

SENSORY COOKERY FOR VERY SPECIAL PEOPLE - A PRACTICAL APPROACH



by Flo Longhorn

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PREFACE

***This book is dedicated to Patti, of ward
Femmes Six (Ettelbruck Asylum,
Luxembourg), who ate my car alarm buzzer.***

Flo Longhorn, February 1997

Very Special Learners

The children and adults referred to in this book are individually described as ‘the very special child’, ‘the very special person’ or collectively as ‘very special learners’. This description is used because of the frequency of changing labels for this particular part of the population and the usually negative undertone associated with their description. The most current labels encompass profound and multiple learning difficulties, profound disability, early functioning persons, mentally challenged and differently able (an IQ of under 20).

“If we wish to promote the most favourable impression of people with mental handicaps to the public, we can ill afford to ignore the power of the words that we use to describe them”.

Hastings and Remington (1993)

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CHAPTER 1. INTRODUCTION TO SENSORY COOKERY

Why Cook?

Food and drink form an important part of our lives, both socially and emotionally, and in keeping us fit and healthy. Most cultures and religions use food and drink as a central focus for celebrations, rituals, festivals and a reflection on the rhythms of life. Food and drink link us to the natural environments around us, to the seasons and the constant cycle of life. Food and drink are also fun and enjoyable!

The preparation of food for eating is described as cookery. It can be as simple as wiping an apple and eating it - to preparing a grand Chinese banquet. Food can have an effect on our body, our mind and our health, through careful planning of nutrition. Recent research looks at “mood” foods which are identified as helping to defeat depression, combat stress, increase alertness and improve sleep. Look at these foods, their composition and effects:

<i>Chocolate</i>	☞ <i>Contains lecithin, extracted from soya beans and said to improve memory. It is also seen as a “comfort” food.</i>
<i>Roast turkey, Peanuts Lamb’s liver, Milk</i>	☞ <i>Rich in tryptorphan, an amino acid which the brain converts into a powerful mood raiser and a tranquilliser called serotonin.</i>
<i>Whole grain foods Carbohydrates</i>	☞ <i>Influences concentration and can have a sedative effect.</i>
<i>Fresh fruit, e.g. grapefruit Fresh vegetables</i>	☞ <i>Supply antioxidants and vitamins to counter stress.</i>
<i>Proteins, e.g. fish, kidney</i>	☞ <i>These are natural stimulants.</i>
<i>Zinc, as in lean meat, pumpkin seeds, fresh mustards, wheat germ</i>	☞ <i>Promotes emotional balance and enhances brain function.</i>

Some foods may stimulate endorphins (morphine-like pain killers naturally produced by the brain) which help control our hunger for certain kinds of foods. Animals who are greatly underfed live longer provided they are given less food in conjunction with more vitamins!

What remains constant in any cookery experience is the use of the senses in every cookery experience. The senses are crucial to the process and the end results - successful or not.

- ☞ We listen to the sounds of crunchy carrots, sizzling steaks.
- ☞ We taste as we cook.
- ☞ We smell the ingredients.
- ☞ We watch the process of cooking.
- ☞ We touch and feel the ingredients.
- ☞ We sense heat and cold in the process.
- ☞ We position our body, and bend our joints, to aid the cooking process
- ☞ - and we eat!

Sometimes -

- ☞ We feel a sense of nausea at what has been produced.
- ☞ We feel the sense of hunger and the sense of thirst.
- ☞ We feel pleasure and pain, through spices, for example.
- ☞ We enjoy a sense of mystery and awe (numinous) at the finished product!

Very special people enjoy cooking for the very same sensory reasons as everyone else. Sensory cooking - using all the senses to explore, experience and participate - is a life skill in which they can succeed and excel. The process is the most important part of cookery, although the end product can be a satisfying edible conclusion.

What Is Sensory Cooking?

Sensory cooking places an emphasis on the use of all the senses in the process of cookery. It enables a very special learner to learn successfully using their senses and also gives them an opportunity to extend their learning. From using their senses in cooking, they can improve basic essential skills, such as developing a longer attention span and being part of a group. They can also practice and generalise learning in more formal subjects such as geography, mathematics and English - and vice versa.

Sensory cooking slots into the main school design technology curriculum, across all phases. It ensures that proper attention is paid to the realistic curriculum required to access learning for life. The sensory cookery curriculum is planned, carefully organised, progressive and falls within an accepted framework. It ranges from simple, initial tasting experiences to the sequences needed to produce a simple meal. Sensory cookery also penetrates project or modular work. For example:

- **a picnic**
- **an indoor beach party**
- **a visit to a synagogue**
- **reading “The Giant Jam Sandwich” story**

are all activities which can include simple sensory cookery.

The Senses in Sensory Cookery.

Two of the main senses involved in cookery are taste and smell. Sensory cookery encourages greater use of these senses for a very special person, giving them the opportunity initially to sniff and to taste in an exciting way to expand on this dimension of learning.

Taste and smell are closely connected with food and drink. They can both produce profound feelings, ranging from pleasure to displeasure - we make a basic emotional response to both senses. Most people have a taste or smell which makes them shudder at the thought of eating a certain food. When we eat or drink, taste

is intimately connected to the process while smell has a major role in identifying, accepting or rejecting the food or drink.

TASTE develops as one of the major human senses, closely interrelated with smell. Before we are born, the taste buds appear at a very early stage in the foetus - around 7-8 weeks gestation. The amniotic fluid in the womb contains a range of tastes:-

<i>glucose</i>	<i>lactic acid</i>	<i>citric acid</i>	<i>fructose</i>	<i>pyrmic acid</i>	<i>uric acid</i>
<i>salts</i>	<i>polypeptides</i>	<i>proteins</i>	<i>amino acids</i>	<i>fatty acids</i>	<i>phopholipids</i>

... to name but a few, all altering in taste levels during the period of gestation. The baby is born with many more taste buds than adults. Their mouth is busy with lateral tongue movements, sucking, discriminating the nutrition they want, and enjoying or not - as the case may be. About 10,000 taste buds are located on the surface and sides of the tongue, the roof of the mouth and entrance to the throat. Children have more taste buds than adults. These taste receptors identify:-

- ☞ **bitterness** - back of the tongue,
- ☞ **sweetness** - tip of the tongue,
- ☞ **sourness** - sides of the tongue,
- ☞ **saltiness** - scattered over the tongue.

The sense of sweetness disappears fairly quickly from the mouth. Bitter tastes linger longer as the bitter taste molecules are larger and bitterness stays on the taste receptor for a longer time. Before we taste anything, the salivary glands moisten the food to stimulate taste, aided by smell. Chewing, spitting and swallowing also enhance flavour and taste: -

Chewing	☞ movements take smell molecules to the nose.
Spitting	☞ creates turbulence so the smell goes up the nose to smell receptors.
Swallowing	☞ enhances flavour as it causes air pressure to rise at the back of the mouth, pushing smell to the nose..
<i>The amount of adrenalin in the bloodstream also helps determine the point at which taste buds start to respond.</i>	

SMELL plays a very important part in the cooking experience. Before we are born, the sense of smell is already developing. A few weeks before birth, a plug of mucus is released from the nostrils so smell can be developed in preparation for smelling out the best nourishment - mother's milk. At birth, babies show distinct preferences in smell, for example, preferring a banana smell to the smell of shrimp or that of camphor.

Each time we breathe -over 23,000 times a day! - molecules of odour flood through our system, passing through the nostrils. At the upper end of each nostril is a nasal area of yellow, moist fatty substances. The deeper the shade of yellow, the

more acute the sense of smell. This area holds the smell receptors, of which humans have approximately 5 million - while cows have 25 million! These smell receptors send their message to the limbic system of the brain in which we store a range of emotions including fear, aggression, rage, pleasure and lust. Smell is immediate, it triggers powerful emotions and images and stores them in long term memory. There are over 10,000 independently recognized odours categorized into main areas of:-

➤ minty	➤ floral	➤ resinous
➤ acrid	➤ foul	➤ camphor-like
➤ ethereal (dry cleaning fluid & glue!)	➤ musky (close to human testosterone)	

Cookery also uses other major senses in conjunction with taste and smell. The major coordinating sense of vision can override the senses of taste and smell, for example. Unless you concentrate very hard - what you see influences you most. Imagine eating a black coloured omelette or a bright green egg. Children who were given red or yellow jellies, identified the tastes as strawberry and lemon, although the real flavours were quite different. Imagine a sausage made of rusk, gristle and meat, without the addition of coal tar dye (E128) to make it a meaty pink colour.

SOUND also occurs in cookery. There is a sound environment while cookery is in progress - the swish of a cloth wiping the table, the clink of a dish, the whirr of a food mixer, the click of an on/off switch and the chatter of learners investigating, planning and executing their cookery tasks. The very special learner is also beginning to use sounds to interact with other cooks and with the group, using sound as a vehicle for concept learning and communication, hearing a new vocabulary of cookery terms and making sense of nearby surroundings.

Other senses also contribute to sensory cookery, including:

➤ touch	☞ for feeling ingredients and processes of cookery
➤ heat and cold	☞ experienced through recipes for cold and warm foods, the warm plates, the cold refrigerator, hot water, ice
➤ position of the body	☞ in relationship to the cooking activity , to the group and in space
➤ hunger and thirst	☞ experiencing the reasons why we need to eat - and satisfying them
➤ bending of joints	☞ as we learn about cookery techniques such as beating, mixing, stirring, pouring
➤ numinous	☞ experiencing a sense of wonder and awe at the finished product
➤ vibration	☞ from the equipment used

and occasionally the sense of nausea !

CHAPTER 2. A SENSORY COOKERY CURRICULUM

Why Have a Sensory Cookery Curriculum?

Sensory cookery is an ideal learning medium in which to present a rich array of potential learning successes. It gives the very special learner the opportunity to heighten their sensory perceptions and at the same time opening the door to an extended curriculum for example, smelling and tasting cakes taken from the baking tray also extends into the opportunity to match a cake to each person - are there too few, too many? Also look at the tray of uncooked cakes on the table - is there a degree of uncertainty/certainty that they will cook if left there or put in the oven?

Sensory cookery also gives the opportunity for group interaction and exposure to differentiated levels of learning. Provided the session is well planned, everyone has a cook's role to play, is part of the whole process and has the opportunity to observe a range of expertise in play. They can develop a sense of action and agency through the expression of choice, of preference and also of being in a position to exercise some significant power over events. The levels of input into the cooking are all equally important and an integral part of the progress of the activity. It is just as crucial to wash the dishes, smell for choosing a ripe ingredient, read the symbol recipe or whisk the ingredients.

Sensory cookery in the classroom should be planned and organised as a progressive developmental curriculum. It should blend into a design technology curriculum which aims to meet the educational requirements of all learners in the school. Areas of importance for the very special cook are the same as for other learners, but particular focus needs to link their levels to what is being undertaken. They may access a programme such as this:-

↻	Language of cookery	↻
↻	Safety and hygiene	↻
↻	Equipment of cookery	↻
↻	Weighing and measuring	↻
↻	Using appliances	↻
↻	Cookery techniques	↻
↻	Cookery recipes	↻
↻	One-step cookery	↻
↻	Combining cooking techniques	↻
↻	Extending sensory cookery	↻
↻	Simple meals	↻

a spiral curriculum
enabling access at
different levels and the
opportunity to revisit,
reinforce and revise.

Planning an Individual Sensory Cookery Programme.

Setting Your Aims.

The main aim of the individual sensory cookery programme, as part of design technology, should be to develop knowledge and skills through practical experiences which are related to everyday life and living.

Setting Your Goals.

The goals that are set for sensory cookery curriculum should give very special learners the opportunity to cover the curriculum at a rate appropriate to their abilities. It does not imply, however, that they work in isolation on individualised programmes. The individual programme goals should be achieved within a group setting so they are realistic and full of purpose.

