



Meal preparation and cooking: Sensory



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This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

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Welcome

i Hint and tips: Tutor/assessor to lead your learner through relevant information.

You are starting a module called

Meal preparation and cooking: Sensory

In doing the activities in this module, you will be asked to:

- **say**
- **show**
- **choose**
- **make things**

You can say things by talking or signing, or by using any other means to let someone know what you want to say.

You can choose and show things by using:

- **pictures**
- **digital recording**
- **photographs**
- **computer**
- **other means**

i Hint and tips: You can download different evidence templates from our website: asdan.org.uk/towards-independence/ under **Course resources** at the bottom of the page. These may be helpful to capture different types of evidence.

or by telling someone else so they can write or do it for you. You can have as much help as you need, all the way through.

As you complete each activity, you or your tutor can tick ✓ the box shown alongside the activity and the corresponding box on the **Record of activities** page.

When you have finished the module, remember to complete the **Module review** and **Next steps** at the end of the book.

The image shows two evidence templates from ASDAN. The left template is titled 'Towards Independence: Education staff witness statement' and the right one is 'Towards Independence: Photographic evidence'. Both forms include fields for learner name, date, module and section, and activity number. They also have checkboxes for where the activity took place (School, College, Community, Other) and what support the learner received (No Help, Spoken/Signed Help, Physical Help, Gestural Help, Sensory Experience, Experience). The photographic evidence form has two large boxes for photos, each with a 'In this picture:' label and a checkmark.

Levels of support

Ask your tutor to talk to you about these:



NH: No Help

You can do things on your own



SH: Spoken/Signed Help

You are helped by someone speaking or signing suggestions to you



GH: Gestural Help

You are helped by someone using hand signals or other gestural prompts



PH: Physical Help

You are helped by someone holding you and/or helping you to move



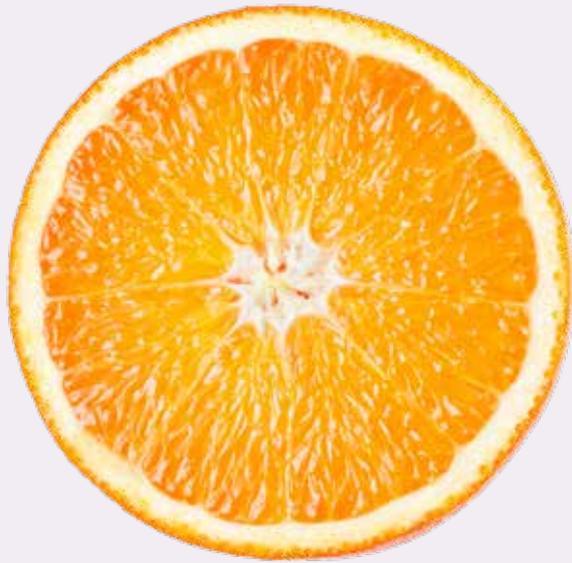
SE: Sensory Experience

You are given the opportunity of being involved through a sensory experience, eg hearing, touch, sight or taste



ER: Experience Recorded

You are provided with an experience of the activity but are unable to take part



Meal preparation and cooking: Sensory

To complete this module you must complete a minimum of **two** sections.

Section A: Hygiene



Level of support



1. Show you can get ready for cooking.



For example:

- wash your hands
- tie your hair back
- remove jewellery
- put on an apron
- other

2. Show you can prepare your work area.



For example:

- clear the work surface
- clean the food preparation area
- other

Record box: Hygiene



i Hints and tips: To be completed by the tutor/assessor. Guidance can be found on page 2.

Activity:	optional
------------------	----------

Comments: Tutor/supervisor/learner	optional
--	----------

Level or chosen descriptor from centre's preferred assessment method:	optional
--	----------

Subject area:

Level of support:
mandatory

Skills:
mandatory

Evidence ref:
mandatory

Tutor/assessor signature
mandatory

Date:
mandatory

Section E: Using switches



Level of support



1. Explore and use a range of electrical equipment.



For example:

- liquidiser
- food mixer
- air fryer
- whisk
- other

2. Show your responses to the sounds the electrical equipment makes.



For example:

- loud
- quiet
- fast
- slow
- other

3. Show what you liked or disliked.



4. With support, prepare food using an electrical appliance.



5. Cooperate with others tasting the food.



Record box: Using switches



i Hints and tips: To be completed by the tutor/assessor. Guidance can be found on page 2.

Activity:	optional
------------------	----------

Comments: Tutor/supervisor/learner	optional
--	----------

Level or chosen descriptor from centre's preferred assessment method:	optional
--	----------

Subject area:

Level of support:
mandatory

Skills:
mandatory

Evidence ref:
mandatory

Tutor/assessor signature
mandatory

Date:
mandatory

Section J: Project



Level of support



In this section you can choose your own activity.



Here are some ideas:

- visit a café or restaurant
- visit a different shop
- prepare food for a special occasion
- invite someone to your centre for refreshments
- other

1. Prepare for the project.



2. Engage in the activity or activities for your project.



3. With support, review your project.



Record box: Project



i Hints and tips: To be completed by the tutor/assessor. Guidance can be found on page 2.

Activity:	optional
------------------	----------

Comments: Tutor/supervisor/learner	optional
--	----------

Level or chosen descriptor from centre's preferred assessment method:	optional
--	----------

Subject area:

Level of support:
mandatory

Skills:
mandatory

Evidence ref:
mandatory

Tutor/assessor signature
mandatory

Date:
mandatory

Module reflection

mandatory

I liked:



A large, empty rectangular box with a green border, intended for writing reflections on what was liked. In the top-left corner, there are small icons for a photo gallery and a pencil. At the bottom center, there is a large green thumbs-up icon.

I didn't like:



A large, empty rectangular box with a red border, intended for writing reflections on what was not liked. In the top-left corner, there are small icons for a photo gallery and a pencil. At the bottom center, there is a large red thumbs-down icon.

Sample

Q Module reflection

mandatory

 **Idea:** You can write, draw, use the skills stickers here or put a photo of you using a skill.

The **skill(s)** I showed:



Sample

Q Next steps

mandatory

Refer back to
'My learning
journey' map

The next **module(s)** I would like to try:

Who can **help** me?

Remember to record that you have completed this module and review on the **Record page** in your **Starting out** module.

Learner signature:

Tutor/supervisor signature:

Date:

Positive feedback for your learner?

optional



Section/activity review

optional

i Hints and tips: This can be used after any section or activity as a formative review document.

Section/activity:

What I **did**:  

Who **helped** me?  



How much did I **enjoy** it? 



I liked: 



I didn't like: 



💡 Idea: You can download the digital version for more copies from our website: asdan.org.uk/towards-independence/ under **Course resources** at the bottom of the page.

Sample