

# **Adapted Volleyball Program**

## **Teacher's Manual for Students with Mental Retardation and Autism**

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## RATIONALE

Adapted sport is a modification of a specific sport to meet the unique needs of individuals with special needs. A well planned adapted sport includes different modifications of instructional activities that prepare the participants with the skills, knowledge and attitudes needed to enjoy and maintain specific physical activity involvement (Winnick, 1995).

Volleyball is possibly the most easily modified of all the team games involving individuals with disabilities. Even those for whom demanding activity may not be advisable or with limited locomotion can take part if the rate of the game is moderate. (Dunn, 1997). Thus, this sport was chosen as the main event in adapted sport instructions.

A learning resource has to support skill instructions in providing suitable learning progression needed to achieve intended competencies. These competencies will in turn assist the learner in an actual adapted game participation. To meet this need, the *Adapted Volleyball Program (AVP) Teacher's Manual* has been written to serve as initial teaching and reference tool in analyzing usefulness of related mediating activities aimed at increasing the students' levels of sport enjoyment and levels of sport participation.

Adapted volleyball program includes task analysis geared towards the acquisition of basic skills. These skills, such as volleying skills (bump), underhand serve and some simple rules (e.g. side to serve) are presented in lesson themes and group games. The program plan further includes progression of conditioning exercises designed to prepare and assist the students in playing adapted volleyball game. These are suited to the needs of students with MR and autism, in terms of achieving the AVP goals or objectives.

## General Instructions

The teacher's manual has six main components. These are the rationale, the general instructions, the safety instructions, the warm-up and cool-down exercises, the teaching approaches and the lessons.

The rationale component explains the purpose of this manual. The safety instructions and exercises are guidelines and must be consistently observed to avoid injuries and ensure the participants' welfare. The teaching approaches encapsulate the strategies that were incorporated in teaching adapted volleyball game for students with MR and autism. The lesson component pertains to the 9 sessions that focuses on building the necessary skills (e.g. volley or bump pass, overhead pass, and serve) for successful adapted volleyball game play that will occur on the 10<sup>th</sup> to 12<sup>th</sup> session.

The activities in the lessons are presented from simple to complex. The sessions should be held in a venue that is free from distraction. Participants will be either male or female from 12 years old up to 22 years old. The adapted volleyball game is played on a badminton court area with five players in each team. The playing rules, playing materials and the related activities indicated in this manual are modifications in an aim to meet the physical educational needs of the said participants that may result to their increased or positive levels of sport enjoyment and sport participation.

# **Safety Instructions**

## **Safety Instructions**

Observe the following safety instructions listed below in every physical activity session of students with MR. and autism.

- Participants must be given health clearance before participating. Do not include participants that may be prone to injuries like students with muscular hypotonia (flabbiness, common among students with intellectual disabilities) as the length of the program may not be enough in preparing the student for successful game play.
- Have a nurse or clinic aide around during the game activity
- Have the necessary first- aid kit.
- Inspect the playing area in terms of safety (e.g. slippery flooring, broken materials, post that are not padded or other objects that may cause injury).
- Suitable playing attire must be worn. Require the students not to wear accessories that may accidentally injure someone during the activity (e.g. heavy metal bracelet or ring).
- Always use padded exercise mats when the exercise require one to perform any floor exercises (e.g. seated, knees bent or lying down)
- Constantly remind students to bring water to hydrate them during break time and advise them to eat light snack when hungry before participating.
- Students who are not feeling well are not allowed to participate.

# **Warm- up and Cool- down Exercises**

## The Warm- Up and Cool- down Exercises

The procedures for the warm- up and cool- down exercises described in this manual are for the instructor or teacher. The teacher will demonstrate the movements for the students to follow. It is best to play music that is commonly preferred by students while executing the exercises. This will serve as alerting stimulus, a motivation or positive reinforcement to assist students' active participation.

Before starting, check the following instructions:

- For class arrangement, check if each student have enough space for their movements.
- Check if the venue is free from possible distractions (e.g. irrelevant instructional materials, other classes that are being conducted inside the area, friends or other students whose presence may distract the participants' involvement to the activity)
- Make sure that all the needed exercise materials are on designated places (e.g. exercise mats).
- For variety, the instructor may modify the exercise movements in terms of repetition, difficulty, or arm movements, in consideration with the students' capacity or preference, more specifically the arm movements.
- Students' stretching exercises may be assisted by the teacher.
- To assist better aerobic functioning (permits one to sustain large- muscle, dynamic, moderate- to- high intensity for a longer period of time), the suggested frequency for physical activities (entire physical activity) or exercises are 3 to 5 days per week with 20 to 60 minutes per day (Winnick, 2005).

In this program for students with MR and autism, the duration is for 30 minutes only.

- 2 to 3 minutes are the time duration for either the warm- up or cool- down exercises.

Table A2. Warm-up and Cool-down Exercises

Lesson No.	Cardiovascular Warm-up Exercises	Purpose	Stretching Exercises	Purpose
1 to 2	<p><b>1. Walk or march</b></p> <ul style="list-style-type: none"> <li>• Walk or march in place (16 counts)</li> <li>• Walk forward and backward (16 counts)</li> </ul> <p><b>2. Step and Knee-raise</b></p> <ul style="list-style-type: none"> <li>• Step side to side (singles, for 16 counts)</li> <li>• Step and knee-raise (singles, for 16 counts)</li> <li>• Step and knee-raise (doubles, for 16 counts)</li> </ul> <p>(Simple arm movements may be added for variety like arms upward, arms side ward, arms forward, arm-curl, rowing, and hand claps)</p>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To strengthen legs and feet</li> <li>• Alert spatial awareness.</li> </ul>	<p><b>1. Neck Stretch</b></p> <ul style="list-style-type: none"> <li>• While sitting or standing, slowly tilt head to the right until tension is felt. Hold this tension for 10 seconds.</li> <li>• Slowly return to the upright position.</li> <li>• Repeat to the left side and then toward front and back. Always return to the upright position before moving on.</li> </ul> <p><b>2. Shoulder and Arm Stretch</b></p> <ul style="list-style-type: none"> <li>• Hold the ball overhead. Stretch forward and hold for 10 seconds.</li> <li>• Side ways and hold for 10 seconds.</li> <li>• Backward and hold for 10 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>• To stretch neck muscles</li> <li>• To stretch triceps and top of shoulders</li> </ul>
3	<p><b>Exercise or Routine to Add:</b></p> <p><b>In Walk or march</b></p> <ul style="list-style-type: none"> <li>• Walk diagonally right forward and backward (16 counts)</li> <li>• Walk diagonally left forward and backward (16 counts)</li> </ul>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To strengthen legs and feet</li> <li>• For direction awareness</li> </ul>	<p><b>Exercise or Routine to Add:</b></p> <p><b>- Side Stretch</b></p> <ul style="list-style-type: none"> <li>• Stand with feet together. Place one hand on waist while extending other arm up and over the head.</li> <li>• Slowly bend waist to the side.</li> <li>• Hold for 10 seconds</li> <li>• Repeat to the other side</li> </ul>	<ul style="list-style-type: none"> <li>• To stretch the sides and along the spine</li> </ul>