The objectives will also be placed within the sequenced sensory cookery programme. While very special learners may need many, many opportunities to develop their cooking skills, a sequenced cookery curriculum will give them many diverse and differing learning environments in which to progress.

Below is a list of some possible global goals:-

- ☒ develop sensory and manipulative skills associated with everyday life, and not in isolation,
- ☒ experience personal satisfaction and a sense of achievement through cookery,
- ☒ experience suitable cookery materials, equipment and procedures for everyday life,
- ☒ sharpen sensory perceptions through sensory cookery,
- ☒ develop interpersonal skills and a sense of responsibility through the shared experiences of being in a sensory cooking group,
- ☒ develop a wider awareness of similarities and differences in lifestyles, cultures and religions through the media of food,
- ☒ beginning of personal choice and decision making, e.g. showing preference for taste, texture, temperature, consistency,
- ☒ develop an understanding of sequences,
- ☒ enhancement of National Curriculum, particularly design technology through sensory cookery curriculum.

One or more goals would be selected from this list, for a particular learner, to be included in the sequence of sensory cooking curriculum they are following.

Aims and goals should reflect the maturing cook. As they approach adulthood, for example, they would be actively involved in the planning for a celebratory party - when they were a toddler they would have been involved in just being at the celebration and enjoying the cakes. The aims for a young adult also adjust to reflect their new status. An aim may be to develop a very special person's life skills, through sensory cookery, to the level of independence to which they can personally aspire.

The goals would be, as far as possible, selected by the very special person themselves - reflecting their peer group, culture and family life style. The skills of sensory cookery will have been reinforced throughout their school career - but at 16 they may take their own responsibility, moving into a modern world of convenience foods, eating out meals and take away meals - just the same as their peers.

Links to Other Areas.

Sensory cookery extends into many other areas of learning. It also offers within its structured curriculum an appetising opportunity to reinforce skills needed throughout all learning environments. Food plays such an important part in our everyday lives that the links extend outside of school to the home, family, environment **and** local and international community.

Many social skills are developed through the study, preparation and eating of a wide variety of foods, especially when undertaken in mixed groups of learners. Self-esteem grows through cooperation and the turn-taking required to produce something to share with others - a positive and rewarding environment.

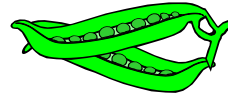
The various cultures with which the learners come into contact in everyday life also present the opportunity to study, prepare and sample the sensory foods and meals outside the very special learner's own experiences. Religious education reflects the symbolism of food, religious beliefs about food, celebrations, festivals and fasting - the sense of hunger.

Geography reflects food from other countries, the history of the food and eating habits from the past or even in **art** - with food seen in the context of colour, design, texture, collage or printing.

Horticulture (science), through a sensory garden, gives the opportunity to take the learning environments not only of a place of beauty, but as an edible delight. Look at the gardening year for a group of very special students - with a strong link to sensory cookery - shown on the next page.

ENVIRONMENTAL SCIENCE - GARDENING

**A group of very special students
did the following over a school year:**



- *Grew herbs outside and dried them, hanging them from the classroom ceiling to dry and emit their fragrance.*
- *Grew alpine strawberries in pots so that they could be placed at different levels and the students could pick and eat them as they were able.*
- *Grew small salad vegetables, in a redundant sand tray and stand, at just the right height for wheelchairs.*
- *Made a portable garden of pot-grown plants such as geraniums, fuchsias, petunias and Busy Lizzies, so that they could be brought inside for the winter.*
- *Cuttings were taken from the plants.*
- *A range of scented geraniums were grown for the smell table and dried bowls of herbs placed there, as well.*
- *Herbs were used to make herbal scones.*
- *Visits were made to garden centres to buy what was required.*
- *Visits were made to flower shows and people's gardens.*

Self-help skills can be emphasised, especially in the area of a very special learner's feeding programme. They may have an eating and drinking programme carefully devised by therapists working together. Each therapist provides knowledge, skill and experience concerning specific aspects of eating and drinking. They will assess their needs and, in conjunction with other staff, can use sensory cookery sessions to enhance the person's eating and drinking strategies. The sensory cookery programme will enhance and consolidate their work through:

- ☞ practical assessment
- ☞ health and safety
- ☞ environments
- ☞ providing choice and preference
- ☞ nutritional input
- ☞ a feeding curriculum that can be incorporated into certain aspects of National Curriculum

A sample eating and drinking record form can be found in Appendix 1.

Linking the National Curriculum to the Sensory Cookery Programme.

The revised National Curriculum (1995) -

“provides teachers with much greater flexibility to respond to the needs of pupils with identified special educational needs.”

and in SCAA (1996) -

“The whole curriculum is broader than the National Curriculum and religious education and must reflect priorities for pupils with profound and multiple learning difficulties.”

This is helpful in reflecting National Curriculum in the realistic curriculum for very special cooks and not allowing it to rigidly dominate.

Lets look at four main areas of English, Science, Mathematics, and CDT and see the relevance to very special learners. All National Curriculum (1995) areas state that -

“material may be selected from earlier or later key stages where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupils age.”

This gives a clear indication that there is a symbiotic relationship between National Curriculum and very special learners curriculum. They need to blend together and live comfortably from each other.

Sensory cookery is reinforcing **English** by giving the opportunity for the very special cook to:-

- be an active listening and responding member of a cookery group,
- listen and observe non-verbal communication within the cookery group,
- respond appropriately to simple instructions,
- describe the events and sequences during cookery in their own manner,
- begin to follow sequences and take an important role in a cookery sequence,
- develop and enriching the vocabulary of cookery grammar,
- be aware of 'RECIPES' which are used to convey meaning,
- use cookery objects of reference, symbols or other means to promote understanding,
- to relate cookery events and sequences.

Sensory cookery reinforces **Mathematics**, by giving the opportunity to:-

- take part in social interactions through cookery,
- take part in environmental interactions through cookery,
- observe cause and effect through cookery,
- observe the permanence - or impermanence - of cookery ingredients and processes,
- appreciate the patterns seen in cookery and also follow patterns of events,
- think about the degree of certainty - or uncertainty - about the outcome of cookery processes,
- put in order, compare, estimate, match, sequence, count, weigh, etc.,
- feel a sense of time,
- participate in the possible - or impossible - outcomes of random events,
- experience shape and space within cookery activities,
- apply mathematics in real life practical situations.

Reinforcing **Science** by giving the opportunity for the very special cook to:-

- have first hand experience of science through cookery,
- to use their senses to experience similarities and differences through cookery,
- explore nutrition through cookery,
- begin to reinforce a scientific vocabulary through cookery,
- begin to group materials and observe changing materials in cookery,
- understand dangers and safety measures through cookery,
- explore temperature, solids, liquids during cookery,
- to communicate their observations of scientific processes seen in cookery,
- to formulate hypotheses during cookery, e.g. "Will the cake will burn if I leave it in the oven too long ?",
- growing, harvesting and producing food reflected in cookery.

Sensory cookery reinforcing **CDT** by giving the very special cook the:-

- ability to do, as well as to know,
- ability to know, as a result of doing,
- begin to understand the importance of health and safety issues through cookery,
- build up a CDT vocabulary and practice it through cookery,
- design and make simple products through cookery,
- begin to work independently or as part of a team through cookery,
- to experience the working characteristics of materials which can change and be used in a variety of ways through cookery,
- evaluate the quality of the work and processes undertaken in the cookery session, and the products used and created,
- to use mechanisms, machines and switches to achieve different results in cookery,
- use a variety of materials, tools and techniques in cookery.

Tube Fed Children.

An increasing number of very special children receive some or all of their nourishment by tube feeding, rather than by mouth. This may be because of immaturity or dysfunctional mouth or motor development, resulting in their inability to chew or swallow properly. They may have a serious chronic illness, are too weak to eat or need supplementary nutrition or medication. They may be fed through the nose (nasogastric) or stomach (gastrostomy). The food is a liquid meal and may need the use of a feeding pump over a prolonged period of time.

Care and consultation must precede any decisions to include such children in cookery. Key questions include:-

- Do you cook when the end result is meaningless, because you cannot eat it?
- Do you use sensory cookery as the first step to eating, e.g. using materials like edible paper with a taste on it, such as lemon juice as, a first “melting” taste?

In short, each child who is tube fed needs an individual approach to tasting and cooking, formulated by all those concerned with that child.

See the sample record sheet no. 7, in Appendix 1, an “Eating and Drinking Programme - Checklist”.

Recording and Assessment In Sensory Cookery.

Sensory cookery curriculum requires a system of recording what is about to happen, what has happened, assessing the outcomes and planning the next step. This will be for individual work and for group work within the sensory cookery session. Most schools have a whole school approach to such recording and sensory cookery can fit in alongside other subjects.

It should look at three areas:

1. for learning - to meet the needs of the very special learner, their achievements,
2. for teaching - to increase effectiveness of teaching,
3. for reporting - to parents, school, authority, accountability.

Appendix 1 contains a selection of particular recording sheets which may be helpful for planning in sensory cookery. These include:

Sheet No.	Content
1. & 2.	Eating and drinking information for early stages.
3.	Likes and dislikes in eating and drinking.
4.	Eating and drinking habits .
5.	Food skills as part of sensory cookery.
6.	Learner's senses of taste linked to sensory cookery
7.	Eating and drinking checklist.
8.	"Good Cook" certificate - cookery techniques.
9.	"Good Cook" certificate - packaging.
10.	"Good Cook" certificate - kitchen appliances.
11.	Record of Achievement in cookery.
12.	"Good Cook" Certificate of Merit.
13.	Sample group record of a sensory group activity showing activity and highlighted skills undertaken by each member of the group.
14.	Pupil's self-evaluation on the skills of working in a group

CHAPTER 3. COOKERY SKILLS

Introduction

A sensory cookery curriculum will reflect the teaching of a variety of cookery skills. These skills may be repeated in every session, for example in hygiene, or practised particularly, for example opening a package. The curriculum should allow every opportunity to repeat and reinforce these cookery skills - which are skills for life.

These skills should include:

- the language of cookery
- safety and hygiene
- the equipment of cookery
- using appliances and equipment
- packaging
- cookery techniques

A very special cook will bring their own individual means of communication to the cookery activity. This may include a repertoire of:-

- | | | | |
|-----------------|-------------------|-------------------|------------------------|
| ➤ formal signs | ➤ sounds | ➤ words | ➤ photographs |
| ➤ tactile touch | ➤ signing & touch | ➤ tactile symbols | ➤ objects of reference |

Some signing systems have basic vocabulary series which use basic vocabulary in appropriate developmental levels which complement structured language programmes. **Signalong**® assist concept formation by the use of real objects in the first two stages, the signs then being reinforced when pictures are introduced.

Everyday vocabulary and topic work include:-

- ☞ food and eating across the stages
- ☞ breakfast time
- ☞ teatime
- ☞ in the kitchen
- ☞ topics of food
- ☞ topics for party and Christmas
- ☞ common shops
- ☞ eating places
- ☞ health, safety and hygiene
- ☞ the canteen

*Further information is available from **Signalong**® Communication & Language Centre, All Saints' Hospital, Chatham, Kent ME4 5NG. Tel. 01634 819915 or Fax 01634 814417 for details about training and packs.*

They may also use technology in which to communicate, for example via a special switch, special programme, or a voice activator to access the lesson. Robotic arms are being developed to enable a physical disability to be overcome for feeding or joining in a cookery task.

Objects of reference may form a link between the sensory cookery activity and interactive communication. It is very important that cookery objects of reference are standardised throughout the curriculum and in outside learning environments. A smell can be attached to an object of reference, e.g. vanilla essence on a wooden spoon or bleach on a cloth mop to indicate washing up.

