

UNIVERSAL EXPECTATION: Be Kind and Respectful

NAME OF SKILL/SETTING: Manner/Meal Routines

PURPOSE OF THE LESSON

1. Children learn that their bodies and utensils stay in a certain place.
2. Practice routine and maintain good manners.

TEACHING EXAMPLES: done in large or small groups depending on the needs of the group.

1. Teach a song that teaches body awareness (i.e. Open/Shut Them, Clap/Snap Song)
2. Practice using utensils at the right times/with correct food items
3. Teach correct meal sequence that has been set by center/school. Provide for those children that need it.
 - A. Visual sequence: wait, pass, pour, eat ...as each task is done remove the picture.
 - B. Talk during wait time: to a buddy, about a picture, about the picture menu, etc.
 - C. Backward chain and use physical prompts to move children through new skills.
 - D. Cut back on verbal cues/prompts as much as possible (Physical cues are more powerful and easier to fade)

TEACHER/CHILD ACTIVITIES. ROLE PLAYS.

1. Pre-teach before entering eating times
2. Model and practice manner words: “Yes please”, “No Thank you”, “it’s not my favorite” ...
3. Write or access “Social Script” about meal time using pictures of actual children.
 - A. Teacher directed: Read before, during, and after meal time
 - B. Student directed: Place script in various areas in classroom/home
 - C. Picture Schedule: Put script up on the wall at child-height for children to see/use.
4. Role playing: Utensils in the sensory table, dramatic play kitchen area
5. Games: Make a matching game using food and what utensil you would use to eat that food.

FOLLOW UP/REINFORCEMENT ACTIVITIES.

1. Identify efforts, provide physical prompts, use “try agains”, and practice
2. When something isn’t working investigate what skill(s) need to be retaught

CSEFEL: Tips and Forms/Buddy System Tips/Teacher Tools/Visual Strategies/Scripted Stories

DECA PROTECTIVE FACTOR(S): Initiative: Do things for himself/herself, Choose to do tasks that are challenging for him/her, Focus his/her attention or concentrate on tasks and activities, Self-Control: Show patience, Listen to and respect others, Attachment: Trust familiar adults and believe what they say, Seek help from children or adults when necessary.

SECOND STEP LESSON: Unit 1: Lesson 8: I Care Lesson 9: I Can Help Unit II: Lesson 4: Dealing with Waiting

EARLY LEARNING STANDARD(S): Physical Health and Development: Performance Standard: A.EL. 1d Demonstrates Behaviors To Meet Self-Help and Physical Needs/Eating. Social Emotional Development/Social Competence: Performance Standard: C. EL. 3: Demonstrates Understanding of Rules and Social Expectations.

