



ILS Module 2: Morning Routine

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Plan to have a planning meeting with the ILS team one month before the program.

Planning meeting location:		Planning meeting date:
Event location:		
Event date:	Event start time:	Event end time:
Grocery store where items will be purchased:		

Who	What	By When	Completed?
	Send out action plan and meeting notes		
	Create nametags		
	Place braille on nametags		
	Check to see if bed has sheets and what size bed		
	Mark microwaves		
	Check on more trash cans		
	Task analysis for eggs and toast		
	Create picture and description for marking microwave		
	Bring trays		
	Bring mugs for eggs		
	Print task analysis and picture for marking microwaves		
	Contact brailist and get braille copies for task analysis and homework		

Who	What	By When	Completed?
	Get toothpaste and toothbrushes donated by local dentist		
	Feedback form for parents: Create and send link		
	Send grocery/online list to person who places orders		
	Pick up groceries from store (same location as last session); email consultant about time		

Review of Previous Session

(Below are examples of issues the team discovered and were able to problem-solve for future lessons.)

- We had to scramble to get things ready before the families arrived, more people needed.
- It was a scramble to be ready in only 2 weeks, but families seemed pleased.
- It's a tight space, we cannot have a smaller venue.
- Teacher A said staff shared that it was: Overwhelming/they felt unprepared; kids were hungry, so we need to feed them sooner.
- Teacher B said they want to know what they're working on ahead of time so there are no surprises.

Potential Fixes for Issues

- Small snack first as they come in. Prep in bags?
- Introductions have a snack first, cheese stick or crackers.
- Have all staff arrive at 3:30 to set up (1.5 hours ahead of family arrival).
- Know a week in advance of assignments (give ideas of videos to watch to help get ready).
- Send out Action Plan for what we'll be doing and assign tasks so everyone knows ahead of time.
- Check the Action Plan to see your job and read through to know what will be taking place.
- Attach some videos of tasks so you have an idea of ways to adapt. Create task analysis for some of the tasks.

Agenda (Fillable)

Time	Activity
	Staff should arrive 1.5 hours before the event for setup
	Arrival, nametags, hand sanitizer, agenda, quick snack
	Orientation to room for participants
	Break into groups for stations Station 1: Making Toast (15 mins) Station 2: Making Mug Eggs (15 mins) Station 3: Brushing Teeth (30 mins) Station 4: Making Bed (30 mins)
	Station Rotations: Sandwich Station (Group 2)
	Station Rotations: Sandwich Station (Group 3)
	Wrap up and end of program, hand out homework and "To Go Home Kits"

Rotations (Fillable)

Group/Time	Group 1 (Preschool)	Group 2 (Elementary)	Group 3 (Middle/High)
	Station 1 and 2	Station 3	Station 4 (30)
	Station 4	Station 1 and 2	Station 3
	Station 3	Station 4	Station 1 and 2

Groups (Fillable)

Group 1: Preschool	Group 2: Elementary	Group 3: Middle/High School

Staff Agenda Overview

Arrival and Orientation

(Who: Orientation and mobility specialist, or anyone comfortable with orientation)

Have families come in, apply hand sanitizer, and then immediately meet with O&M person to orient to kitchen (microwave, cold toaster, garbage, and sink). Once complete, get quick snack (raisins, pretzels and seeds, and cheese stick).

Introductions and Overview of Evening

(Who: Consultant)

1. Spreading homework: Has anyone done this and who has made something at home this month? Remember learning how to do the activities is not one and done.
2. Remind parents: It's okay if what the kids create is not perfect; we need to let the kids try to help correct whatever does not go well. Even sighted kids are not perfect on their first try, so let the kids take pride in what they've created on their own, it isn't about it looking perfect, it is about getting the concept down and practicing it. Have them grade their effort and then give pointers on how to make it better.
3. Have the kids write up or collect recipes for their own recipe book of the things they've made.
4. Parents, please start your own folder of the task analysis worksheets we are giving you to reference back to.