If tactile symbols or photographs are used, they must not change for the very special cook. A cookery communication box of objects of reference, laminated photos and tactile symbols could be collected throughout their cooking career. It can also contain certificates of cookery achievement and video or photographic information on particular cooking occasions and successes.

A good cook book should allow for differentiated levels of understanding, using clear photographs, diagrams and simple explanations or all important stages in the cooking procedure for each recipe. An excellent example can be found in **Cooking Made Easy** (1995) from Leeson's Day Centre, Chipfield Road, St. Paul's Way, Orpington, Kent BR5 2LS, tel. 01689 826269.

Language of Cookery

Cookery uses a rich array of **descriptive language**. Much of the language is direct and linked to an actions or sequences of actions. Look at these actions and see that they are linked to concrete cooking activities apparent in sensory cookery:-

boiling	dripping	melting	sinking
bubbling	eating	mixing	spinning
beating	examining	noticing	shaking
bursting	exploring	opening	swishing
cracking	freezing	pulverising	squeezing
closing	floating	pouring	spreading
chopping	grinding	peeling	smelling
cutting	gripping	rubbing	sucking
creating	growing	rotating	tearing
cooling	handling	rolling	touching
crunching	heating	whisking	tasting
drying	measuring	washing	tipping
dissolving	mashing	wetting	up turning

Each cookery action can be applied to a variety of rich learning situations, for example:-

Dissolve	use →	• hot water to dissolve ➤ ☞ ice ☞ frozen peas ☞ butter	• cold water to dissolve ➤ ☞ salt ☞ jelly ☞ cornflour
Rotate & Whisk	use →	• fingers • food mixer • whisk • fork • spoon	to create ➤ ☞ milk shake ☞ meringue ☞ semolina ☞ eggs
Closing & Opening	use →	• fingers to open ➤ ☞ banana ☞ peas in a pod ☞ peanuts in a shell	to open ☞ crisp packets ☞ jugs and jars - use → • tin opener; key to open & close ➤ ☞ tinned fruit

These actions are all used in sensory cookery and give the opportunity for the very special cook to interact with materials and events.

Common Cookery Language.

There is a specialised vocabulary and language to a sensory cookery curriculum. With the simple understanding of very special learners, it is very important to isolate and highlight certain key cookery words, so that they do not become overwhelmed by nuances of language. For example, the words below may indicate a similar cookery task:-

spread coat glaze	peel pare scrape	chop dice chip	shred grate mince sieve	turn baste brown crisp
	mix blend cream puree smooth	chill freeze frozen cool cold	cream beat blend rub in fold in	

Common cookery utensils may also have a variety of names for a similar utensil, for example:

“Spoons”

- | | | |
|-----------------|-----------------|-----------------|
| ➤ spoon | ➤ teaspoon | ➤ dessert spoon |
| ➤ tablespoon | ➤ scoop | ➤ wooden spoon |
| ➤ plastic spoon | ➤ slatted spoon | ➤ ladle |

A decision needs to be made for a **common description** for the special learner, taking into account home and cultural influences and preferences. If symbols are used in recipes, then they need to be clear, consistent and relevant to the level of understanding for the very special cook.

Recipes

The best plan for very special cooks is to be fully involved in the whole activity - learning by doing, remembering and repeating.

A **“real”** recipe is also useful. Here is a simple method to make a **“real”** recipe.

Making “Jammy” Toast.

5 black cards, on which are glued:

- slice of bread (smell)
- a blunt knife (touch and feel)
- photo of a toaster (switch on the toaster when the card is shown to hear the noise)
- margarine tubs (smell)
- jam pot (smell)

Making a Cup of Tea.

7 black cards, on which are glued:

- tea bag (smell)
- spoon (touch and feel)
- cup (touch and feel)
- milk carton (smell)
- sugar granules (smell)
- picture of kettle (switch on the kettle when the card is shown to hear the noise)
- symbol for water (turn on the tap)

The Language of Weighing and Measuring.

The very special cook will be involved in weighing and measuring during sensory cookery sessions. However, an emphasis should be placed on feeling the heaviness of an ingredient, watching as a cup of liquid is filled half-way or overfull, observing a large spoonful of gravy powder added to the pan or a tiny spoonful of essence to a

cake. Using plastic, “see-through” cups, spoons and bowls makes it easier for the new cook to observe what is happening. Fluorescing the edges of bowls, or highlighting handles of implements with refractive paper or tape, also aid cooking.

While they will not be aware of the range of oven temperatures, they will learn about hot and cold. They will be involved in seeing a cake being divided into equal portions or into a large piece and a small piece. They will be involved in predicting whether there will be enough for everyone to eat or too little. They will see scales weighing food, especially if they use old-fashioned weighing scales which use weights - which also make a nice “thud!” when they hit the scales support if ingredients weigh less than the weight.

Staff who are involved in weighing and measuring need to decide whether the practical cookery session should include weighing or measuring of ingredients or if it should concentrate on the technique. They need to decide:-

Do we...

- ⇒ weigh all ingredients beforehand?
- ⇒ use “creative” recipes which do not need any weighing or measuring?
- ⇒ weigh some ingredients beforehand?
- ⇒ use ‘cups’ and ‘spoons’ as in American cookery?
- ⇒ use conventional weighing and measuring by others in the group with the very special cook?
- ⇒ permit “sensing” of the weighing and measuring activities?

The language of weighing and measuring also needs careful thought - linking to signs and symbols already in use in the learning environment, e.g. terms such as those listed below should remain constant in cookery sessions:-

• heavy	• big	• large	• long time	• a second
& light	& little	& small	& short time	& a minute

Safety and Hygiene for the Very Special Cook.

Safety and hygiene form an essential part of any cookery experience. Very special cooks will also learn about hygiene and safety if these are built into every sensory cookery session. There are two areas of safety and hygiene to consider:-

- ☒ for the **very special cook**, and
- ☒ for the **staff** working in the cookery session.

Part of the satisfaction of cooking is the routine framework it covers. Hygiene and safety form part of this framework. **Simple rules** that are applied in every session will enable the very special cook to participate in rules and regulations that are

aimed at the well being and safety of all the cooks in what will often be a mixed group. Simple hygiene and safety includes the following basic considerations.

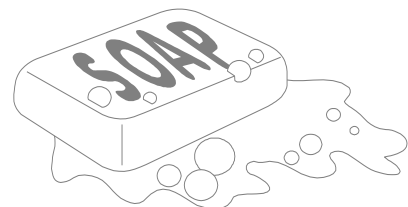
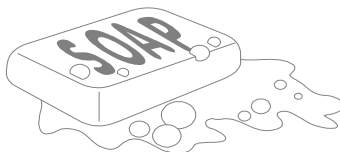
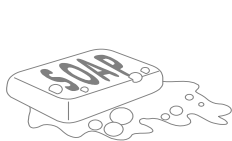
Personal Hygiene

at the start of a cooking session....

- Wash hands !
- Put on an apron.
- Ensure comfortable positioning
 - Tie back long hair.
 - Clean the table top.

at the end of the session ...

- Clean the table top.
- Take off the apron.
- Wash hands !



There is a major responsibility for any staff engaged in cooking activities to monitor safety and hygiene rules, no matter how simple they may be. Here are some of the areas to consider for any cooks - including the very special cook:-

Medical Health

Are there any medical factors to consider before commencing cooking?

For example:

- for diabetes - ensuring the recipes and food products are approved,
- for coeliac - making sure special gluten-free flavours are available because of the person's sensitivity to cereal proteins,
- for allergies and sensitivities - check medical records, e.g. nut allergy reactions

Aids to Safer Cooking

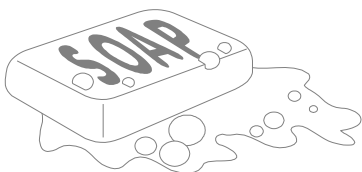
Consult the physiotherapist and occupational therapist for help in setting up cooking situations. They can advise on comfortable positioning and also suggest equipment to help ensure safer cooking, such as:

- adapted devices, such as a knife with a handgrip,
- pan guards,
- non-slip mats to stop bowls or plates from moving,
- mixing bowls with suction bases,
- range of switches, e.g. to control a food mixer.

Hygiene

Practise sensible, basic hygiene, such as:

- wipe the table before starting,
- use individual bowls and spoons for tasting sessions,
- use utensils appropriately,
- use separate coloured cloths for different jobs.



Safety Aspects to Be Considered

General

- Mop up spills as they happen.
- Use toasters correctly, i.e. no forks inserted!
- Use oven gloves.
- Ensure that sauce pan handles face inwards.

Acute

- Be especially aware of sharp knives, who can and cannot use them, where they are at all times.
- Be aware of boiling water.
- Be aware of all hot surfaces.
- Ensure to switch off and pull out plugs for appliances on completion of the cooking task.
- Never leave the cooker unattended.
- Know location of first aid kit (and contents), fire blanket, fire extinguisher (type and how to use).
- Ensure close supervision when using appliances, including tin openers and sharp knives.
- For trolley cookers, ensure that the trolley is approved, in a safe place (e.g. not against a paper wall display!) and that the brakes are on - store securely after use,
- be extra observant when cooks are handling breakable items.
- Make sure equipment is properly washed to avoid unwanted cultures growing.
- Watch for slippery floors.
- For microwave ovens, ensure that no metal utensils are used.

Anything else ?

Cookery Techniques.

Sensory cooking offers the opportunity to practically experience a range of cookery skills and techniques. Some of these skills are simply used - spreading butter on bread or stirring a hot drink. Some skills are used as part of a whole cooking activity - greasing a muffin tin for use in the oven, cracking an egg into the cake mixture or chopping a tomato to go into the vegetable soup.

The very special cook will use a variety of skills at a number of different levels. The first level is in techniques for their own use, such as beating an eggnog for themselves or for their friends. The second level is contributing their practical skills to a group activity in cooking. They may not be at the stage of following a cookery recipe, such as making fairy cakes, but they can participate with certain skills which they do have, such as cracking eggs, greasing the tin or stirring the mixture. They contribute to the whole team effort and equally enjoy the end result.

The cookery skills attainable may include:-

➤ pouring	➤ spreading	➤ heating	➤ blending
➤ stirring	➤ mixing	➤ beating	➤ peeling
➤ making drinks	➤ rubbing in fat	➤ greasing	➤ cracking eggs
➤ measuring	➤ cutting & chopping	➤ grating	➤ rolling

Cream: mix fat and sugar into a cream with a wooden spoon or electric mixer

Fold in: mix two things using a gentle, slicing movement with a metal spoon.

Rub in: mixing fat and flour by rubbing them with your fingertips.

Beat: mix together by stirring very hard with a wooden spoon or electric mixer.

Knead: squeeze and stretch dough to make it ready for baking.

Blend: make something into a smooth paste, usually in an electric blender.

Sift/sieve: pass dry ingredients through a sieve to get out any lumps.

Using the Microwave: safe, fast, convenient cooking of foods

Seasoning: adding salt, pepper, spices or herbs to food to give it more flavour

Whisk: beat vigorously with a whisk to add air to a mixture

Here are a selection of skills to practice and a range of recipes with which to learn the techniques.

