorite, least favorite and biggest challenge means.

Differentiation/Accommodations

- For students who are unable to read or write, they can draw a picture to express their thoughts and feelings.
- Provide 1 to 1 aide support for students who need extra assistance.
- Use photos from the event to help students reflect on different parts of the event.

Special Concerns

- If a student did not participate in the holiday luncheon, they could reflect on the lessons leading up to the luncheon.

Assessment

Formative Assessments

- Before students begin their reflection, check for students understanding for the three following questions.
  - Do students understand what “favorite part” means?
  - Do students understand what “biggest challenge” means?
  - Do students understand what “least favorite part” means?

Summative Assessment

- Use the “Reflection Rubric” attached to assess students.

Procedure		
Before the lesson	**Introduction (5 minutes)** • On the Smart Board, project photos from the event and as a class recap and talk about parts of the event. • Write- favorite part, biggest challenge, and least favorite part on the board. • After showing students the photos, the teacher should reflect on his or her three topics. • Talk through the three questions and fill each section in on the board. • Use this as an example for students to refer to.	
During the lesson	**Independent Reflection (20 minutes)** • Explain to students that they will now independently reflect on the same three questions on how they felt after the holiday luncheon. • Pass out a reflection sheet to each student. (see attachment) • Tell students that they have the option to write words or draw a picture for each reflection question. • Students should take their time as their final piece will be collected and graded.	

	○ **UDL Emphasis** Multiple Means of Engagement: ▪ Utilizing the SMART board ▪ Discussion/reflection ▪ Reflection sheet ▪ Working with a partner	
After the lesson	**Buddy Share (10 minutes)** • Pair students with a buddy. • Buddies should present their reflections to one another and talk about the event.	

Notes/Reflections

- Note any student responses that would require talking with the student one on one.

Reflection Sheet

Name: _____

My favorite part was….
My biggest challenge was…
My least favorite part was…

Reflection Rubric

Name: _____

Was the student able to accurately depict their **favorite part** of the event by using either words or a picture to express their thoughts?	**1 2 3 4 5**
Was the student able to accurately depict their **biggest challenge** by using either words or a picture to express their thoughts?	**1 2 3 4 5**
Was the student able to accurately depict their **least favorite part** of the event by using either words or a picture to express their thoughts?	**1 2 3 4 5**

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Erica Johnson

EDUCATION

West Chester University of Pennsylvania West Chester, PA
Bachelor of Science in Education: Early Childhood Education (PK-4), May 2017
Bachelor of Science in Education: Special Education (PK-8), May 2017

- G.P.A. 3.72
- Dean's List (Fall 2015, Spring 2016, Fall 2016, Spring 2017)

University of the Arts Philadelphia, PA
Master of Education in Educational Technology, Anticipated May 2024

- G.P.A. 4.0

ADDITIONAL CERTIFICATIONS

- Family and Consumer Sciences

TEACHING EXPERIENCE

Life Skills Support Teacher August 2019 – *current time*
Downingtown Area School District Downingtown, PA
Downingtown Middle School

Extended School Year (ESY) Teacher June 2018 – August 2023
Downingtown Area School District Downingtown, PA
ESY Teacher in a 7th and 8th Grade Life Skills Support Classroom

Long Term Substitute- Second Grade March 2019 – June 2019
Downingtown Area School District Downingtown, PA
Brandywine Wallace Elementary School

Long Term Substitute- Third Grade August 2018 – January 2019
Downingtown Area School District Downingtown, PA
Brandywine Wallace Elementary School

Long Term Substitute- Fourth Grade April 2018 – June 2018
Substitute Teacher Service Downingtown, PA
Springton Manor Elementary School

Substitute Teacher August 2017 – March 2019
Substitute Teacher Service Downingtown, PA
Downingtown Area School District

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The Vanguard School Malvern, PA