Lesson No.	Cardiovascular Warm-up Exercises	Purpose	Stretching Exercises	Purpose
4 to 5	<b>Exercise or Routine to Add:</b> <b>-Step and Leg Curl</b> <ul style="list-style-type: none"> <li>• Step and leg- curl (singles, for 16 counts)</li> <li>• Step and leg- curl (doubles, for 16 counts)</li> </ul> <b>-Arm circling- 16 counts</b>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To strengthen legs and feet</li> <li>• To condition arm and knee joints</li> </ul>	<b>Exercise or Routine to Add:</b> <b>-Side Lunge</b> <ul style="list-style-type: none"> <li>• Step to the right side and bend left knee. Put weight on your left knee.</li> <li>• Both hands touch the floor.</li> <li>• Hold each position for eight to twelve seconds</li> </ul> <b>-Forward Lunge</b> <ul style="list-style-type: none"> <li>• Step forward with your right leg.</li> <li>• Bend right knee to a 90 degree angle.</li> <li>• Maintain balance. Keep body straight and hands on waist.</li> <li>• Hold each position for eight to twelve seconds</li> </ul>	<ul style="list-style-type: none"> <li>• To stretch the muscles in front of the hips</li> </ul>
5	<b>Exercise or Routine to Add:</b> <b>- Step and Leg Curl</b> <ul style="list-style-type: none"> <li>• Walk three times forward and leg-curl, and then repeat the step going backward. Repeat 4 times for 16 counts</li> </ul>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To condition arm and knee joints</li> </ul>	<b>Exercise or Routine to Add:</b> <b>Calf stretch</b> <ul style="list-style-type: none"> <li>• Stand 3 feet away from a wall</li> <li>• Step left foot forward and support weight by placing hands against the wall.</li> <li>• Hold this position for twelve seconds before changing foot position.</li> </ul>	<ul style="list-style-type: none"> <li>• To stretch the back of the lower leg and ankle</li> </ul>

Lesson No.	Cardiovascular Warm-up Exercises	Purpose	Stretching Exercises	Purpose
6	<p><b>Exercise or Routine to Add:</b></p> <ul style="list-style-type: none"> <li>- <b>Clap and squat</b> <ul style="list-style-type: none"> <li>• Jump in place two times (feet together, then clap two times.</li> <li>• Open legs to squat position- 16 counts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To condition arm and knee joints</li> </ul>	<p><b>Exercise or Routine to Add:</b></p> <ul style="list-style-type: none"> <li>- <b>Groin Stretch</b> <ul style="list-style-type: none"> <li>• Sit on a mat with knees bent.</li> <li>• Put the soles of feet together and hold onto ankle. Slowly apply downward pressure until tension is felt. Hold for 10 seconds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• to stretch the groin part</li> </ul>
7 to 12	<p><b>Exercise or Routine to Add:</b></p> <ul style="list-style-type: none"> <li>- <b>Scoop Right and Left Side.</b> This is similar to leg curl movements with arm movements "scooping" motion in the right and left side.</li> </ul>	<ul style="list-style-type: none"> <li>• To acquire exercise heart rate</li> <li>• To condition muscles in the upper and lower body parts</li> <li>• To condition arm and knee joints</li> </ul>	<p><b>Exercise or Routine to Add:</b></p> <ul style="list-style-type: none"> <li>- <b>Sit and Reach</b> (stretches the back of upper portion of the leg, and along the spine) <ul style="list-style-type: none"> <li>• Sit in stride sitting position</li> <li>• Hold the ball overhead</li> <li>• Touch toes of foot with the ball and hold for 10 seconds.</li> <li>• Hold the ball over head</li> <li>• Touch toes of other foot with the ball and hold for 10 seconds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To stretch the back of leg upper portion and along the spine.</li> </ul>