Pouring

Cold things ➔	➤ water	using ➔	• jug
	➤ squash		• cup
	➤ milk		• box
	➤ lemonade		• can
	➤ coca cola		• vending machine
	➤ fruit juice		
	➤ chocolate milk		
Hot things ➔	➤ tea	using ➔	• jug
	➤ coffee		• cup
	➤ cup-of-soup		• teapot
	➤ oxo cubes		• coffee machine
	➤ instant milk drinks		• vending machine
	➤ drinking chocolate		• kettle

Spreading

margarine ⇨	using fingers, on → using a knife, on →	• bread
butter ⇨		• rolls
sandwich spread ⇨		• crackers
paste ⇨		• crispbreads
Marmite ⇨		• crumpets
honey ⇨		• toast
jam ⇨		• malt loaf
marmalade ⇨		
peanut butter ⇨		

Rolling & Cutting

ready made marzipan ⇨	using →	• hands
ready made fondant icing ⇨		• rolling pin
ready made pastries ⇨		• variety of cutters

Stirring

<u>Drinks</u>	➤ sugar		
	➤ sweetener		• jug
	➤ milk		• cup
	➤ honey	using ➔	• box
	➤ lemon		• can
	➤ tea bag		• vending machine
	➤ tea leaves		
Milk shake ➔	➤ thick		• spoon
	➤ thin	using ➔	• blender
	➤ with ice cream		• electric mixer
Drinking chocolate ➔	➤		cans
Ovaltine ➔	➤ weak		bottles
Herbal Drinks ➔	➤ strong	using ➔	cartons
	➤ cold		cups
	➤ hot		glasses
<u>Recipes</u>	➤ soup mix		
	➤ cake mix		• spoons
	➤ milk puddings	using ➔	• pans
	➤ jelly		• bowls
	➤ blancmange		

Mixing/Beating

cakes ⇨		• cup and spoon/fork
batters ⇨		• pan and spoon/fork
egg whites ⇨	using ➔	• whisk and bowl
instant whip ⇨		• electric mixer
scrambled eggs ⇨		• hand and bowl
cream topping ⇨		• blender

Rubbing in Fat

<i>fat and flour or sugar to make:</i>			
pastry ⇨		• hands	
bread ⇨	using ➔	• fingers	
buns ⇨		• bowl	

Peeling - Chopping - Cutting - Grating

filling for rolls and sandwiches ⇨		
topping for pizza ⇨	using a	• hands and fingers
mixed salad ⇨	variety	• food processor
fruit salad ⇨	of fruits and ➔	• autochop
vegetable soup ⇨	vegetables	• grater
coleslaw ⇨		• peeler
vegetable dip ⇨		

Greasing

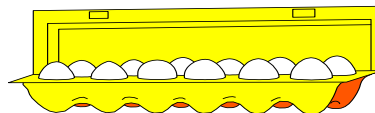


butter ⇨		• hand and fingers
margarine ⇨	using →	• baking trays
lard ⇨		• bun tins
oil ⇨		• greaseproof paper
		• oil brush

Measuring

instant whip ⇨		
egg custard mix ⇨		• measuring jug
caramel mix ⇨	using →	• packets
jelly and instant custard ⇨		• scales
cake mix ⇨		• cup

Cracking (and Using) Eggs



<i>Raw eggs to put in:</i>		
scrambled eggs ⇨		• fingers
pancakes ⇨		• whisk
fried eggs ⇨	using →	• knife
omelette ⇨		• hand
cake mix ⇨		• bowls
meringues ⇨		• electric mixer
		• blender
<i>Cooked or boiled eggs for:</i>		
egg mayonnaise ⇨	using →	• egg slicer
boiled egg ⇨		• spoon
		• egg cup

Packaging and Kitchen Appliances.

Very special cooks can also participate in the skills needed in cookery with regard to packaging and using basic kitchen appliances.

Packaging.

Packaging is a modern life skill, especially with quick convenience foods. Very special cooks can use such convenience foods, providing they can practise opening the variety of wrappings involved. They should explore and gain skills with regard to opening and using:

➤ jars and bottles	➤ packets (cellophane, paper, foil)	➤ boxes	➤ cans
--------------------	-------------------------------------	---------	--------

The skill may be as simple (to us) as pulling the wrapper from an ice cream or opening a bag of crisps. It may be as complex as removing a ready-to-eat meal from a cellophane covered foil tray or opening the various packages required to make a trifle.

Activities for the very special cook to practise these skills include:-

Jars and Bottles

(to make sandwiches)	➤ meat paste	➤ jam	➤ honey
	➤ sandwich spread	➤ Marmite	➤ ketchup
	➤ sauce bottle	➤ salad cream	➤ mustard
(using milk bottle)	➤ instant whip	➤ milk shakes	➤ for tea
	➤ drinking chocolate	➤ make custard	➤ for coffee
(removing from bottles)	➤ pickles, gherkins	➤ fruit	➤ cherries

Boxes

(opening and closing)	➤ cereal boxes	➤ cake mix
	➤ egg custard mix	➤ trifle mix
	➤ instant mash	➤ egg box
(party food)	➤ biscuits	➤ raisins & nuts ➤ cakes

Cellophane, Paper, Foil

(make)	➤ jelly	➤ instant cake from mix
	➤ instant custard	➤ pastry (flour, margarine, lard)
	➤ oxo drink	
(party food)	➤ crisps and cheese	➤ crackers and biscuits
	➤ raisins & nuts	➤ cheese portions

Cans

baked beans ⇨		
pilchards and tuna fish ⇨		• tin openers (electric and hand-held)
drinks cans ⇨	using ➔	• key openers
soup ⇨		• ring pulls (safety first!)
tinned fruit & evaporated milk ⇨		
baked beans & spaghetti ⇨		

Kitchen Appliances.

Another cookery skill for very special cooks is the use of major kitchen appliances. They will be able to experience the switching on and off of electrical appliances such as a food processor to chop carrots or begin to learn about the complexities of an oven. Simple switch adaptations, such as a squeeze switch, can enable access to such appliances for them.

The major kitchen appliances which they may encounter include:

- | | | |
|----------------------------|------------------|-------------------------|
| ➤ kettle/kettle jug | ➤ toaster | ➤ microwave |
| ➤ saucepan | ➤ oven | ➤ food processor |

Other electrical appliances can also be introduced, such as:

- | | |
|---|---|
| ☒ | a juice extractor - which pulps fruit or vegetables into a lovely sensory experience, |
| ☒ | a pasta machine - which turns out endless “worms” for cooking, |
| ☒ | a grinder - which grinds peanuts to make fresh, smelly peanut butter, or coffee beans to make real coffee (highly aromatic!) |

Using such appliances, the major living skills needed for extending simple cookery for the very special cook include:-

Boiling the Kettle - **Remember 'Safety First!'**

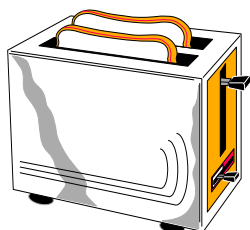
<i>for activities such as:</i>		
➤ making instant milk drinks	➤ making tea	➤ making gravy
➤ making pot noodles	➤ making coffee	➤ making jelly
➤ making instant custard	➤ making cup of soup	
using → a kettle or kettle jug		

Use of Saucepans - **Remember 'Safety First!'**

<i>Use non-stick saucepans of various sizes to prepare a range of foods.</i>		
➤ custard or soup	➤ drinking chocolate	➤ frozen & tinned vegetables
➤ boiled eggs	➤ tinned milk puddings	➤ tinned beans, spaghetti

Use of the Toaster - **Remember 'Safety First!'**

<i>(using electric toaster for)</i>	➤ toast, crumpets, muffins	➤ beans on toast
	➤ scrambled egg on toast	➤ spaghetti toast on

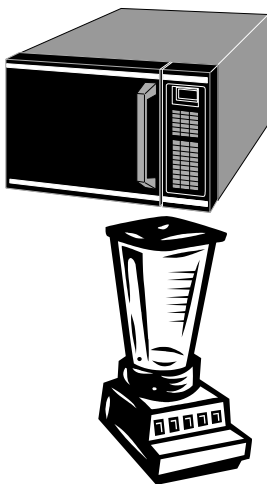


Conventional Ovens - **Remember 'Safety First!'**

<i>The oven should have a glass door if possible, to see the foods cooking.</i>	
A wide variety of foods can be prepared.	
➤ baked pudding	➤ sausage rolls
➤ baked potato	➤ scones
➤ cakes, biscuits and pies	➤ oven chips
➤ baked apple	➤ cake mixes

Microwave Ovens - *Remember 'Safety First!'*

<i>Full use of a microwave oven negates the need to use a pan on a stove - or a conventional oven - which is more dangerous for the very special cook.</i>	<i>Cooking in a microwave oven usually requires use of cling film (to cover dishes) and <u>no</u> metal utensils can be used.</i>
<i>A wide variety of foods can be prepared in a microwave oven:</i>	
➤ hot drinks	➤ popcorn
➤ baked potato	➤ microchips
➤ cakes from cake mix	➤ meringues
➤ hamburgers, bacon and other meats	➤ crisp vegetables



Food Processor - *Remember 'Safety First!'*

<i>Offers opportunities to process:</i>		
➤ fruit and vegetable	➤ mix cakes and pies	➤ make sausages
➤ puree soups	➤ shred whole vegetable	➤ shred whole fruit

CHAPTER 4. ONE-STEP SENSORY COOKERY

Introduction.

One-step sensory cookery refers to cooking with simplicity, lack of fuss, a simple sequence and a fairly quick, edible result. It is of particular relevance to the very special person who has a fleeting attention span and a limited understanding of the sequences involved in any learning situation. It can be undertaken on an individual basis with a particular emphasis on the skills of attending and sequencing - and results in a tasty reward!

It can also be used in a group of learners of differing cookery abilities, with the main emphasis being on successful team work. Teamwork can be extended as the cooks become more proficient - putting two or three one-step recipes together into a meal or even a simple menu. For example:-

BREAKFAST

- ❖ one-step fruit juice
- ❖ one-step cereal and milk
- ❖ one-step toast and butter

SNACK

- ❖ one-step milkshake
- ❖ one-step popcorn

HEALTHY LUNCH

- ❖ ready prepared coleslaw in pitta bread
 - ❖ yoghurt and tinned fruit puree
 - ❖ instant lemon tea and sweetener

Many **one-step cookery experiences** are possible without using heat. They always require the simple starting routine of:

- ⊗ washing hands,
- ⊗ cleaning the table,
- ⊗ ensuring the cooking utensils are clean,
- ⊗ donning an apron, if appropriate.

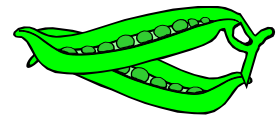
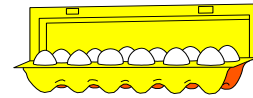
and the finishing routine of:

- ☒ cleaning the table,
- ☒ washing up the utensils,
- ☒ taking off the apron.

There are a range of experiences to be enjoyed in one-step cookery, using **descriptive language** as a key element in the lesson. The descriptive language should have:

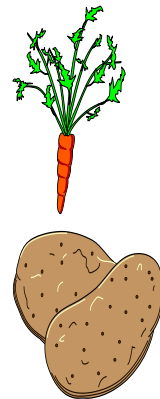
☒ **a clear sound element, e.g.**

- ◆ cracking open (raw eggs, nuts, coconut)
- ◆ grating with a hand grater (cheese, carrot)
- ◆ snap, crackle and pop (breakfast cereal, popcorn)
- ◆ tearing, breaking, snapping (lettuce, pea pods)
- ◆ juicing with an electric juicer (oranges, lemons)
- ◆ grinding with a hand grinder (coffee, peanuts)



☒ **a tactile element, e.g.**

- ◆ scrubbing with brushes (carrots, celery, potatoes)
- ◆ spreading an ingredient with a finger
- ◆ sifting icing sugar over hands held in the bowl
- ◆ rolling with both hands (cheese balls, sausage meat)
- ◆ juicing with a hand juicer (oranges, lemons)
- ◆ peeling with the fingers (tangerines, boiled eggs)
- ◆ rubbing (fat into flour)



☒ **a taste element, e.g.**

- ◆ peeling and tasting an orange
- ◆ tearing and tasting a lettuce
- ◆ everything !



