



ILS Module 3: Trays, Cutting, and Spreading

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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 agenda		
	Print nametags and add braille to nametags		
	Bring frozen unfrosted cupcakes		
	Bring teapot, plastic tumblers, plates, and bowls		
	Cafeteria trays		
	Send homework page to braille production		
	Braille produced and delivered to instructor		

Agenda (Fillable)

Time	Activity
	Staff should arrive 1.5 hours before the event for setup
	Families arrive, nametags, hand sanitizer, agenda, quick snack
	Introductions and Overview of Evening
	Break into groups for stations Station 1: Making a Hot Drink (30 mins) Station 2: Frosting, Slicing, and Spreading (30 mins) Station 3: Exploring Hygiene (15 mins) Station 4: Carrying Trays (15 mins)
	Station Rotations
	Station Rotations
	Wrap Up and End of Program

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

Introductions and Overview of Evening

(1 instructor)

1. How did you do with your Making Bed Homework? Remember each of the skills we are learning take time to learn well; it is not a one time and done.
2. Remind parents: It's okay if what the kids create is not perfect; we need to let the kids try and also help correct it.
3. Parents, please start your own folder of the task analysis worksheets we are giving you to reference back to.

Station 1: Making a Hot Drink

(1-2 instructors, 30 minutes)

- Counter/Hot Shot: Make hot chocolate or cider and use a Say When liquid level indicator.
- Practice pouring with small pitcher and large pitcher (small pitcher is usually easier to control), and with filling water in sink. Use the finger-over-the-edge method.
- Set Hot Shot hot water dispenser on a tray to contain any water that might spill. Pour water from mug into Hot Shot and then make hot drink. By using the same mug as you are dispensing the hot water into, you know you will not overfill the mug. Put your hot chocolate mix or cider mix in the cup. Be cautious; the Hot Shot is incredibly hot, and some students will not be able to handle this method. You may opt for using a microwave instead or have an adult help until the child is able to handle independently. When hot water is ready, dispense into the mug and stir with a spoon. Scoop and add marshmallows if wanted.
- Only do the cool water pitcher activity with small children.
- Alternate Plan for students with higher skill level: Practice making hot water on stove with teapot, practice centering over stovetop, and pouring into cup to make hot chocolate

Station 2: Frosting, Slicing, and Spreading

(1-2 instructors, 30 minutes)

- In kitchen island area: Frost cupcakes, cut apples with apple corer/slicer, and spread sunflower butter on apples, or cut apples in half with butter knife.

Station 3: Exploring Hygiene

(1 instructor leads and 1 instructor assists, 15 minutes)

- Putting on deodorant: Have students learn the motion with the cap on and their clothes on. Then discuss how they can lift a part of their shirt to put the deodorant on under the shirt. Talk about how, if you put it on prior to getting dressed, you might end up with deodorant streaks on the outside of your shirt. Look at various types of deodorant (roll-on, solid, gel, scented, unscented, invisible, non-invisible), and have them explore a spray version and how to align it (find the nozzle, direct it toward the armpit, move the can away from the desired application site, and spray). Each student gets a small solid deodorant in their bag to go home.
- Also discuss and show how to mark various bottles with knife mark on shampoo container, or use rubber band. Look at different types of bottles (pump, screw top, flip top, rocker top). Look at loofahs, mitts, washcloths. Good activity for small children.

Station 4: Carrying Trays

(2 instructors, 15 minutes)

- Hallway: Add items to a tray and carry from station to station. Meet at the doorway/work in hall. Have a couple of small tables with items for the student to practice carrying (empty cups to start and a cup with water after they can demonstrate carrying without tipping).
- Non-lead staff and parents: Rotate with kids to learn the tasks, then assist students.

Wrap Up and Homework

1. Homework assignment (go home and mark your containers): Homework Scramble! Time to practice all we have learned so far.
2. Send home each child with a Say When device, rubber band, deodorant (for older students), and homework.

Grocery store where items will be purchased:

Items to purchase at grocery store:

Groceries:

- ☐ 1 jar sunflower butter
- ☐ 12 Apples
- ☐ 10 packets hot chocolate
- ☐ 10 packets hot cider
- ☐ 1 bag mini marshmallows
- ☐ 1 box sandwich size baggies (zipper)
- ☐ Small container sprinkles
- ☐ Frosting (2-3 containers)

Snack:

- ☐ 1 veggie tray
- ☐ 1 meat and cheese tray
- ☐ Small bag pretzels
- ☐ Small container raisins
- ☐ 24 water bottles

Items to purchase online:

- ☐ 10 batteries for Say When devices (9 volt)
- ☐ Say When devices (enough for each child)
- ☐ 50 rubber bands, around 2-inch diameter
- ☐ 1 box (24 each) plastic knives and spoons (check supply)
- ☐ Deodorant (solid, enough for middle and older students), e.g., Suave, no aluminum
- ☐ 1 pump-spray deodorant

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

- ☐ Trays
- ☐ Small pitchers
- ☐ 1 large pitcher
- ☐ Hot Shot hot water dispenser
- ☐ Mugs
- ☐ Cups
- ☐ Teapot
- ☐ Say When devices (1 per kid)
- ☐ Apple corers/slicers
- ☐ Silverware
- ☐ Plasticware
- ☐ Paper bags
- ☐ Paper towels or napkins
- ☐ Paper plates
- ☐ Rags
- ☐ Shampoo and conditioner
- ☐ Bar soap
- ☐ Body wash
- ☐ Stacking activity for young kids/measuring cups or comparable
- ☐ Tumblers
- ☐ Loofah, washcloth, washing mitts
- ☐ 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):

[Learn to Pour Liquids](https://bit.ly/3gqZCXz) (bit.ly/3gqZCXz)

[Techniques for the Stovetop](https://bit.ly/2XaAcpq) (bit.ly/2XaAcpq)

[Carrying Trays and Navigating a Cafeteria](https://bit.ly/2XbnXZQ) (bit.ly/2XbnXZQ)

Other Videos:

[Pouring Liquids Tips and Tricks](https://bit.ly/3hRq4to) (bit.ly/3hRq4to)

[Apple Corer and Divider Review and Demonstration](https://bit.ly/2EKYW0V) (bit.ly/2EKYW0V)

[AMI Blind Life Hack: Basic Knife Use](https://bit.ly/39EPxUd) (bit.ly/39EPxUd)

[Low Vision Quick Tips: Slicing Food](https://bit.ly/3hUn7bN) (bit.ly/3hUn7bN)

[Frosting a Cake](https://bit.ly/2XrzILK) (bit.ly/2XrzILK)

[Trick to Distinguish Shampoo From Conditioner](https://bit.ly/33cJ5T4) (bit.ly/33cJ5T4)

[Herbal Essences Video on Bottles](https://bit.ly/2Pfooxv) (bit.ly/2Pfooxv)

- 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. Scoop sunflower butter or peanut butter 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 a binder and the badges aren't falling on the floor when the child looks for their name.

For the parent nametags, consider bringing 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, clear bump dot was used to mark STOP/CLEAR, because this is the button you will need to find quickly!
3. A small, clear 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 bedsheets and blankets.
2. Make scrambled eggs in a mug in the microwave.
3. Wash your hands with a nail brush.
4. Cut an apple or banana and spread peanut butter or sunflower butter on it.
5. Mark a bottle you use with a notch in the cap or a rubber band.
6. Make a slice of toast and spread your favorite toppings on it.
7. Pour yourself a cup of water.
8. Carry items on a tray from the counter to the table.
9. Make your own sandwich and pack it for your lunch.
10. Wash your own dishes from lunch or dinner.