Station 1: Making Toast - Table by Door

(1 instructor, 15 minutes)

1. Wash hands.
2. Make toast (sun butter toast) (put a piece of tape with their initials or braille letter sticker so they can get the right one to eat).
3. Explore toaster.
4. Use wooden tongs.
5. Basic fruits (slice bananas) (Easily slice with fork or butter knife).
6. Talk with families about peeling bananas (discuss how this is similar to peeling oranges, but different experience because it feels very different).
7. Talk about and make small fruit salad (They could make this ahead of time at home if time is short. Make small fruit salad to go with their meal.).

Station 2: Making Mug Eggs - Kitchen Area

(1 instructor, 15 minutes)

1. Wash hands.
2. Microwave mug eggs (add a little cheese, salt, and pepper).
3. Recipe (butter cup with paper towel, add 1 whisked egg and a tsp of water, microwave 30 seconds, stir, 30 seconds, stir, then 30 more seconds and add a pinch of cheddar cheese and stir).
4. Use insulated rubber gloves for getting the eggs out of the microwave (lined dishwashing gloves).
5. How to tell which you shaker you have: Rubber band the dominant container, compare the grain of the salt/pepper, more holes on salt, weight.

Station 3: Brushing Teeth - Bathroom

(1 instructor, 30 minutes)

Brushing teeth (4 techniques to discuss)

1. Index finger of dominant hand aligned to brush and remaining fingers grip handle, glide toothpaste tip from tip of finger to first knuckle.
2. Index finger and thumb on either side of brush and balance handle on non-dominant hand, glide toothpaste tip from tip of finger to first knuckle.
3. Squirt on paper towel or small cup and scoop paste in bristles.
4. Squeeze paste on finger or directly in mouth.

Station 3 Pointers:

- Make sure the child always places the cap in the same location to help keep track of where it is. (Example: place at top right corner of sink counter.)
- Suggest child open mouth so teeth are not touching but close lips around the brush. This is often messy, you may want to have a towel or apron for the child, as many drool on themselves.
- Teach to locate sink handle when lowering mouth to sink to spit so they do not bump their face or head.
- Having an extra table may be beneficial for this activity. Be sure to have several paper towels on hand to clean up messes quickly.

Station 4: Making Bed

(1 instructor, 30 minutes)

1. To make the bedding even on each side, use safety pin on sheet to mark the top and bottom center (or sew a button on these locations) and place Wikki Stix, masking tape, or tactile bump on center of headboard and footboard of bed.
2. Middle/High (Group 3): Teach how to put corner of fitted sheet on mattress (use fist in corner and slide fist to corner), make a bed, put pillow in pillowcase (match a corner of the case with corner of the pillow).
3. Preschool (Group 1): Pull blanket to the pillows, put pillow on bed, talk with parents about techniques to incorporate as children get older.
4. Elementary (Group 2): Put pillow in pillowcase, pull up sheet, make sure everything is even, pull up blankets, put pillow on bed.

Wrap Up

1. Make Your Bed Homework assignment.
2. Send home each child with toothbrush, toothpaste, wooden tongs, rubber bands for marking a bottle.

Grocery store where items will be purchased:

Items to purchase at grocery store:

Groceries:

- Sunflower butter (1 container)
- Bread (2 loaves of wheat bread)
- Bananas (26)
- Butter (tub)
- 1 small jar strawberry jam
- Eggs (2 dozen)
- Shredded cheddar cheese (1 package (2-3 cups))
- Cooking spray (1)
- Horizon individual milk cartons (10)
- Jif to Go cups (10)

Snack:

- Cheese sticks (20)
- Cheese and meat trays (2)
- Veggies and dip tray (1)

Items to purchase online:

- Zipper sandwich bags (sliding zipper, not press and seal)
- Tongs (10 wooden)
- Toothbrushes (10)
- Wikki Stix (15 minipacks for \$12.28)
- Insulated rubber gloves (2 pair)
- Paper lunch bags

Items instructor will bring (already have in ILS materials):

- Sanitizing wipes
- Hand sanitizer
- Dish rags
- Paper lunch bags
- Trays
- Toaster
- Feedback form for parents
- Brailled and printed task analysis
- Homework
- Nametags
- Salt and pepper
- Rubber band
- Bump dots
- Teaspoon
- Silverware
- Bowls
- Online items that were ordered
- Crackers
- Pretzels
- Raisins
- Pumpkin seeds
- Juice boxes
- Paper plates
- Paper towel or napkins
- Marker (thick, black or dark blue)
- Sticker nametags (large print and braille student names on tags for lunch bags, and remainder of tags for parents)

Cooking Tips

The document below contains a large number of important tips and resources for cooking as a person who is Blind or Visually Impaired.