✎ **more complex body actions, e.g.**

- ◆ pouring (milk, water)
- ◆ pouring dry ingredients (rice, corn meal, dried peas)
- ◆ stirring (cake mix, chopped carrots into salad cream)
- ◆ shaking (cream for butter, colouring coconut)
- ◆ cutting with a table knife (from soft food to hard food)
- ◆ beating with egg beater (eggnog, meringue)
- ◆ peeling with a hand grater (carrots, potatoes)
- ◆ sifting (flour, icing, sugar)

One-step cookery recipes can also be used with one main ingredient, while still reinforcing the descriptive language elements. Recipes can include, for example:-

Food	Ingredient(s)	Utensils & Appliances
<i>popcorn</i>	◆ popcorn and oil	⇒ pan and heat
<i>milk shake</i>	◆ milk and shake mix	⇒ mixer
<i>toast</i>	◆ bread and butter	⇒ toaster
<i>tinned soup</i>	◆ soup	⇒ pan and heat
<i>instant whip</i>	◆ whip mix and milk	⇒ mixer
<i>orange squash</i>	◆ orange squash mix & water	⇒ container
<i>lemon tea</i>	◆ instant tea mix and water	⇒ container
<i>peanut butter</i>	◆ shelled peanuts	⇒ hand grinder
<i>pasta</i>	◆ pasta and water	⇒ pan and heat
<i>cocoa</i>	◆ cocoa and milk	⇒ pan and heat
<i>eggnog</i>	◆ eggs and milk	⇒ container and hand whisk
<i>orange juice</i>	◆ real oranges	⇒ hand juicer
<i>instant noodles</i>	◆ noodles and hot water	⇒ noodle container
<i>mousse</i>	◆ milk and mix	⇒ mixer
<i>cereals</i>	◆ milk and choice of cereals	⇒ bowl and spoon

Simple one-step recipes can be enhanced to extend sequencing and allow for a longer attention period. For example, look at the following progression:

popcorn	<i>extend by</i>	⇒ adding salt or sugar and/or colour.
milkshake	<i>extend by</i>	⇒ adding ice cream and/or colour.
toast and butter	<i>extend by</i>	⇒ adding jam or honey, Marmite, folding in two halves, cutting into four parts.
tinned soup	<i>extend by</i>	⇒ adding instant croutons, a sprig of herbs.

One-step cookery can also give the opportunity to combine a variety of colours, consistencies, textures and flavours. For example:

blending cooked beetroot, cream cheese and yoghurt in a blender creates a splendid noise, vibration, changing colours and a gritty texture at the end - ideal to dip bread sticks in and to admire the colourful end result !

The following pages present a range of simple cookery techniques with simple one-step sensory cookery recipes. The opportunity always exists to extend a simple recipe and add interest - using the same technique, but with a different approach.

Drinks in One-Step Sensory Cookery.

The Role of Drinks.

Drinks play an important role in most people's lives and culture. Having a drink provides a respite from a busy day, a chance to relax, to quench thirst or to have a social chat. One-step cookery is an ideal precursor in preparing for such an integral part of the day.

Microwave ovens are useful in the making of hot drinks. They provide a safe way to heat liquids without needing to go near a more potentially dangerous gas or electric stove top. Automatic kettle jugs can also be used, the best ones being those with a separate base for heating, so that the kettle is free when being poured. A kettle with a large, round base will be more stable and less likely to be tipped over, spilling dangerous hot water. Built into the one-step cookery programme should be a sequence ensuring safety in using hot kettles and awareness of the dangers of hot liquids.

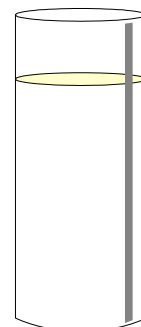
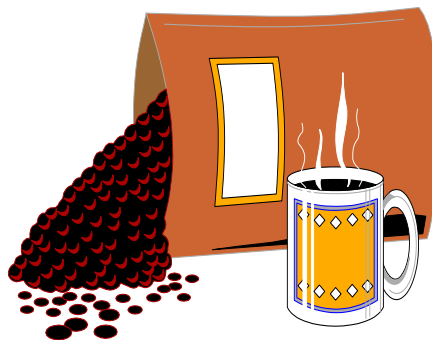
Drinks provide a social activity, provided by many different scenarios:

- ❖ It can be in a café situation, in the community, or set up in the educational environment.
- ❖ Drinks can be had outside on a picnic.
- ❖ Organise a "formal" tea party.
- ❖ Perform a Japanese tea ceremony with whisked tea.
- ❖ Set up a coffee shop scenario with an espresso machine.
- ❖ Use a "box" Coke® machine.

Drinks can also be incorporated into “design and make” activities in the design technology curriculum.

One-Step Drinks.

Fizzy drinks	• cans • Perrier® water • fizzy lemonade	• bottles • water and bicarb •	• Lucozade® • fizzy orange
Non-fizzy drink	• tap water	• bottled still water	• add colour
Milk drinks	• commercial, pre-mixed	• milkshakes with mix, syrup, powder	• eggnog
Chocolate drink	• bought commercially	• milk + chocolate powder	• put sprinkles on top
Fruity drinks	• lemon squash • black currant	• orange squash • strong versus weak	• lemon barley
Coffee	• instant • plunger • with milk • frothy	• percolated • espresso • black • iced coffee	• filter • cappuccino • with sugar
Tea	• use tea bag • herbal teas	• instant granules • commercial iced tea	• fruit teas • lemon tea
Mint tea	• mix together mint extract from mint leaves steeped in hot water, lemon juice, orange juice, sugar, ginger ale, ice cubes		



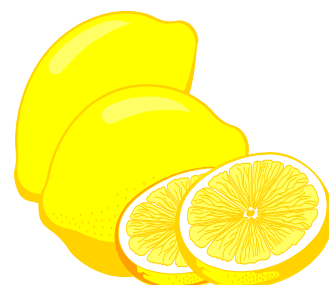
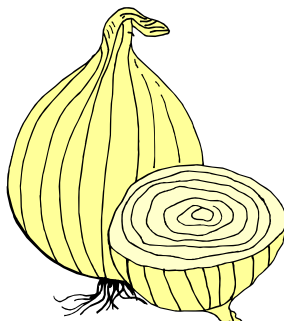
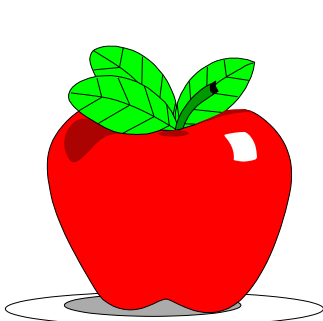
One-Step Cookery Techniques.

There are various simple cookery techniques that can be easily extended to add interest and variety to simple foods prepared using these techniques, which include chopping, stirring, spreading, blending, mixing and using the microwave oven.

Chopping.

Recipe	Instructions / Extensions
Apple sauce	
❖ chop <u>apple</u>	☞ add cinnamon or nutmeg
❖ put in bowl with a little water	☞ use pear or other fruits
☒ microwave until mushy	☞ add muesli
Vegetable soup	
❖ chop selection of <u>vegetables</u> or buy ready chopped	☞ add herbs
❖ add <u>water</u>	☞ add spices
❖ add <u>stock cube</u>	☞ add salami
☒ cook on top of stove	☞ add a tin of beans
Fruit kebabs	
☒ chop <u>fresh fruit</u>	☞ dip in honey
☒ add <u>dried fruit</u> cut into chunks	☞ dip in syrup
☒ thread on to skewers	☞ dip in orange juice
	☞ roll in coconut
Fruit boat	
☒ chop <u>melon</u> in two halves (sideways)	☞ add cherries
☒ fill with chopped fruit	☞ add nuts
Salads	
☒ chop selection of <u>salad ingredients</u>	☞ add dressing (to preference)
☒ mix in a bowl	☞ sprinkle with croutons
	☞ use a large cabbage leaf as a "bowl"

❖ = *ingredient(s)* ☒ = *cooking activity* ☞ = *extension food or activity*



Stirring.

Recipe	Instructions / Extensions
Porridge	
❖ porridge <u>oats</u> (see instructions on pack) ☒ cook in microwave	☞ add honey ☞ add salt ☞ add molasses ☞ add syrup ☞ add dried fruit
Yoghurt tastes	
❖ open a large carton of <u>plain yoghurt</u> ☒ divide into small bowls ☒ stir a different ingredient into each one ☒ taste each one	☞ add chutney ☞ add mint sauce ☞ add honey ☞ add garlic ☞ add muesli ☞ add sugar
Instant noodles Instant rice Instant soup	☒ open packets/containers ☒ follow the instructions ☒ stir and eat!
Sherbet fizz	
❖ 2 spoons of <u>citric acid</u> (from the chemist) ❖ 1 spoon <u>bicarbonate of soda</u>	❖ 8 oz. <u>icing sugar</u> ☒ stir - taste - watch it fizz !
Rainbow sugars	
❖ use <u>white sugar</u> ❖ put <u>sugar</u> in separate small bowls ☒ stir some water into each bowl until the sugar disappears ☒ add a drop of colour and mix ☒ dry mixture in the microwave ☒ use finger to taste	☞ use different colours ☒ mix colours together

❖ = *ingredient(s)* ☒ = *cooking activity* ☞ = *extension food or activity*

Blending.

Recipe	Instructions / Extensions
Banana Milkshake	
❖ <u>banana</u> ❖ <u>milk</u> ☒ blend	☞ add ice cream ☞ add honey ☞ add peanut butter ☞ sprinkle hundreds & thousands on froth
Ice cream shake	
❖ <u>milk</u> ❖ <u>ice cream</u> ☒ blend	☞ extend choice of flavours ☞ put a wafer on top to decorate ☞ try different colours of ice cream
Peanut dip	
❖ <u>cottage cheese</u> ❖ <u>natural yoghurt</u> ❖ <u>dry roasted peanuts</u> ☒ blend	☞ serve with vegetable sticks ☞ serve with bread sticks ☞ put the dip in a sandwich
Beetroot dip	
❖ <u>beetroot</u> ❖ <u>cream cheese</u> ❖ a little <u>yoghurt</u> ☒ blend	☞ compare with taste of other dips ☞ try to change colour by adding more or less beetroot
Orange dip	
❖ <u>fromage frais</u> ❖ tinned <u>mandarin segments</u> ☒ blend	☞ decorate with mandarin slices ☞ add a cherry on top ☞ serve in empty half orange skin
Avocado dip	
❖ <u>avocado</u> ❖ <u>cream cheese</u> ❖ little <u>lemon juice</u> ☒ blend until smooth	☞ plant the seed and grow an avocado plant
Lassi (Indian yoghurt drink)	
❖ plain <u>yoghurt</u> ❖ cold <u>water</u> ❖ <u>sugar</u> to taste ☒ blend to froth	☞ have an Indian Mum come in to make it ☞ serve with Indian Bombay mix ☞ add salt ☞ add mint leaves

❖ = ingredient(s) ☒ = cooking activity ☞ = extension food or activity

continued...

Blending (continued...)

Recipe	Instructions / Extensions
<i>Fruit blend</i>	
❖ ½ chopped <u>apple</u> ❖ ½ <u>banana</u> ❖ ground <u>almonds</u> ❖ Greek <u>yoghurt</u> ☒ blend to mush	☞ put brown sugar on top ☞ add muesli
<i>Strawberry yoghurt shake</i>	
❖ carton natural <u>yoghurt</u> ❖ a little <u>orange juice</u> ❖ some <u>strawberries</u> ❖ a little <u>honey</u> ☒ blend to froth	☞ top with half a strawberry ☞ try another soft fruit, e.g. raspberries
<i>Hummus (Greek dish)</i>	
❖ tin cooked <u>chick peas</u> ❖ <u>lemon juice</u> ❖ <u>peanut butter</u> ❖ <u>salt</u> ❖ <u>garlic</u> cloves, crushed ☒ blend to creamy consistency	☞ try a different cooked bean ☞ eat with pitta bread ☞ eat with breadsticks
<i>Fruit sludge</i>	
❖ ½ <u>apple</u>, chopped ❖ ½ <u>banana</u>, chopped ❖ 2 <u>apricots</u> (ready soaked) ❖ 2 <u>prunes</u> (ready soaked) ❖ 1 dessertspoon ground <u>almonds</u> ❖ 1 dessertspoon Greek <u>yoghurt</u> ☒ place fruit, almonds and yoghurt in a food processor or blender; reduce to mashed pulp with demerara sugar.	☞ serve for breakfast ☞ serve for a pudding ☞ compare

❖ = *ingredient(s)* ☒ = *cooking activity* ☞ = *extension food or activity*

Mixing.