# **Instructional Approach**

**Table A3. Instructional Approaches in the AVP for Students with MR and Autism**

<b>Integration of TEACCH technique</b>  (For students with Autism. These were also applied for students with MR)	<b>Modification of Behavior Problems that commonly arise</b> (inappropriate to more appropriate, both for students with MR. and Autism)	<b>Adaptations</b>  (Both for Students with MR. and Autism)
<p>To assist organization:</p> <ol style="list-style-type: none"> <li>1. Establish structured teaching in the lecture procedure from presentation of the lesson, down to the closure part to signal the beginning, specific activity to tackle, and end of tasks.</li> <li>2. Check each task when completed</li> <li>3. breaking of tasks into smaller units</li> <li>4. presentation of one item at a time, requiring completion before moving on to the next.</li> <li>5. Adding variation or progress content for each lesson part is gradually so that the students will not feel they lost the routines.</li> <li>6. it is best to conduct the activities in a venue solely occupied by the said students alone to avoid distractions.</li> </ol> <p>To assist communication:</p> <ol style="list-style-type: none"> <li>a. Showing specific visual cues for communication (pictures) before performing each part of the lesson like warm- up exercises time, drill time, review time, new skill time or group activity</li> </ol>	<ul style="list-style-type: none"> <li>• Not showing concern for playing materials           <ul style="list-style-type: none"> <li>- encourage students to assist in setting up the playing materials before the activity and to placing these back to proper storage containers with physical and verbal prompts. Attach pictures or words to container or shelves to assist the students in sorting the materials</li> <li>- give positive reinforcement (e.g. verbal praise) of a task well done.</li> </ul> </li> <li>• Not retrieving own ball and do things not related to the activity           <ul style="list-style-type: none"> <li>- Constantly prompt students to retrieve own ball and continue with the activity provided if they demonstrate to stand idly while waiting others to retrieve ball for them. When they do things not related with the activity, a break time may be given for a particular student and prompt him or her to go in a specific area (outside of court) where movements such as jumping or running in place can be performed</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li><b>A. Breaking down of tasks from simple (smaller units) to complex</b> (with physical, verbal and visual prompts)           <ol style="list-style-type: none"> <li>a. the throw, catch and volley skill</li> <li>b. the bump or forearms pass skill</li> <li>c. the overhead pass skill</li> <li>d. the underhand serve skill</li> </ol> </li> <li><b>B. Modification of skills, materials, and activity structure</b> <ol style="list-style-type: none"> <li>1. Adaptation in the playing materials and court area:               <ol style="list-style-type: none"> <li>a. a beach ball (with sturdier material) for a more slower trajectory.</li> <li>b. playing court area reduced to the size of badminton playing area to decrease ball- chase demands and to assist more successful passes</li> <li>c. Height of volleyball net reduced to the height of badminton net to assist more successful passes.</li> <li>d. Placing of markers as guide for targets.</li> </ol> </li> <li>2. Adaptation in the volleyball movement skills:               <ol style="list-style-type: none"> <li>a. <i>volley skill</i> (ball may be tapped upward).</li> <li>b. ball may be tapped once or twice either with both or one hand.</li> <li>c. ball may be caught and held with both hands, followed with immediate ball return</li> </ol> </li> </ol> </li> </ol>

<p>time, cool- down exercise time, and closure time evaluation was carried out during journal taking period).</p> <p>2. The use of visual cues such as flash cards, flaglets, pictures or drawings, and specific video along with demonstrating or modeling in teaching movement skills.</p> <p>3. The use of verbal and physical prompts along with visual prompts, to assist successful learning experience.</p> <p>4. Simplifying instructions and giving enough time for the students to understand.</p> <p>5. Give emphasis to tone of voice and body language to convey a message.</p> <p>6. Calling students by their name and always maintain eye contact</p>	<p>so that the need to move more may be satisfied.</p> <ul style="list-style-type: none"> <li>• Not waiting for their turn in executing the skills or becoming restless and moves away from the physical activity.</li> <li>- Specific markers are placed on assigned places such as cones, or square mats to assist the student in identifying own space or boundaries.</li> <li>- Constantly prompt students verbally and physically to correct the behavior. Call for a break time if needed and prompt the student to a specific area where he or she can calm down should the student show restlessness during the physical activity and refused to be stopped.</li> </ul>	<p>d. ball may be tossed even with just open palms overhead( as long as the ball is returned successfully over the net).</p> <p>e. Two to three service trials may be allowed.</p> <p>f. The distance in serving the ball is allowed on the front court area.</p> <p>g. an assisted serve is allowed; that is a team mate may relay a ball that has been served in an effort to send it over the net.</p> <p>h. one to two trials may be taken before the actual game play to assist improved students' participation.</p> <p>3. Adaptation in the activity skill building structure:</p> <p>a. distance between ball feeder and receiver may be adjusted.</p> <p>b. adjustment in travel distance in game activity to consider running capacity of the participants</p> <p>c. members of the assisting team who are aware of the specific activity objectives join groupings to assist verbal and physical prompts in the activity procedure.</p> <p>d. The distance in serving the ball is allowed on the front court area.</p>
<p><b>Parallel Talk:</b> To promote language and skill acquisition, instructors are encouraged to embed language throughout the lesson (Winnick, 2005).</p>		
<p>Integration of <b>four- step strategy: ready, look, do and score</b>) for students particularly with MR (also used for students with autism) on building skills for:</p> <ul style="list-style-type: none"> <li>• Bump pass or forearm pass</li> <li>• Overhead pass and</li> <li>• Serve</li> </ul> <p>(Yang &amp; Poretta, 1999)</p>		

# Lesson Plans

## Lesson Plan No. 1

### Throw, Volley, and Catch

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#### I. Learning Objectives:

1. Given 3 demonstrations of executing and naming specific volleyball skills in the playing area, the players will be able to identify the word *throw ball*, *volley*, and *catch*, with verbal assistance
2. 3 sets of tasks analyses (*throw ball*, *volley*, and *catch*), with 3-minute practice for each set, the students will execute *throw*, *volley* and *catch* for 5 consecutive times, with or without verbal cues or hand over hand assistance. - (*Modified PACES item number 5 and 16; Active Time on Task participation behavior*).
3. Given two pictures about the group tasks that will be done on the following meeting, the students will readily agree to choose the group task preferred with slight physical or verbal prompts. - (*Modified PACES item number 1*).

#### I. Movement Experience Focus: Throw, Volley and Catch

#### II. Instructional Materials

- exercise mats
- ball (beach or foam ball) for each student
- floor marker
- square mats (1x1 ft.)
- 2 monobloc chairs
- CD player
- selected music in CD form to accompany the warm- up and cool- down activities
- video compact disk of a volleyball game
- pictures or drawings (throw, volley and catch skills; group tasks)
- flash cards of numbers (1 to 4)
- picture board of lesson sequence (to show to students before going to each lesson sequence)

#### IV. Procedure:

##### A. Presentation of the Lesson:

1. Drill: “Movements that My Body Can Do”

Allow the students to occupy the room or gymnasium with just enough space between them to move freely. Let the students imitate the teacher while doing basic skills in volleyball such as throwing, volleying and catching (without the ball).

2. *Motivation: “A Glance with Volleyball Game”*

Tell the students about the movements they had just performed. Allow the students to listen to the words catch, throw and volley as the teacher executes these skills one at a time. Tell the students that these skills are for volleyball game skills. Ask about their previous experience in the said sport, if there’s any. Allow the students to view a volleyball game on video that emphasize skills of throw, volley and catch. Show the equivalent pictures or drawing representation of these skills.