[MDE-LIO Cooking Tips Document](https://bit.ly/30f7oy2) (bit.ly/30f7oy2)

Training Videos

From Washington State School for the Blind (WSSB):

[Using a Microwave Oven](https://bit.ly/39DhFHi) (bit.ly/39DhFHi)

[Learn to Make a Bed](https://bit.ly/3fe3hGv) (bit.ly/3fe3hGv)

Other Videos:

[Blind Life Hack: Toothpaste in Mouth Video](https://bit.ly/30spdtB) (bit.ly/30spdtB)

Special Note

Be sure to also check out the Task Analyses for Spreading and Making Toast, and the Recipe for Scrambled Making Eggs in a Mug. These three documents should be provided to any staff working with students during the training.

- Staff should arrive 1.5 hours ahead of families and set up all stations.
- Have one staff member pick up groceries from an order-ahead grocery store approximately 2 hours before the program's start time.

Check-In Station

Nametags arranged in alphabetical order (all nametags with large print and braille). Have sticker nametags and thick black marker for parents to write their own (the parent who is attending often changes, whereas the child who is attending does not). Have hand sanitizer at the station.

Snack Station

Near the check-in station, set up a small station for families to grab a quick snack; most families are coming from work if you have it in the evening. Make sure you have snack plates, serving utensils, napkins, and water bottles available.

Discussion Area

Set up an area for families to sit prior to starting at the stations (several large tables in a U shape or rectangle shape works well). It is best to not have families sit at the stations prior to instruction; it will keep each station intact and help them focused on your discussion.

Station 1: Make Toast

1. Set up toaster, unplugged, on counter or table.
2. Have a set of wooden tongs on a tray.
3. Sunflower butter or peanut butter scooped into a small container (do not want to contaminate entire container).
4. Make sure a few butter knives are available above tray.
5. Set bananas on table and a few forks and some paper plates or cutting boards in center of table.
6. Small baggies with braille stickers or tape with initials for each child and a black marker.

Station 2: Making Mug Eggs

1. Set up a tray for each child (3-4 trays).
2. Place a mug and fork on each tray.
3. Set a teaspoon in the center of the table.
4. Eggs, cheese, and butter should be in the refrigerator.
5. Place paper towel in center of table.
6. Make sure microwave is marked.
7. Place insulated rubber gloves in center of table or near microwave.
8. Place salt and pepper in center of table.

Station 3: Brushing Teeth

1. Near the bathroom, set up a table with a toothbrush for each child and a travel-size tube of toothpaste.
2. Have paper towel nearby.
3. Have a cup for each child.

Station 4: Using Murphy Bed or Single Bed

1. Set up by single bed or murphy bed.
2. Place tactile marker on center of headboard and footboard near mattress.
3. Have bed fully made with bottom sheet, top sheet, blanket, pillow, and pillow case.
4. Have a laundry basket nearby for students who need to fully make the bed.
5. Place 1 safety pin on middle of top sheet and another on top blanket at center in line with tactile marker.
6. Place 1 safety pin at the foot of the sheet in the middle, in line with the tactile marker, and another on blanket in same location.

Creating Nametags

1. In Microsoft Word, in your top ribbon, go to the Mailings heading.
2. Select Labels from the Create section.
3. Select Options from the Envelope and Labels pop up box
4. Select the Label Vendor you are using.
5. Select the code for the correct product number for the label you are using.
 - Product numbers can be located on the packaging and often on the label page.
6. Create labels to fit in vinyl ID holder so you can use them again.
 - Use approximately 48-point font (Verdana, Arial, Calibri (anything that is sans serif)
 - Place clear braille sticker labels on each name badge holder so the child can find their own nametag.
 - Place the nametags for the children in alphabetical order on a table clipped to a piece of carboard so it is easy to transport in my binder and the badges aren't falling on the floor when the child looks for their name.