Mixing can be practiced using simple recipes, with extensions possible by using new ingredients and/or different proportions of ingredients.

Recipe	Instructions / Extensions
Muesli	
❖ <u>jumbo oats</u>	⊗ Mix thoroughly in large container
❖ <u>regular oats</u>	
❖ <u>wheat flakes</u>	
❖ <u>rye flakes</u>	☞ Estimate and choose own proportions of different ingredients
❖ <u>brown sugar</u>	☞ Keep mixture in closed jar.
❖ <u>sunflower seeds</u>	☞ Serve with milk or yoghurt.
❖ <u>bran</u>	
❖ <u>raisins</u> and sultanas	
❖ dried <u>apricots</u>	
❖ mixed <u>hazel nuts</u> , <u>almonds</u> , <u>cashews</u>	
Bharfi	
❖ desiccated <u>coconut</u>	⊗ mix together
❖ <u>condensed milk</u>	☞ colour with different food colourings
❖ <u>food colouring</u> (various)	☞ place in fridge until solid & eat!
Goodie Balls	
❖ ½ cup <u>peanut butter</u>	⊗ mix all ingredients, except coconut
❖ ½ cup <u>honey</u>	⊗ combine ingredients thoroughly
❖ ½ cup <u>sunflower seeds</u>	⊗ each child takes a tiny portion and forms it into small ball in their hands
❖ ½ cup <u>oatmeal</u>	
❖ ½ cup finely chopped dried <u>apricots</u> , <u>dates</u> or <u>bananas</u>	⊗ roll each ball lightly in the coconut & put on a tray or into chocolate shells
❖ desiccated <u>coconut</u>	⊗ refrigerate for a couple of hours - eat!

❖ = *ingredient(s)* ⊗ = *cooking activity* ☞ = *extension food or activity*

continued ...

Mixing (continued)

Recipe	Instructions / Extensions
Salads	
❖ <u>potato salad</u>	❖ <u>fresh fruit salad</u>
❖ <u>mixed salad</u>	❖ <u>raw vegetables</u> and dip
❖ <u>coleslaw</u>	❖ <u>green salad</u> - and mix!
Playdough	
❖ 10 heaped tablespoons plain <u>flour</u>	⊗ mix flour and salt in bowl
❖ 1 teaspoon <u>salt</u>	⊗ pour in oil
❖ 4 teaspoons <u>oil</u>	⊗ add water, bit by bit, mixing with the hands
❖ 8 tablespoons warm water	⊗ stop adding water if dough gets sticky
❖ bowl	⊗ stretch and squash dough until it all holds together
Peppermint creams	
❖ <u>icing sugar</u>	⊗ mix icing sugar & mint in bowl with a spoon, adding water drop by drop
❖ a little water	
❖ <u>mint essence</u>	⊗ when mixture is stiff, use hands to make balls
❖ bowl & spoon	
Cherry ice	
❖ water and ice cube tray	☞ try other edible items to freeze, such as
❖ <u>cherries</u>	☞ ketchup, apple, syrups
⊗ mix and freeze	

❖ = *ingredient(s)* ⊗ = *cooking activity* ☞ = *extension food or activity*

Using the Microwave Oven.

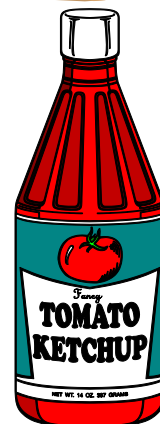
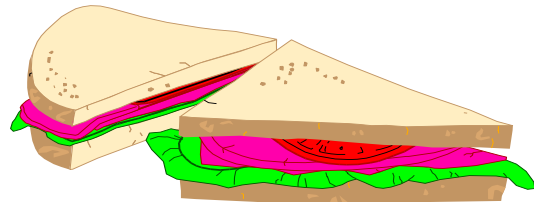
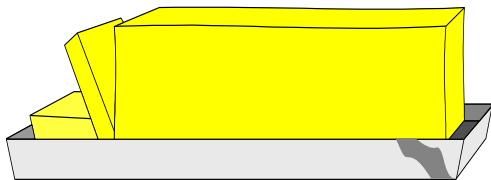
Recipe	Instructions / Extensions
Coloured popcorn	
❖ <u>popcorn</u>	☒ put popcorn in different bags
❖ clear plastic bags	❖ add powdered food colouring
❖ various powdered <u>food colouring</u>	☒ close and shake the bag
☒ pop the corn	☒ watch popcorn change colour
Crispbread snacks	
❖ core and peel <u>apple</u>	☞ instead of apple, try tomato -
☒ slice into pieces	☞ - or ham
❖ slice <u>cheese</u>	☞ - or add herbs
❖ put on top of <u>crispbread</u>	
☒ cook briefly in microwave	
Bacon twists	
❖ <u>breadsticks</u>	☒ sprinkle salt on bacon strips
❖ streaky <u>bacon</u> strips	☒ wrap bacon around breadsticks
❖ <u>garlic</u> or <u>celery salt</u>	(with salt side out)
	☒ cook in microwave for 45-50 seconds
Fudge	
❖ 400 g. <u>icing sugar</u>	☒ mix all ingredients in non-metal bowl
❖ 100 g. <u>margarine</u>	☒ cook in microwave for 4 minutes
❖ 100 g. <u>chocolate</u>	☒ remove and beat with wooden spoon
❖ 4 tablespoons <u>milk</u>	☒ pour into small tin tray (line with greaseproof paper)
	☒ cool, turn out, break up and eat!
Marshmallow dip sticks	
❖ <u>marshmallow</u>	☒ melt chocolate in microwave, 3-4 mins
❖ large bar <u>chocolate</u>	☒ put marshmallow on straw
❖ multicolour <u>sprinkles</u>	☒ dip in chocolate
❖ drinking straws	☒ dip in sprinkles

❖ = **ingredient(s)** ☒ = **cooking activity** ☞ = **extension food or activity**

Spreading.

Recipe	Instructions / Extensions
<i>Toastie spread</i>	
❖ <u>bread</u>	☞ try different toppings
❖ <u>toast spread</u>	☞ use different breads
<i>Letter icing</i>	
❖ <u>plain biscuits</u>	☞ different toppings, such as sugar strands
❖ ready made <u>icing</u> in tubes	☞ big biscuits, little biscuits
❖ <u>sweets</u> to stick on before icing dries	☞ changing icing colours, mix them
<i>Giant sandwich</i>	
❖ whole <u>French loaf</u>	☞ try with different rolls
❖ <u>butter</u> or <u>mayonnaise</u>	☞ colour code the fillings, e.g. all green ingredients
❖ filling - anything you want!	

❖ = *ingredient(s)* ☞ = *cooking activity* ☞ = *extension food or activity*



CHAPTER 5. SENSORY COOKERY ACROSS CULTURES AROUND THE WORLD

Background.

Many different foods are available today and reflect the breadth of cultures across different countries. Cultural customs are reflected in the dietary customs of other cultures and religions. In many schools the following dialogue may take place:

“Please sit down and join us for some food. We are about to eat our school lunch. What would you like to eat for your lunch?”

‘Cheeseburger and chips for me, please.’ said Kelly, a Roman Catholic.

‘I don’t want a cheeseburger,’ said Harpreet, a Sikh, ‘as it is made from beef and I don’t eat cows, so I’ll have a vegetable samosa.’

‘Me next!’ said Samina, a Muslim girl. ‘I am going to have the halal chicken as I don’t eat pork or meat that is not halal.’

‘I’ll have a vegetable samosa too.’ said Jason, a Hindu. ‘I don’t want the cheeseburger as the cow is a holy animal.’

‘I can’t eat the cheeseburger,’ said Daniel, a Jewish boy, ‘because the meat is not kosher, and I don’t eat meat and cheese together.’ “

Mayled 1986

Cultures.

There are food laws and beliefs in many religions or cultures which dictate what people can eat or how food should be prepared. See, for example, how different foods are accepted or forbidden to different religious groups in the two tables on the following pages.

Some foods are seen as holy and others may be seen as unclean. For example, Buddhists have ‘Precepts’ which are general rules concerning food. Many Buddhists do not eat meat and are vegetarian because the first Precept is not to kill or harm any living creature. Buddhist monks have only one meal, taken before midday, so that they can pray and meditate without feeling heavy with food.

Christians do not have any particular laws concerning food, but they have celebratory foods linked to special times such as Christmas. For example, mince pies originate from a small pastry crib with mincemeat and a small pastry baby placed on the pie lid. The spices represent those used to prepare Christ’s body for the tomb.

In the Jewish religion, there are a set of rules concerning everything that can be consumed. There is a belief that you may develop the qualities of an animal if you eat its meat - hence the unclean pig.

The next two charts show some of the cultural customs relating to food that may be encountered in sensory cookery.

Dietary Customs (1)

Food	7th Day Adventist	Rastafarian	Roman Catholic	Mormon	Jew
<i>Eggs</i>	most	☒	☒	☒	no blood spots
<i>Milk/ Yoghurt</i>	most	☒	☒	☒	not with meat
<i>Cheese</i>	most	☒	☒	☒	not with meat
<i>Chicken</i>	some	some	some still prefer not to eat meat during Lent	☒	kosher
<i>Mutton/ Lamb</i>	some	some		☒	kosher
<i>Beef</i>	some	some		☒	kosher
<i>Pork</i>	☐	☐		☒	☐
<i>Fish</i>	some	☒	☒	☒	with scales, fins and backbone
<i>Shellfish</i>	☐	☐	☒	☒	☐
<i>Animal fats</i>	☐	some	☒	☒	kosher
<i>Alcohol</i>	☐	☐	☒	☐	☒
<i>Cocoa/ Tea/ Coffee</i>	☒	☒	☒	☒	☒
<i>Nuts</i>	☒	☒	☒	☒	☒
<i>Pulses</i>	☒	☒	☒	☒	☒
<i>Fruit</i>	☒	☒	☒	☒	☒
<i>Vegetables</i>	☒	☒	☒	☒	☒
<i>Fasting</i> ¹			Lent ²	24 hours once monthly	Yom Kippur

Legend: ☐ = **Forbidden** ☒ = **Accepted**

- Notes**
- [1] Where not specified, fasting is a matter of individual choice.
 - [2] During Lent, follower practices own denial of certain foods.

Dietary Customs (2)

Food	Sikh	Muslim	Hindu	Buddhist	Christian
Eggs	☑	☑	some	some	☑
Milk/ Yoghurt	☑	not with rennet	not with rennet	☑	☑
Cheese	some	some	some	☑	☑
Chicken	some	halal	some	☒	☑
Mutton/ Lamb	☑	halal	some	☒	☑
Beef	☒	halal	☒	☒	☑
Pork	rarely	☒	rarely	☒	☑
Fish	some	halal	with fins & scales	some	☑
Shellfish	some	halal	some	☒	☑
Animal fats	some	some halal	some	☒	☑
Alcohol	☑	☒	☒	☒	☑
Cocoa/ Tea/ Coffee	☑	☑	☑	☑no milk	☑
Nuts	☑	☑	☑	☑	☑
Pulses	☑	☑	☑	☑	☑
Fruit	☑	☑	☑	☑	☑
Vegetables	☑	☑	☑	☑	☑
Fasting ¹		Ramadan			Lent ²

Legend: ☒ = **Forbidden** ☑ = **Accepted**

Notes [1] Where not specified, fasting is a matter of individual choice.
[2] During Lent, voluntary abstinence from their own choice of foods.

adapted from guidelines issued by the former ILEA - Inner London Education Authority (1980).

