

Towards Independence



TISM55

# Meal preparation and cooking: Progression



**ASDAN**

Name:

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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: Progression

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/](https://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.

**Towards Independence: Education staff witness statement**

Learner name: \_\_\_\_\_ Module and section: \_\_\_\_\_  
Date: \_\_\_\_\_ Activity number: \_\_\_\_\_

What did the learner do in order to carry out the activity?

Where did the activity take place?  School  College  Home  
 Community  Other

What support did the learner have?  No Help  Physical Help  Sensory Experience  
 Spoken/Signed Help  Gestural Help  Experience

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_  
I am a:  Teacher/Tutor  Support staff member

**Towards Independence: Photographic evidence**

Learner name: \_\_\_\_\_ Module and section: \_\_\_\_\_  
Date: \_\_\_\_\_ Activity number: \_\_\_\_\_

In this picture: \_\_\_\_\_

In this picture: \_\_\_\_\_

Where did the activity take place?  School  College  Home  
 Community  Other

What support did the learner have?  No Help  Physical Help  Sensory Experience  
 Spoken/Signed Help  Gestural Help  Experience

Witnessed by: \_\_\_\_\_ Date: \_\_\_\_\_

ASDAN

# 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: Progression

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



## Section A: Health and safety



Level of support



1. Show you know about possible dangers in the kitchen.



**For example:**

- spillages
- sharp knives
- electric sockets and wet hands
- saucepan handles placed on the hob or cooker
- cupboard doors left open
- dirty hands
- dirty equipment
- inappropriate clothes and shoes
- long hair
- other

2. Show you know what to do if there is an accident.



**For example:**

- cut
- burn
- spills
- breakage
- fire
- other

3. Show you know how to alert the emergency services.



4. Show how to leave the building safely.



# + Record box: Health and safety



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

<b>Activity:</b>	optional
------------------	----------

<b>Comments:</b> Tutor/supervisor/learner	optional
--	----------

<b>Level or chosen descriptor from centre's preferred assessment method:</b>	optional
--	----------

<b>Subject area:</b>
----------------------

<b>Level of support:</b>
mandatory

<b>Skills:</b>
mandatory

<b>Evidence ref:</b>
mandatory

<b>Tutor/assessor signature</b>
mandatory

<b>Date:</b>
mandatory



## Section F: Serving and clearing away



Level of support



1. Show you can lay the table for the food you have prepared.



2. Show how you serve the food correctly and safely.



3. Show you can clear the table when everyone has finished.



4. Show you know how to throw away waste items correctly. Recycle any waste.



5. Show how you store leftover food correctly.



6. Show you can wash up and put away all the things you have used in the correct place.



7. Show how you leave the kitchen clean and tidy.





# Record box: Serving and clearing away



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

<b>Activity:</b>	optional
------------------	----------

<b>Comments:</b> Tutor/supervisor/learner	optional
--	----------

<b>Level or chosen descriptor from centre's preferred assessment method:</b>	optional
--	----------

<b>Subject area:</b>
----------------------

<b>Level of support:</b>
mandatory

<b>Skills:</b>
mandatory

<b>Evidence ref:</b>
mandatory

<b>Tutor/assessor signature</b>
mandatory

<b>Date:</b>
mandatory

# Section K: Project



Level of support



In this section you can choose your own activity.  
**Here are some ideas:**



- eating at a restaurant
- preparing a meal for a friend
- preparing food for a party
- other

1. Decide what your project will be.



2. Plan your project.



3. Make a list of the things you need.



4. Do your project.



5. Show what went well in your project.



# Record box: Project



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

<b>Activity:</b>	optional
------------------	----------

<b>Comments:</b> Tutor/supervisor/learner	optional
--	----------

<b>Level or chosen descriptor from centre's preferred assessment method:</b>	optional
--	----------

<b>Subject area:</b>
----------------------

<b>Level of support:</b>
mandatory

<b>Skills:</b>
mandatory

<b>Evidence ref:</b>
mandatory

<b>Tutor/assessor signature</b>
mandatory

<b>Date:</b>
mandatory

# Module reflection

mandatory

I liked:



A large rectangular box with a green border. 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. A large, light gray watermark reading "Sample" is oriented diagonally across the box.

I didn't like:



A large rectangular box with a red border. 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. A large, light gray watermark reading "Sample" is oriented diagonally across the box.

# 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

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

Section/activity:

Tasks I **completed**:



What I needed **help** with?



What I'd like to do in my **own** next time?



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/](https://asdan.org.uk/towards-independence/) under **Course resources** at the bottom of the page.

Sample