

Life Skills topic: Meal times

Topic: Meal Times and Social interactions

- To sit correctly in class, in the theatre, on the bus and at the meal table

Use clear and child appropriate language and visuals to enable the teaching of simple social interactions and etiquette. for example, Good sitting, let's sit quietly and wait nicely.



Activities:

Role play areas

Trips out into the local community to enable children to have a variety experiences and to see how others behave in different situations. (library, coffee shops, restaurants, theatres, cinemas)

Gradually increase the time in which children will sit at the table with the use of activities both food and non-food related.

Staff:

Provide a good role model with good sitting when out and also in school

Sit with students at mealtimes rather than standing behind them

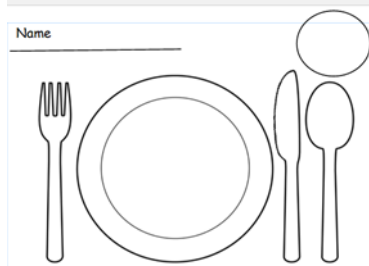
Provide many different opportunities for children to use their skills

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- To lay the table ready for a meal time

Use Visual cues to enable children to see where the different items need to be placed, (Place mats)



Activities:

Allow children time to set their space at the table before lunch and breakfast.

Demonstrate through role play how to set a table from basic knife, fork and plate to knife fork, plate, cup spoon and condiments.

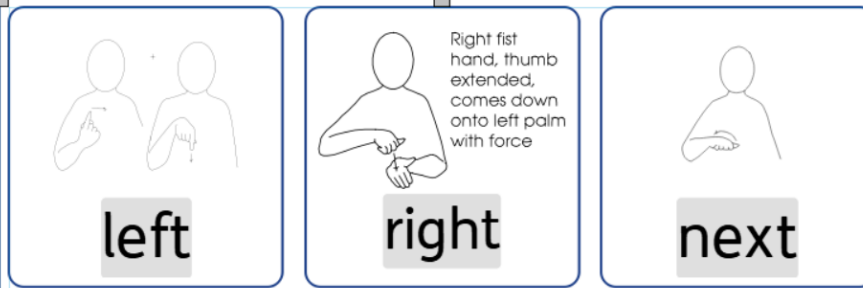
Role play opportunities for setting tables and eating meals.

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Staff:

Introduce new language (Place mat, cutlery, etc.)

Set a place at the table for yourself and eat alongside the children



- To demonstrate good table manners

Activities:

Home corners to enable pretend/role play to use correct manners when sitting at the table, for meal and snack times.

Pupils to sit 2 times each day at breakfast and lunch alongside adults to learn, practice and use good table manners.

Visuals and verbal prompts

Cutting skills

Balancing skills (Holding plates with pretend food and walking with them)



Staff:

Demonstrating good table manners and appropriate table behaviour

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Demonstrating good topics of conversation for the meal table

Eat alongside the children to enable them to have a positive role model at meal times

Have high expectations for the children

- To be able to make a simple drink and snack for myself and others

Provide many different opportunities for all students to prepare, make and serve snacks and drinks for themselves and their peers.

Activities:

Snack time/water breaks

Make/collect items for breakfast e.g. go to cereal station to fill bowl with chosen cereal and milk, spread butter on toast etc.

Forest school camp fire cooking

Class cooking activities both cold and hot

Staff:

Providing time for children to prepare and make drinks and snacks for themselves, teach skills required e.g. how to spread with a knife etc.



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Encountering	Foundation	Core	Development	Enrichment	Enhancement
I know that I have to sit down when I am eating and traveling on	I can find my place at the table when my table mat has been placed.	I can remain seated for longer periods of time when I am waiting for	I can use a visual prompt to set the table with a knife fork, spoon, cup and	I can use my knife and fork with some degree of skill but may need some	I can lay the table independently for my class without the need for a visual

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<p>different forms of transport.</p>	<p>I can use a spoon to feed myself.</p> <p>I am able to communicate using my preferred communication to others what it is I would like to eat.</p>	<p>something (Food, bus, film etc).</p> <p>I can use a fork to eat my lunch and am starting to use a knife to spread butter.</p>	<p>plate.</p> <p>I can remain seated until I am told I can get down from the table.</p>	<p>assistance with tricky food.</p> <p>I can ask to leave the table.</p>	<p>prompt.</p> <p>I can use my knife, fork and spoon independently</p> <p>I know how to sit correctly in a variety of different situations.</p>
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