In some religions, food may be specially prepared by certain people. For example, some Hindus have rules which put people into certain castes and prevents them from eating together. Sikh women cover their heads and say prayers before preparing food in the guird wara - a special cooking implement. Meat and milk are never eaten together by Jewish people - no cheeseburgers!

Every culture uses food as a sign of approval, celebration or to commemorate significant events. For example:

Jewish	When attending a seder, eat horseradish to symbolise the tears shed by the slaves when they fled from Egypt with Moses. At Passover, eat unleavened bread (matzo) to symbolise the hurried exodus from Egypt, salt equals tears and greens symbolise new life.
Hopi Indians	Eat blue corn (maize) which is believed to impart strength from their ancestors.
Sikhs	Hold a chapatti in their hands and say special words at the beginning of a meal.
Christians	Have bread and wine as symbols of Christ during communion.
Hindus	Sprinkle water over and around food and ask God to bless it. They save a little food for the birds and animals and wash their hands after a meal.
Malaysians	Eat rice and see it as an inspirational centre of their lives.

Food is often offered and shared in cultures and communities. Some religions have food on offer in their place of worship or use food during or after the main act of worship. For example, Hindu temples have a Havan or fire service in which food is offered with blessed fruit, sweets and nuts, usually followed by a communal vegetarian meal. Communal meals are often a part of celebrating the fact that God provides for everyone's needs. Sikhs cook food in a communal kitchen - the guru kalanga - and hymns and prayers are sung or chanted as the food is prepared. A small portion of the food is offered to God, blessed and then mixed with the rest of the food to bless the whole meal.

Fasting - the sense of hunger - is also part of some religions. Some fasts, such as Muslim Ramadan, are mainly compulsory, whereas in other religions, there is a choice. For Ramadan, there is no eating between sunrise and sunset. The fast may be broken at sunset by eating a date and water, like the prophet Mohammed. Fasting is seen as helping Muslims to realise their dependence on God and also to strengthen a sense of community - all Muslims fasting together. Yom Kippur, the Jewish festival, is one day of fasting to feel closer to God and every minute should be spent in prayer. Christians also fast - giving up certain foods - during Lent, to remember the time when Jesus fasted in the wilderness. Mormons fast for one day a month.

Festivals with special foods are held in different cultures and religions to remember important people or events. This sensory aspect of religion - taste and smell - are an excellent way of including everyone in an enjoyable experience - a tasty lead into a deeper understanding of food and culture. Listed below are a range of celebrations to think about for very special learners to help prepare or participate in with enjoyment.

Celebratory Foods for Religious and Cultural Festivals.

Dates have been omitted from the following main religious and cultural festivals as some are moveable.

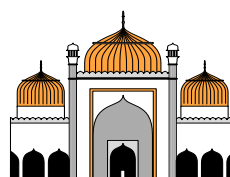
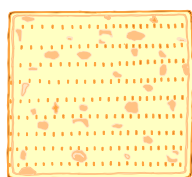
<i>Month/Festival</i>	<i>Religion - Culture</i>	<i>Special Foods</i>
January		
Ramadan - birth of the prophet Mohammed	Muslim	eat traditional sweets and biscuits
February		
Chinese New Year	Chinese	Chinese take away, Chinese banquet, instant noodles and rice, lychees, herbal teas, fortune cookies
March		
St. David's Day	Christian Welsh	Welsh cheese Welsh cakes Welsh spring water
St. Patrick's Day	Christian Irish	soda bread, dried seaweed, Irish whiskey, Guinness, Irish spring water
April		
Baisakhi - start of the Punjabi New Year and coincides with harvesting of crops	Sikh	fruit and karan, prashad shared, drink of amrit
St. George's Day	Christian England	fish and chips! beans on toast!
March/April		
Easter - commemoration of the death and resurrection of Jesus Christ	Christian	pancakes on Shrove Tuesday, pretzels to represent arms folded in prayer, eggs for new life, hot cross buns for crucifixion

continued...

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Month/Festival	Religion - Culture	Special Foods
May		
Wesak	Buddhist	vegetarian food
June		
Dragon Boat Festival	Chinese	rice and chopsticks
July		
Birthday of Haile Selassie - regarded as the first Rastafarian	Rastafarian	banana, fruit punch, banana cake, Caribbean vegetables
August		
	bank holiday - secular	candy floss at local fairs, BBQ at home, fish & chips
September		
Sukkor - Celebration of Harvest	Jewish	hanging of fruits in a sukkor arbour
October		
Halloween	Christian & secular	treacle toffee, 'trick or treats', pumpkin soup, bob for an apple
October/November		
Diwali - festival of light in honour of the return of Rama and Sita to their Kingdom after exile	Hindu	Indian sweets and cakes, molasses (liked by the god Krishna when a child)
November		
St. Andrews Day - patron	Scottish	Whiskey, Scottish salmon, oatcakes, shortcake
December		
Christmas	Christian	mince pies, Christmas cake, celebratory meal

For more information on the exact dates for yearly festivals, see the *Shap Calendar of Religious Festivals*, from The Shap Working Party, c/o National Society Religious Education Centre, 36 Causton Street, London SW1P 4AU.



One-Step Sensory Cookery Around the World.

The following are foods often associated with various countries around the world. They can be incorporated into simple sensory cookery lessons to enhance all participants' contact with other cultures. All the foods can be bought at the supermarket, local ethnic shops, markets of delicatessens. They can contribute to the celebration at festivals, special events and cultural activities throughout the year. The room can be decorated and used in the style of the country, perhaps sitting on the floor to eat, for example.

China

foods served with chopsticks
beansprouts and soya sauce
Chinese tea "cha"
water chestnuts (tinned)
bamboo shoots (tinned)
instant rice noodles

Japan

soya milk
tofu (bean curd)
green tea
perform tea ceremony

USA

Coca Cola®
cornflakes and milk
blueberry muffins
pancakes
popcorn

Indonesia

coconuts - desiccated and fresh
coconut milk (tinned)
peanut sauce (gadu gadu)

Mexico

corn tortillas
maize pancakes
taco - maize pancakes
enchilada - maize pancakes
guacamole (made from avocado)

Caribbean

mangoes
paw paw
pineapple
sugars (muscovado, Barbados,
demerara, molasses)

Greece

Turkish delight
baklavas (cakes)
taramasalata
Greek bread
feta cheese
date halvah

Middle East

yoghurt
mint
hummus and pitta bread

Africa

bananas
peanuts
fufu (cassava)
yams

India, Pakistan, Bangladesh

nan bread
chapati bread
paratha bread
puri bread
lassi - yoghurt drink
sweet meats

United Kingdom

bacon sandwich
cheeses
apples and pears
cup of tea
scones
fish and chips with mushy peas (the
author's favourite!)

Scandinavia

smørgasbørd
rye bread and toppings
tinned herring
red cabbage
bacon

France

grape juice
wine
garlic bread
onion soup
French baguette
French dressing

Spain, Portugal

tapas - olives (black, green, stuffed)
sausage
olive oil on bread
gazpacho
grilled sardines

Germany

pretzels
sauerkraut (tinned)
frankfurters

Italy

parmesan cheese
mozzarella cheese
ice cream
cappuccino coffee
espresso coffee
pizza
pasta

Holland

Edam cheese
Gouda cheese
apple sauce
mashed potatoes

Switzerland

muesli
Swiss cheese emental
goats cheese
chocolate

Luxembourg

champagne !
smoked sausage
bread Christmas trees

The examples above can be incorporated into modular or project work, highlighting cultures or particular countries. They can also be extended into more particular areas. Look at these ideas about pasta, very much a part of Italian culture and pride.

Pasta - from *Italy* (but now the United Kingdom's top dish!)

- ❖ There are a variety of shapes and sizes to taste, feel, and investigate for similarities, differences, angles, shapes and patterns.
- ❖ Cooking pasta draws attention to the physical changes before and after.
- ❖ People cook pasta differently, e.g. boiling, simmering, baking.
- ❖ View the whole process of pasta cooking, e.g. time elements.
- ❖ Serving pasta with different sauces and cheeses highlights the differences and similarities in everyone's' tastes.
- ❖ Making pasta using a machine demonstrates the process and end result.
- ❖ Use a pasta maker with different doughs and different shapes, looking at quantity, spatial and physical properties of the ingredients.
- ❖ Visit an Italian pasta restaurant or bakery to sample Italy and pasta.
- ❖ Look at other pasta, e.g. Chinese rice noodles, Japanese Ramen, Hungarian egg noodles.
- ❖ Experience Italian language and gestures describing pasta - Bella!

BIBLIOGRAPHY AND INFORMATION SOURCES

General Cook Books

The following books can be used with a differentiated cookery group. They are all very well produced and motivating for learners and staff alike.

Lorenz Books. 1996. *Lets Look at Fruit*. With large, clear photos and simple texts about familiar fruit.

Lynn, Sara and Diana James. *I Can Make It - Fun Foods*, by Two-Can. Wonderful colour photographs of fun food and good visual eating -some very simple ideas are included.

Maxwell, Sarah. 1995. *Show Me How I Can Cook*, Annars Publishers. Real photos of simple food, e.g. funny face pizzas, egg bugs and toadstools, jelly pond, etc.

Morris, Ting and Neil. 1994. *No Cook Cooking: Sticky Fingers*, Watts Books.

Robinson, Heather. 1992. *The Simply Wonderful Cookbook*, Lionbook. Clear recipes and good photographs and layouts; unusual themes such as “midsummer madness”, “the hungry gap” and “shake-up, shake-up”.

Roffey, Maureen. 1988. *Mealtimes*, Mothercare.

Usborne First Skills. *Starting Cooking*, paperback, 32 full-colour pages.

Cookery Books for Special Learners

The following books and articles include cookery books and other information written specifically about or for learners with special needs. Many of these are in the catalogue of the Mencap Bookshop, 123 Golden Lane, London EC1Y 0RT tel. 0171 696 5569.

Cox, Laura. 1996. *Independent Cookery Book*, Mencap Bookshop. Highly recommended - independence cookery for special needs students - very clear pictures and sequences to recipes, larger drawings at back of the book to create your own recipe items.

Disabled Living Foundation. *Kitchen for You: Practical Guide to Equipment and Design for Elderly People and People with Disabilities*. Mencap Book Shop.

Duncan, Laura. 1988. *Home Economics for Physically Disabled Pupils*, Jordanhill College of Education.

Flatt, Jill. 1992. “A symbol of success”, *Eye Contact*, Autumn 1992, pp. 23 - 24. an article on the use of symbols in living skills.

Hopman and Singh. *I Can Cook*. Oxford University Press, obtainable from Mencap Book Shop - step by step recipes in pictures and words, with four clear stages per page.

Leesons Day Centre. 1995. *Cooking Made Easy*, from Leesons Day Centre, Chipfield Road, St. Paul's Way, Orpington, Kent BR5 2LS. Highly recommended - an excellent, fully illustrated guide to making favourite recipes; made by Lifeskills team and clients at the centre, using real photos of ingredients and equipment; clients demonstrate cooking in sequential pictures.

Longhorn, Flo. 1988. *Sensory Curriculum for Very Special People: A practical approach to curriculum planning*. Souvenir Press. Chapters on taste and smell curriculum.

Mackay, Margaret and Maureen Lorimer. 1991. "Recipe Reading Project" in *Innovatory Practice and Severe Learning Difficulties*, Judith Watson (ed.). Moray House Publications.

Mencap. 1996. *Dental Health and Diet for People Who Have Profound and Multiple Disabilities*. A workshop training package in support of parents and carers. obtainable from Mencap Book Shop.

