

MAKE A SNACK: FOLLOW A VISUAL RECIPE

a 30 minute life skills lesson for a group of 5

SUBJECT	Life Skills
AGES	12-15
GROUP	5 students
DATE	

80%
TARGET

The goal, from the IEP. Given a five step visual recipe, the student will complete all steps of a simple snack preparation task with no more than two verbal prompts in 4 of 5 sessions.

Today's objective. Students will prepare a simple no-cook snack by following a five step visual recipe from start to cleanup.

1	WARM-UP Review the visual schedule and name the snack we are making Wash hands following the posted routine.	4 MIN	ENGAGEMENT ○○○○○
2	DIRECT INSTRUCTION & MODELING Model the full recipe once, naming each picture card as you go Point to the first-then board: first we make it, then we eat it. Show one mistake, spreading before getting a cracker, and fix it with the cards.	6 MIN	CHECKS ○○○○○
3	GUIDED PRACTICE Each student completes steps 1 and 2 with the teacher pointing to each card Fade to a gesture prompt as students reach for the next card on their own. Praise each completed step by naming it specifically.	9 MIN	TRIALS ○○○○○○○ ○○○
4	INDEPENDENT PRACTICE Students complete steps 3 to 5 at their own station with the recipe in view Teacher records prompts per step on the data sheet.	8 MIN	CORRECT / TOTAL ○○○○○○○○ ○○○○○
5	CLOSURE Eat the snack together Each student points to the step they did best. Clean the station following the cleanup card.	3 MIN	NOTES

IF THE PLAN NEEDS A RESET

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REINFORCEMENT

Eating the finished snack. Specific praise naming the completed step. Helper role handing out supplies tomorrow

SENSORY

Dislikes sticky textures; keep wipes within reach at every station.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Visual recipe cards (five steps, one per station)
- ☐ Crackers, spread, and pre-cut toppings
- ☐ Child-safe spreaders
- ☐ Wipes and a cleanup bin
- ☐ First-then board and visual timer

VOCABULARY

First · Next · Spread · Top · Finished

SUPPORTS STAGED

Visual Schedule · Task Analysis · Timers · Positive Reinforcement · First/Then Board

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Reduce the recipe to three steps, pair each card with the real object, and use hand-under-hand for spreading.

ACCOMMODATIONS

- ☒ Visual step cards at eye level
- ☒ Extra time at each station
- ☒ Wipes at hand for sticky textures
- ☒ Seat away from the sink noise

ON LEVEL

Complete all five steps with the visual recipe and two or fewer verbal prompts.

MORE CHALLENGE

Complete the recipe with the cards face down, flipping each one only to check after finishing the step.

MODIFICATIONS

How will the task or materials be changed?

A student working on requesting instead of sequencing hands the teacher a card to ask for each ingredient.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☒ Observation
- ☐ Checklist
- ☐ Work Sample
- ☒ Data Collection
- ☐ Other

WHAT SUCCESS LOOKS LIKE

The student moves through the recipe in order, checking the cards on their own, with two or fewer verbal prompts across the task.

Accuracy goal: 80%

QUICK TALLY ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL

GENERALIZATION

How will we practice this skill in other settings?

Repeat the same five step card format for morning unpacking and end-of-day packing routines.

HOME CONNECTION

How can families support this skill at home?

Send the recipe cards home and ask the family to have the student make the same snack once this week.

EXTENSION

Ideas to extend learning further.

Students photograph each step of a new snack and build their own visual recipe for the class binder.

AFTER THE LESSON

What worked and what should change?

Pre-portion toppings before the lesson. Keep the spare recipe set ready; one student chews card corners.