For the parent nametags, I typically bring disposable stickers, as the same parent does not always attend.

Ingredients:

- 1-2 eggs
- 1 tablespoon (Tbsp.) milk
- Salt and pepper for seasoning
- 1 teaspoon (tsp.) butter or margarine—use to grease sides of cup
- Shredded or small pieces of cheese (optional)

Materials:

- 1 small bowl or container for milk
- 1 large coffee mug
- Measuring spoons
- Fork and butter knife
- Tray for preparing food
- Paper towel
- Wash rag
- Small mixing bowl for trash
- Insulated rubber gloves

Procedure:

1. Wash hands. Get all ingredients and materials, and place them on work tray.
2. Cut approximately 1 tsp. of butter or margarine and place on a small piece of paper towel. Wipe butter around inside and bottom of mug. Place mug back on tray. Put paper towel in trash bowl.
3. Locate your mug and egg. Hold egg slightly over mug, using the sides of your little fingers to keep mug centered. Crack egg by hitting it on edge of mug. Put both thumbs where crack is in egg, and pull shell apart. Egg will drop in mug. Discard egg shell in the trash bowl.
4. Add 1 Tbsp. of milk to egg by pouring small amount into second container. Place mug next to container of milk. Dip measuring spoon into the bowl and transfer milk to mug with egg.
5. Season by placing small amount of salt and pepper in center of hand. Test with pointer finger of other hand to see amount of seasoning. Place edge of palm on top side of mug. Using pointer finger, push seasoning into mug. Gently beat egg, milk, and seasonings together with fork.

6. Add cheese (1 Tbsp.) to mixture and stir.
7. Carefully place mug in microwave. Cook 1 egg for 50 seconds, or 2 eggs for 1 minute and 30 seconds (may need to adjust time depending on your microwave).
8. Use gloves to remove cooked egg. Let egg cool before eating.
9. Add toast and fruit, and you have a great nutritious breakfast!

Mark the Microwave

Don't mark everything; just mark the buttons you need most often. For most people, that means the number pad, stop/clear, and start.

1. In this picture, Wikki Stix were used to create a grid for the number pad (create a tactile image for braille user).
2. A large, bump dot was used to mark STOP/CLEAR, because this is the button you will need to find quickly!
3. A small, locator dot was used to mark START. Some also prefer to mark the number 5 to serve as a reference point on the number pad.
4. Choose clear dots if possible, so sighted people can still see the print when they use the microwave.
5. Both the Wikki Stix and dots are removable and will not leave marks, which works well if you are in an apartment or school, or the microwave otherwise doesn't belong to you. If it's yours, HI Marks or puff paint are more permanent solutions.



Learn to Use the Key Pad

1. Locate the control panel on the microwave and use three fingers (index, middle, ring) to start at the top and slide down the panel into the top slots. Count aloud 1, 2, 3.
2. Keep fingers aligned and slide down into the next slots, counting 4, 5, 6.
3. Continue into the next slots, counting 7, 8, 9.
4. Slide down again to locate 0 with your middle finger.
5. Find START and STOP, and note the difference in the dots. Large = STOP/CLEAR. Small = START.
6. Put a cup of water in the microwave and practice setting times, stopping, clearing, and starting until you are consistently pressing the correct buttons.

Practice, Practice, Practice

Practice using the microwave in real life! Anytime you plan to use the microwave, have your child place the item inside, set the time, start, stop, and remove the item. Think about snacks your child will be motivated to make for themselves, and keep them in the house—hot cocoa, macaroni and cheese cups, pancakes, soup, etc.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Pick at least three days each week to complete one of the tasks below. Write the number of the activity you performed in the calendar in print or braille.

1. Practice neatening your bed sheets and blankets three times per week.
2. Take the sheets off your bed and put them in the laundry.
3. Put clean sheets on your bed or help your parent put clean sheets on the bed.