Winstock, Avril. *The Practical Management of Eating and Drinking Difficulties in Children*. Winslow Press, obtainable from Mencap Book Shop. An essential guide, particularly relevant to cerebral palsy, but applicable to other special needs, as well.

General Books and References for Taste and Smell

The following books and articles relate to taste and smell, with regard to cookery and other general areas.

Baynes, K. 1996. 'Alice in Design and Technology Land' in *Design and Technology*, Vol. 23, No. 1.

Heddle, Rebecca. 1992. *Science in the Kitchen*, Usborne Press, the Usborne Science Activities series.

Northamptonshire Science Centre. *Chemistry and Cookery*. from Northamptonshire Science Centre, Spencer Centre, Lewis Road, Northampton NN5 7BJ. Contains science activities for key stages 1 and 2 which focus on materials and their properties.

Wright, Lillian. *Tasting and Smelling*. Watts, First Starts series, ISBN 0-7496-1207-X). Appealing artwork and clear photographs illustrate the text, supplemented with fascinating information on these two senses.

Cookery Resources for Differentiated Group of Learners

This final list of resources focus on a differentiated group of learners for cookery around the world and also in a religious context.

Dawson, Imogen. 1995. *Food and Feasts*, Zöe Books Limited. A series of books of food gone by, e.g. ancient Rome, the Aztecs, Tudor times, etc.

Grunsell, Angela. *Food for Thought*. Oxfam Publishing, available from Development Education Resource Centres, tel. (0171) 490 8108. Ideas and plans for food topics.

Kerven, Rosalind. 1986. *Ramadan and Eid ul-Fitr*, Macmillan Educational Press.

Kirk, Jacqueline. 1995. "Young Chefs", *Child Education*, September 1995, pp. 31 - 38. Project file on classroom cookery from around the world.

Mayled, Jon. 1986. *Feasting and Fasting*, Wayland Press.

Mayled, Jon and Aviva Paraiso. 1987. *Religious Food*. Wayland Press.

Ridgwell, Jenny and Judy Ridgway. 1988. *Food Around the World*, Oxford University Press. Gives the scenario of each country and history of dishes.

Woolfitt, Gabrielle. 1994. *What's Cooking?*, Wayland Press. A fun guide to food science, healthy eating, and recipes from around the world.

Young, Caroline. *The Usborne Round the World Cookbook*. Usborne Publishing. Lots of information and ideas for each country.

General Books and Other Resources for Special Needs

Hastings, R. P. and B. Remington. 1993. "Connotations of labels for mental handicap and challenging behaviour - A review and research evaluation", *Mental Handicap Research*, Vol. 6, Part 3, pp. 237 - 249.

Lawson, H. 1992. *Practical Record Keeping for Special Schools*, David Fulton.

SCAA. 1996. *Planning the Curriculum for Pupils with Profound and Multiple Learning Difficulties*, p. 8.

APPENDIX 1. SAMPLE RECORDING SHEETS FOR SENSORY COOKERY.

Sample Sheet No. 1 **Eating and Drinking**



I am tube fed

yes

no

how often

how much

type of milk

Sample Sheet No. 2 **Eating and Drinking**



**When I am offered
snacks and biscuits -**

I eat



**The food I must not
eat**



(grateful acknowledgement to Mordaunt School, Southampton)

Sample Sheet No. 3 **Eating and Drinking**



The food I really

LIKE



The food I really

DISLIKE



**This is what happens
when someone feeds me**



(happy, opens mouth, becomes upset, etc.)

Sample Sheet No. 4 **Eating and Drinking**



**When I am having a
drink, the place I sit is**

6

I drink from _____

**When I am having a
meal, the place I sit is**

4

I eat from _____

(type of spoon, bowl, etc.)

(grateful acknowledgement to Mordaunt School, Southampton)

Sample Sheet No. 5

Curriculum: *Sensory Cookery*

Main Aim: Food Skills

Long-term Goal: *To accept or reject different flavours and textures*

Range of Abilities	Identified Foods
Is able to show preference for certain foods.	
Is able to show preference for certain drinks.	
Is able to refuse food if dislikes.	
Is able to refuse food if not hungry.	
Is able to take or refuse a hot drink.	
Is able to take or refuse a warm drink.	
Is able to take or refuse a cold drink.	
Is able to take or refuse cold food.	
Is able to take or refuse hot food.	
Is able to take or refuse warm food.	
Is able to take or refuse sour food.	
Is able to take or refuse sweet food.	
Is able to take or refuse savoury food.	
Is able to take or refuse a fizzy drink.	
Is able to take or refuse a still drink.	
Is able to eat or refuse fruit.	
Is able to eat or refuse vegetables.	
Is able to eat or refuse chocolate.	
Is able to eat or refuse crisps.	
Is able to eat or refuse sweets.	
Is able to eat or refuse ice cream.	
Others:	

Sample Sheet No. 6

LEARNER'S SENSE OF TASTE **Linked to Sensory Cookery**

	<i>Consistently</i>	<i>Occasionally</i>	<i>Not so far</i>
Learner shows awareness of:			
pleasant taste:	☐	☐	☐
unpleasant taste:	☐	☐	☐
food textures:	☐	☐	☐
food temperatures:	☐	☐	☐
Learner attends to:			
a range of tastes:	☐	☐	☐
a range of food textures:	☐	☐	☐
a range of food temperatures:	☐	☐	☐
a range of food consistencies:	☐	☐	☐
Learner recognises taste of:			
foods:	☐	☐	☐
sweets:	☐	☐	☐
drinks:	☐	☐	☐
objects:	☐	☐	☐
Learner has the opportunity to generalise tastes by eating and drinking at:			
special events:	☐	☐	☐
special places:	☐	☐	☐
set times of the day:	☐	☐	☐
outside locations:	☐	☐	☐

adapted from: *Vision for Doing: Assessing functional vision of learners who are multiply disabled*, © S. Aitken & M. Buultjens. 1992. Moray House Publications.

Sample Sheet No. 7

Eating and Drinking Programme - Checklist

Name: _____ Date: _____

<u>Position of Feeder:</u> <u>Tube Feeding?</u> <u>Yes/No</u> (if Yes, see medical file)	<u>Food Texture & Preferences:</u> <u>Food Not Liked:</u>
<u>Drinking Method:</u> 	<u>Utensils:</u>
<u>Environment:</u> 	<u>Presentation of Food:</u>
<u>Other Requirements:</u> <u>⚠ Allergies?</u> (see medical file)	<u>Communication Used & Objects of Reference:</u>

Appendix 1. Sample Recording Sheets for Sensory Cookery

(grateful acknowledgement to Mordaunt School, Southampton)

Sample Sheet No. 8

Good Cook Certificate

(a) Cookery Techniques

Name _____

has successfully completed the following cookery tasks:

- ☐ pouring
- ☐ spreading
- ☐ rolling and cutting
- ☐ stirring/mixing/beating
- ☐ peeling/chopping/grating
- ☐ making drinks
- ☐ rubbing in
- ☐ greasing
- ☐ cracking eggs
- ☐ measuring

Signed _____

Date _____

Sample Sheet No. 9

Good Cook Certificate

(b) Packaging

Name _____

has successfully completed the following cookery tasks:

- ☐ opening jars
- ☐ opening bottles
- ☐ opening packets
- ☐ opening boxes
- ☐ opening cans

Signed _____

Date _____

Sample Sheet No. 10

Good Cook Certificate

(c) Kitchen Appliances

Name _____

has participated fully in the following cookery tasks:

- ☐ using the kettle
- ☐ using the toaster
- ☐ using the microwave
- ☐ using the saucepan
- ☐ using the oven

Signed _____

Date _____

Sample Sheet No. 11

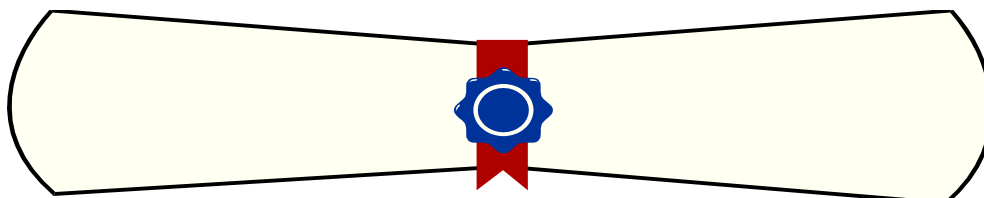
Record of Achievement in COOKERY

Name: _____ Start Date:- _____

☐	pouring	(☑ = achieved)
☐	spreading	
☐	rolling and cutting	
☐	stirring/mixing/beating	
☐	peeling/chopping/grating	
☐	making drinks	
☐	rubbing in	
☐	greasing	
☐	cracking eggs	
☐	measuring	
☐	opening jars	
☐	opening bottles	
☐	opening packets	
☐	opening boxes	
☐	opening cans	
☐	using the kettle	
☐	using the toaster	
☐	using the microwave	
☐	using the saucepan	
☐	using the oven	

Sample Sheet No. 12

GOOD COOK CERTIFICATE



_____ has successfully completed
the following cookery tasks:

☐	pouring
☐	spreading
☐	rolling and cutting
☐	stirring/mixing/beating
☐	peeling/chopping/grating
☐	making drinks
☐	rubbing in
☐	greasing
☐	cracking eggs
☐	measuring

☐	opening jars
☐	opening bottles
☐	opening packets
☐	opening boxes
☐	opening cans

☐	using the kettle
☐	using the toaster
☐	using the microwave
☐	using the saucepan
☐	using the oven

Signed_____ **Date**_____

Sample Sheet No. 13

Group Record	Example
Sensory Cookery	date: 27th March 2010
Activity:- <i>Prepare spaghetti on toast</i> _____ _____	

Highlighted skills

	Mary	Jane	Patti	Marcel	Louise	Pat
Wash hands, apron on	☐	☐	—	☐	ex	ex
Opening tin	☐	—	—	ex	ex	—
Stirring in saucepan	☐	☐	—	—	ex	—
Pouring from saucepan	ex	ex	—	—	ex	—
Use of toaster	—	—	☐	☐	—	ex
Spreading	—	—	☐	—	—	ex
Wipe table & wash up	—	—	—	☐	—	ex

Comments:

(on next week's sheet, outline in red the skills not observed today) _____

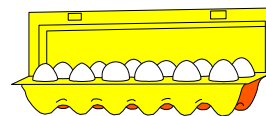
☐	competent
ex	experienced with help
—	not experienced

(grateful acknowledgement to St. Johns School, Kempston, Beds. 1990)

Sample Sheet No. 14



Sensory Cookery



Sensory Cookery

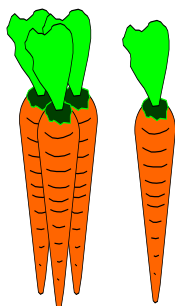


Cooking Together

Group Work

Cook's Self-Evaluation:

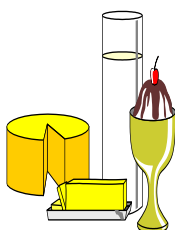
Today I worked with **Alan and Tracey**.



The cooking was - great ☺ ☐
- not so bad ☹ ☐
- awful ☹ ☐

We communicated with each other. ☐
We didn't communicate with each other. ☐

I helped **Alan** ☐ **Tracey** ☐
I didn't help **Alan** ☐ **Tracey** ☐
I wasn't bossy. ☐
I was a bit bossy. ☐



I told - **Alan** ☐ **Tracey** ☐ - what to do.
I like cooking in a group. ☐
Cooking together is hard. ☐
I like cooking on my own. ☐
I liked cooking with **Alan** and **Tracey** ☐
I didn't like cooking with **Alan** and **Tracey** ☐

Date: _____

Comments: _____

(adapted from *Practical Record Keeping for Schools*, by Hazel Lawson, published by David Fulton, 1992, p. 48)