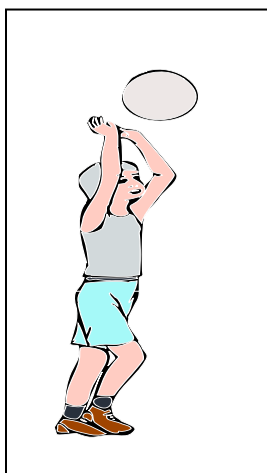
3. *Perform Warm- up exercises.*

-teacher commends on each student’s performance.

4. *Presentation of skills*

Show the students a picture that represents a skill to be learned while naming this skill. The teacher demonstrates first each task and then allows the students to follow after each movement execution. Aim not to go to the next skill unless the students have acquired the preceding skill. For a review, show again and name the picture representation of the learned skill. Allow the students complete the tasks involved with verbal and flash card cues before going to the next skill.

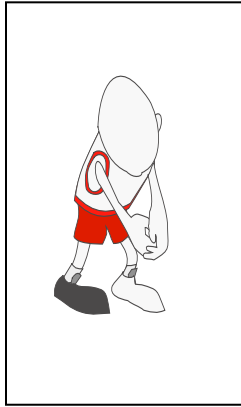
a. *throwing the ball high up into the air*



*Figure 1. Throwing skill*

- Show no. 1 flash card which means: “Stand and ball is held”
- Show no. 2 flash card which means: “body is slightly bent”
- Show no. 3 flash card which means: “arms and body extend”
- Show no. 4 flash card which means: “release the ball”

- Gradually remove the flash card cues as the skills build up.
  - b. hitting the ball (overhead)



*Figure 2. Volley skill*

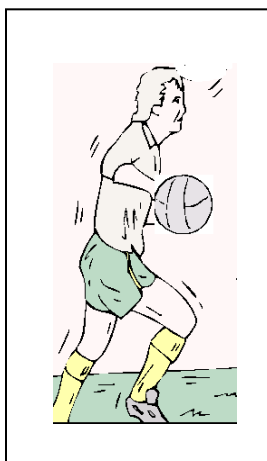
- *Verbal Cue: Count of one.*  
“Place one hand over the other”
- *Verbal Cue: Count of two.*  
“Make a fist”
- *Verbal Cue: Count of three.*  
“arms are straight.”
- *Verbal Cue: Count of five- “volley”.*



*Figure 3. Position of the hands and arms*

- Adaptation includes tapping the ball upward either with one or both hands to assist success in future game participation.

- c. catching the ball



*Figure 4 .Catching ball with both hands*

- *Verbal Cue: Call “Ready”*. Eyes are on the incoming ball. Arms are slightly bent forward, with hands ready for receiving.
- *Verbal Cue: Call “Catch”*. Ball is caught securely with both hands.

- To assist increased successful responses, adaptation includes the use of beach ball making it lighter and reduces the speed of the ball flight towards a specific direction.

## ***B. Lesson Proper***

### ***1. I Can Do Volley and Catch***

Teacher demonstrates the complete series of “throw, volley and catch” skill. Teacher releases the ball into the air, hits it upward with both fists and catches it as it comes back down. Verbal cue is given as “ready, release- volley- and catch” (as the series of movements are shown to the players). The players are then prompted to join the instructor in this execution at the same time. Allow the players to practice for three minutes with verbal cues. Prompt them not to move away from a designated spot (square mats are placed to mark boundary). Prompt players to improve the height of the toss and the height of the volley as the skill builds up.

When the skills are acquired, the students are ready for mastery.

### ***2. Throw, Volley, and Catch Challenge***

The teacher will tell the students that they will be given time to perform throwing, volleying and catching skills repeatedly for one minute. The challenge is whoever performs the said skills without dropping the ball on the floor will be named as “players for lesson 2”. As part of the motivation, explain to the students that students who will advance to lesson 2 are good players.

The teacher uses the following cues on the mastery phase: ready, look, do, and score

-teacher commends on each student’s performance.

### 3. *Cool-down Activity*

The students execute 2 to 3 minutes of stretching exercises similar to what is set in warm-up exercises.

#### **C. Evaluation**

1. The students name the skills such as: throw ball; volley; and catch, 90 % of the time during the activity.
2. The students execute throw, volley and catch for 5 consecutive times, with 80% accuracy during the activity.
3. 90 % of the students actively agree to be around and perform the chosen group assignment for the next meeting (base this from the students' response in assigning group task).

#### **D. Closure:**

1. Ask students one thing they learn today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills at home or during free time.
3. Check the students' activity eagerness by asking if they like another session next meeting. If yes, ask the students to choose from the pictures that will be shown to them, the task they want to perform next meeting. The teacher will show pictures of group of students helping in carrying the volleyball playing materials on the playing area and students helping in placing back the playing materials in its storage area. After each positive response, the teacher will hand a *task tag* (bearing the student's group and task) to each student.
4. Give each student improvised medal (may be made of card board cut- out) to reward the students' accomplishment for the day. A *cheer clap* may also be taught to signify the good job they have done.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 2**

### **Self- Volley**

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#### **I. Objectives:**

1. Given 3 demonstrations of executing and naming *self- volley (overhead passing)* skill in the playing area, the players will listen and observe attentively for about 5 minutes and identify this skill with spoken assistance
2. Given 2 consecutive demonstrations of teacher, and 3-minute time of practice, the students will perform self- volley with at least 2 to 3 times consecutively in a designated area, with verbal cues or hand over hand assistance

- Given one related group game for self- volley skill, the student will perform the activity provided, with physical and verbal prompts

## II. Movement Experience Focus: Self- Volley

### III. Instructional Materials

- flash cards
- picture board of lesson sequence (to show to students before going to each lesson sequence)
- exercise mats
- ball (beach or foam ball) for each student
- 1 x1 square mats (with a number drawn or attached on it. number of pieces corresponds to the class size)
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities

### IV. Procedure:

#### A. Presentation of the Lesson:

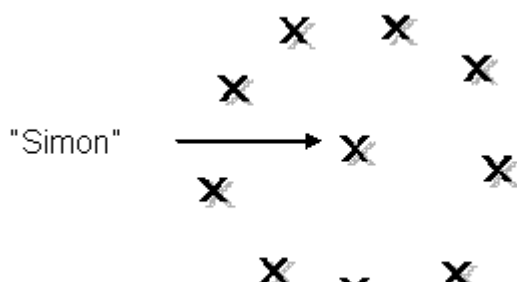
- Perform Warm- up Exercises
- Drill:* Show pictures of throw volley and catch skills to remind the players about their previous learning. Demonstrate the complete series of these skills. Allow the players to practice skills in throwing the ball up, volley the ball up, and catching the ball for 3 minutes with verbal cues.
- Motivation and Review: Throw, Volley and Catch Activity*

#### “Simon Says”

Tell the students how well they perform in the first session. Tell the students that they can perform even better today because the activities are more interesting.

The teacher arranges the participants in a circle formation. The teacher tells the students that the game “Simon Says” is about imitating what the instructor will do. They will start imitating after the teacher yells a command and executes a skill. For example, “Simon say perform throw, volley and catch once!”, the teacher will first act this out and gives verbal cue “follow!” to signal that the players will start imitating the demonstrated execution. Variation of command may be made on the number of times that the skills will be performed. Complete this review for about 2 to 3 minutes.

The suggested class organization (draw set-up) is shown below.



*Figure 5. “Simon Says” Game Draw Set-up.*

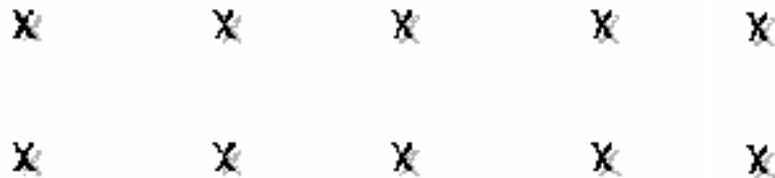
***B. Lesson Proper:***

***1. I Can Do Self- Volley***

Prompt each player to occupy a designated mark drawn on the ground (maybe circle or “x” mark). Make sure that each player has enough space for movement skills. The teacher demonstrates self- volley skill while naming the skill, trying not to drop the ball on the ground and trying not to leave a designated area. After three demonstrations, allow the players to practice at the same time with signals or verbal cues. The player then tries to keep the ball in the air with repeated overhead volleys. Encourage the players to work on self- volleys for two or more times. Encourage them to increase height and control as their skill progresses.

The teacher uses the following cues on the mastery phase: ready, look, do, and score.

Below is the suggested draw set up for the participants in this activity.



*Figure 6. “I Can do Self- Volley” Game Draw Set-up.*

-teacher commends on each student’s performance.

The students are ready for a group game once they can do self- volley skill 2 to 3 times.

***2. Self- Volley Relay Game***

Divide the number of players into groups with at least 4 to 5 members in each group. Arrange the players to form one horizontal line. Draw a two feet restraining line on the ground across each group formation. Place one chair (with a ball on it) that is eight to ten meters distance away from respective restraining line. At a signal, the first player run towards the chair, and get the ball. The player then executes two series of self- volley. The player then place the ball on the chair, heads to respective group, steps on the restraining line, and touches the next member. Similar route is performed by the next player while the first player occupies the rear or end of line. The procedure is repeated until all the members of the group have taken their turn. The group that finishes first yells “we did it”, at a given signal.

*Adaptation:* Have an assisting team for each group (two to three persons, either SPED teachers or aides). The game will be demonstrated first by the assisting team to show how it goes, while the teacher explains carefully. When the game starts, the assisting team in each group will serve as game guides to physically and verbally prompt the players with the procedures. The distance from the restraining line up to the chair may be adjusted depending on the general running capacity of the players. This may be repeated 2 or 3 times or until both groups are ready to compete with each other.

The group game organization (draw set- up) is presented below:

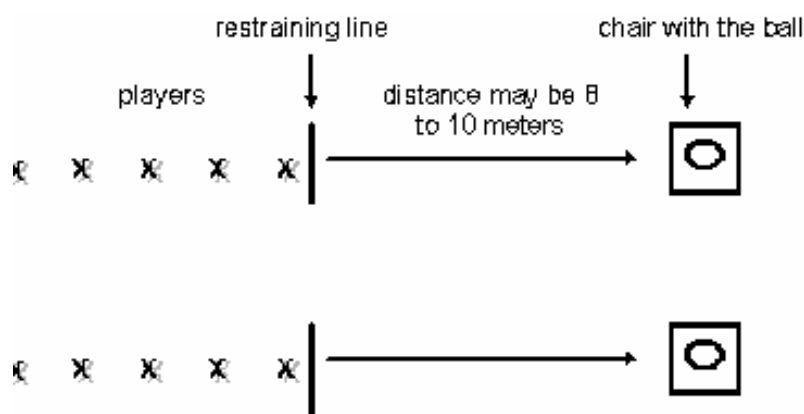


Figure 7. Self- Volley Relay Game draw set-up.

-Teacher commends on each student's performance.

### 3. Cool-down Activity

The students execute 2 to 3 minutes of stretching exercises similar to what is set in warm- up exercises.

### C. Evaluation

1. The students name and identify self- volley skill, 90 % of the time during the activity.
2. The students execute self- volley skills 2 to 3 consecutive times, with 85% accuracy during the activity.

3. 90 % of the students will perform the activity provided in the self- volley skill group game.

***E. Closure:***

1. Ask students one thing they learn today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student an improvised bracelet (may be made of colorful yarn) to reward the students' accomplishment for the day.
4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to signify the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 3**

### **Volley with a Partner**

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**I. Objectives:**

1. Given 3 demonstrations of executing and naming specific volleyball skill in the playing area, the players will identify the activity, *volley (overhead passing) with a partner*; with spoken assistance
2. Given 3 consecutive demonstrations of a teacher, and 3-minute time of practice, the students will perform *volley with a partner*, 2 to 3 times in a designated area, with verbal cues
3. Given one related group game for *volley with a partner* activity, the student will follow directions based on the activities provided, with physical and verbal prompts

**II. Movement Experience Focus: Volley Skill with a Partner**

**III. Instructional Materials:**

- exercise mats
- ball (beach or foam ball) for each student
- floor marker
- square mats
- 1X1 dice
- white flaglets
- CD or cassette player

- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

#### **IV. Procedure:**

##### ***A. Presentation of the Lesson:***

1. *Perform Warm- up Exercises*
2. *Drill:* Show pictures of throw volley and catch skills to remind the players about their previous learning. Demonstrate the complete series of these skills. Allow the players to practice skills in throwing the ball up, volley the ball up, and catching the ball for 3 minutes with verbal cues.
3. *Motivation and Review:* Call each student by their first name and praise the good skills they showed in the previous lesson. Tell the students that the teacher is very much eager to find out if they can perform even better. The teacher then demonstrates the self- volley skill. The teacher tells the students to practice self- volley skill 2 times or more for about 2 minutes. Prompt them not to leave their places and increase the height of their volleys.

##### ***B. Lesson Proper***

###### ***1. Volley with a Partner is Fun***

The teacher demonstrates volley skill with a partner, with one of the researcher's assisting team. Either one of the pair will hold the ball and prepare to pass this towards a partner. Verbal cues are presented below.

- *Verbal Cues:* "Ready", "Look", and "Do"

Adaptation: tapping the ball once or twice either with both or one hand in returning the ball may be performed. Proceed to the next activity when majority of the players have acquired the skill (duration is about 3 minutes).

###### ***2. "Roll that Dice!"***

Assign each pair a designated spot in the playing area with just enough space so they can move freely (square mats may be placed). Tell the students that a giant dice will be rolled by the instructor to determine the number of volley they have to perform with their partner (with specification of numbers 1 to 3 only). A flaglet is earned if a pair performs the skill correctly. The pair with the most flaglet within 5 minutes of game duration is the winner.

*Adaptation:* The researcher's assisting team will help in monitoring the players' participation. In addition, the assisting team will also help in giving necessary physical and verbal prompts to assist correct activity procedure. A demonstration of how the game is played will be performed first by the instructor (with a chosen assisting team member) so that the students will have a clearer picture of how the activity will run. One to two trials may be taken before the actual game play to assist improved students' participation.

###### ***3. Perform Cool-down Exercises***

##### ***C. Evaluation***

1. The students name or identify *volley skill*, 90 % of the time during the activity.
2. The students execute volley skill with a partner 2 to 3 consecutive times, with 80% accuracy during the activity.

3.90 % of the students actively agree to be around and perform the chosen group assignment for the next meeting.

**B. Closure:**

1. Ask students one thing they learn today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a mini- card certificate acknowledging the good performance they did for the day. .
4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to signify the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 4**

### **Bump Pass or Forearm Pass**

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#### **II. Objectives:**

1. Given 3 consecutive demonstrations, and 3-minute time of practice in a designated area, the students will hit the ball with a bump or forearm pass 2 to 3 times back to the ball feeder, with or without verbal cues
2. Given one related group game for bump or forearm pass skill, the student will listen for the rules, observe attentively, and perform the activity for at least 5 to 10 minutes with physical and verbal prompts

#### **II. Movement Experience Focus: Bump or Forearm Pass**

##### **III. Instructional Materials:**

- exercise mat
- square mats
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

#### **IV. Procedure:**

##### **A. Presentation of the Lesson:**

1. *Perform Warm- up Exercises*
2. *Drill: Self- Volley*

Arrange the students in circular formation. Give a ball to each student. Show the self- volley skill while naming it. Tell the students to practice this skill and prompt each to perform 2 to 3 self- volley skills consecutively.

### 3. *Motivation and Review:*

Tell the students that they did well in the previous participation about *volley with a partner* activity. Tell the students that the teacher is very much eager to see a much improved participation today. Demonstrate the *volley with a partner* series of movements (with one of the assisting team or student) to allow activity recall among participants. Arrange the students in pairs and assign each a specific spot in the playing area. At a given signal, the students will start practicing or reviewing the said skill for about 3 minutes.

The teacher uses the following cues on the mastery phase: ready, look, do, and score.

## B. *Lesson Proper*

### 1. *Go Bump and Run*

The teacher prompts the players to form one straight line with four to five members each. A two feet restraining line is drawn on the ground across each group's line formation. The teacher tells the players to try hitting the ball using their forearm only when a ball is thrown in front of them. The teacher demonstrates the skill with one of the assisting team.

- *Verbal Cue:* "Ready". Eyes on the ball.
- *Verbal Cue:* "and Hit!" the instructor toss the ball towards receiver. Receiver returns the ball using the forearms.

Let the first player perform the said skill. Repeat three to four times. Prompt the player to chase the ball for a hit by gradually tossing the ball in different direction as the skill builds up. First player run to rear end of line once the skill is acquired, while the second player performs similar procedure. The route is repeated until all players have taken their respective turn. The set up for this activity is shown in Figure 8.

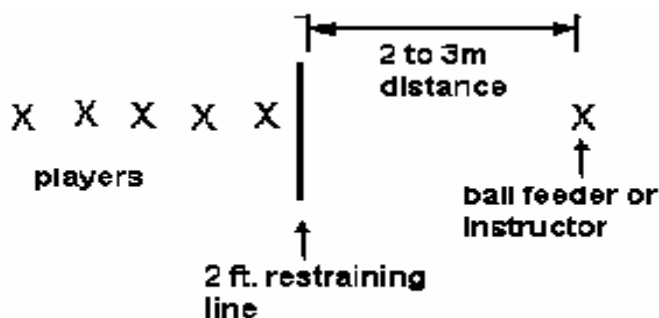


Figure 8. "Go Bump and Run" Draw Set-up.

*Adaptation:* tapping the ball once or twice either with both or one hand in returning the ball may be performed. The distance between the ball feeder and receiver may be adjusted depending on the running capacity of the players.

Proceed to the next activity when majority of the players have acquired the skill.

## 2. Bump Pass Relay

The procedure is similar to “go bump and run”. Members of the assisting team will be assigned for each group to serve as ball feeders or give physical and verbal prompts during play to assist successful participation. The ball will be *fed* towards a player only once. The player then is prompted to run at the rear end of the line after a bump pass. Encourage speed among group members. The procedure continues until all the members have taken their turn. The group that finishes first is the winner. The game adaptation in the “go bump pass and run” activity may be applied.

The set up for this activity is shown in Figure 9.

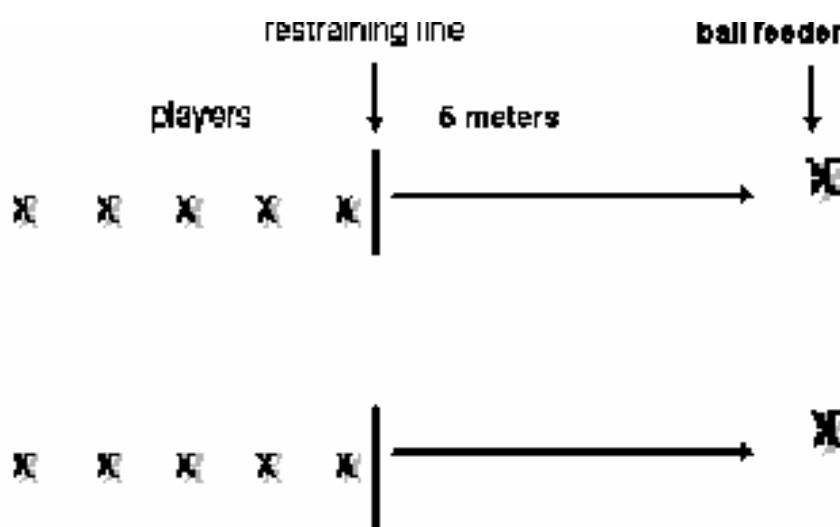


Figure 9. “Bump Pass Relay” Draw Set-up.

-teacher comments on each student’s performance.

3. Perform *Cool-down Exercises*

### C. Evaluation

1. The students hit the ball with a bump or forearm pass back to the ball- feeder, with 80 % accuracy during the execution periods.
2. The students attentively listen, observe and perform the given tasks 85% of the time during the specified activity.

### D. Closure:

1. Ask students one thing they learn today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.

3. Give each student a miniature ball (volleyball) bearing the thumbs- up sign drawing to signify the good skills they did for the day.
4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to signify the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 5**

### **Bump Pass Over the Net**

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#### **I. Objectives:**

1. Given:
  - a. a real modified volleyball net set up
  - b. a real modified volleyball court area
  - c. pictures of volleyball net and court
  - the players will identify the net and modified volleyball court with spoken assistance
2. Given 2 consecutive demonstrations of teacher, and 3-minute time of practice, the students will execute bump pass over the net, at least 2 to 3 times, with or without verbal cues
3. Given one related group activity, the student will follow directions with physical and verbal prompts

#### **II. Movement Experience Focus: Bump- or Forearm Pass Over the Net**

#### **III. Instructional Materials:**

- picture of volleyball, volleyball net and volleyball court
- exercise mats
- 1x1 ft. square mats
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- colored cards
- colored ribbons
- cone markers
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

#### **IV. Procedure:**

##### ***A. Presentation of the Lesson:***

1. *Perform Warm- Up Exercises*
2. *Drill:* tell and show the students the skill of *self- volley*. Arrange them in designated marks with just enough space for each to move freely. At a given signal and verbal cues, allow the students to practice the skill for about 2 to 3 minutes. Encourage students to volley the ball at least 2 to 3 in succession and increase the height of their volleys.

The teacher uses the following cues on the mastery phase: ready, look, do, and score.

3. Motivation and Review: Bump Pass

Tell the students of their amazing previous participation. The teacher may cite some subsequent situations that occurred to help the students recall what they did last time. Tell them that they are on their way in becoming a much improved player. The activities for the day will also be rewarding and interest them more.

#### ***“Call Color and Bump”***

Divide the number of players by forming groups with at least 4 members each group. Assign a color code for each group by having them wear a chosen colored ribbon around their wrist. Each group wears only one kind of color. When the groups are ready, the teacher raises two colored cards, for example blue and red. This means that the blue group is paired to red group to execute a bump pass. Similar procedure is given to the remaining groups to determine partnering. At a signal (may be a whistle or a clapboard), the players stop performing and looks at the teacher. The teacher raises again two colored cards to determine partnering. The procedure continues until group partnering is completed.

Adaptation: the teacher, together with the assisting team members, will help in giving verbal and physical prompts so that the participants will be appropriately guided in the activity flow.

##### ***B. Lesson Proper***

###### *1. Presentation of lesson or skill*

###### *a. Identifying the volleyball net and the court area.*

- Gather the students inside the modified court for volleyball. Name the volleyball net and tell the students its purpose.
- Point to the court area. Tell the students that playing volleyball is allowed only inside the court.

- Show a picture of volleyball net and volley ball court area to the students. Name the net and name the court.
- Allow the students to point to a specific area or concrete object, when asked either for volleyball net or a volleyball court.
- Allow the students to point to picture when asked either for volleyball net or a volleyball court.

## 2. Executing the skill

### a. Let's Do Bump Pass Over the Net

Divide the players into 2 groups with 5 members for each group. Assist the first group in lining up at the opposite side of the court, while the other group sits down on the bench. The teacher or a *ball feeder* (one that tosses the ball towards the player) occupies the other side. The teacher calls one of the assisting team for a demonstration. The *ball feeder* throws the ball upward and sends it over the net. The player then executes a bump pass in an aim to return the ball. If successful (ball passes over the net), the player runs to the rear or end line while the next player executes similar skill.

Verbal cues are presented below.

- *Verbal Cues: "Ready", "Look"* (Player looks at the incoming ball)
- *Verbal Cue: "Do Bump Pass!"* (Player sends the ball to the opposite side of the court over the net)

The player repeats the skill if the required movement is not carried out properly. The route continues until all the players have successfully passed the ball over the net. The next group will take their turn and carry similar procedure.

Adaptation: the height of the net is similar to the height of badminton net. The court area is similar to badminton court area. Two of the assisting team may join the performing group to give verbal and physical prompts of response for incoming ball and to guide players with the activity procedure. The ball may be hit twice by the same player. Place plastic cones on each corner of the court to indicate boundaries.

The set-up for this activity is shown in Figure 10.

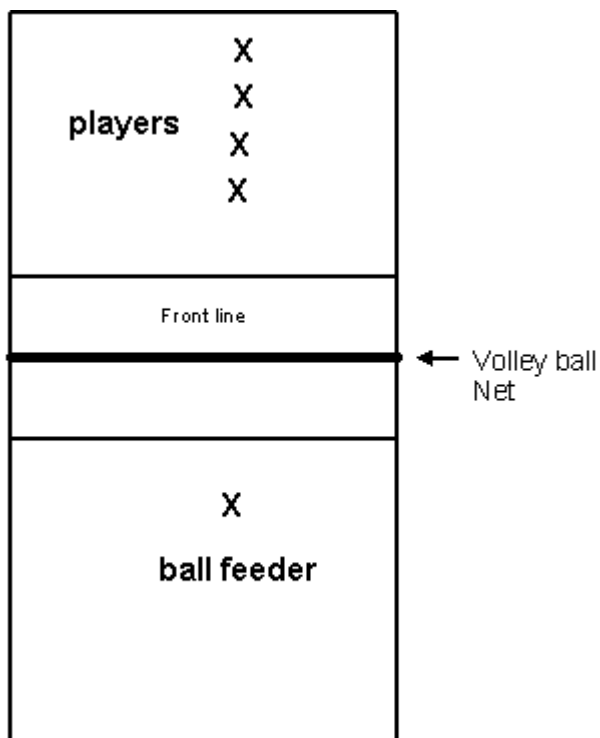


Figure 10. "Bump Pass Over the Net" Draw Set-up.

-teacher commends on each student's performance.

### 3. Perform *Cool-down Exercises*

#### **C. Evaluation**

1. The students identify the volleyball net and court with 90 % accuracy during lesson presentation period.
2. The students execute a bump pass and send the ball over the net 80 % of the time during the given activity.
3. 80% of the time, the students follow directions based on the activities provided.

***D. Closure:***

1. Ask the students one thing they learned today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a button pin bearing the words “I did it!” as a reward for the good skills they achieve for the day.
4. Remind the group’s task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to signify the performance they did well.

The entire activity takes about 30 minutes.

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**I. Objectives:**

1. Given 3 consecutive demonstrations of a teacher, and 5-minute time of practice, the students will perform overhead pass set up or toss (at least 2 to 3 times) with a partner, with or without verbal cues
2. Given one related group game, the student will participate in doing the activities provided with physical and verbal prompts

**II. Movement Experience Focus: Overhead Pass****III. Instructional Materials:**

- exercise mat
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues
- cone markers

**IV. Procedure:*****A. Presentation of the Lesson:***

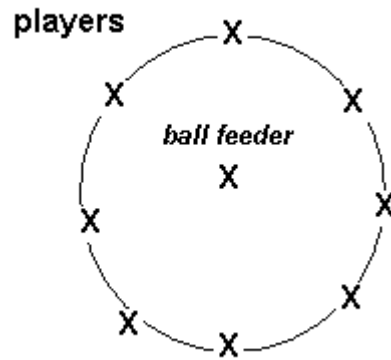
1. *Perform Warm- Up Exercises*
2. *Drill:* tell and show the students the skill *bump- pass*. Arrange the students in circle formation. When ready, present the given activity below.

The teacher uses the following cues on the mastery phase: ready, look, do, and score.

***Let's Do Circle Volley***

With seven to eight players in a circle, teacher (stands inside the circle) *feeds* the ball to a player. Call the name of player to assist preparation in receiving the incoming ball. The player hits the ball back with a bump pass, trying to return it where the teacher is.

The set- up for this activity is drawn below.



*Figure 11. "Let's Do Circle Volley" Draw Set-up.*

Adaptation: the ball may be received with one or both hands. It can be hit twice to assist the return of the ball.

### 3. *Motivation and Review: Bump Pass Over the Net*

Tell the students of the physical strength they demonstrated the previous session. Add in telling that the same energy is expected today so that the success they received will be improved. Tell and demonstrate the skill "bump- pass" for a review. Present the "bump- pass over the net" activity again (see lesson 5).

The set- up for this activity is shown in Figure 12.

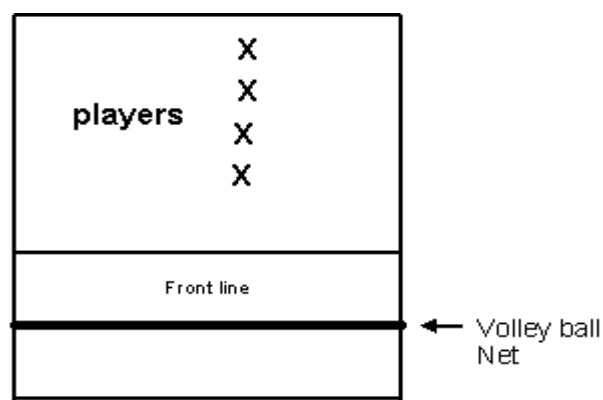


Figure 12. “Bump Pass Over the Net” Draw Set-up.

-teacher commends on each student’s performance.

## **B. Lesson Proper**

### *1. Presentation of skills*

The next activity requires ball tossing skills or over head pass for the participants. This skill is commonly used to pass the ball from the back row to the front row or to allow the ball to go over the net. This is the movement executed when the ball comes at chest level or above. Below is the suggested task analysis for this movement.

- Verbal Cue: *Count 1.*  
“Stand, knees bent a little”
- Verbal Cue: *Count 2.*  
“Raise arms upward. Form a *window* with fingers on forehead. (View the incoming ball through this *window*).
- Verbal Cue: *Count 3.*  
“Fingertips touch the ball”
- Verbal Cue: *Count 4.*  
“Arms extend”

Adaptation: Ball may be tossed even with just open palms overhead. This may be allowed as long as the ball is returned successfully and in upward motion. *Feed* balls repeatedly to each player along with the use of verbal and physical prompts until they acquire the skill.

When these movement skills are acquired, the players are ready for the group game activity.

### **Circle Overhead Pass**

Divide the number of players to form a group with five members each (with one member from the assisting team). Instruct each group to assume a circle formation. A member from the assisting team occupies the center area to become *ball-feeder*. The *ball-feeder* will constantly call the name of the receiver for each *ball feed* to get the receiver’s attention and to assist preparation in receiving the ball. Give verbal praise for each good skill performed. Do the skill repeatedly for about three to five minutes.

The class set- up for this activity is shown in Figure 13.

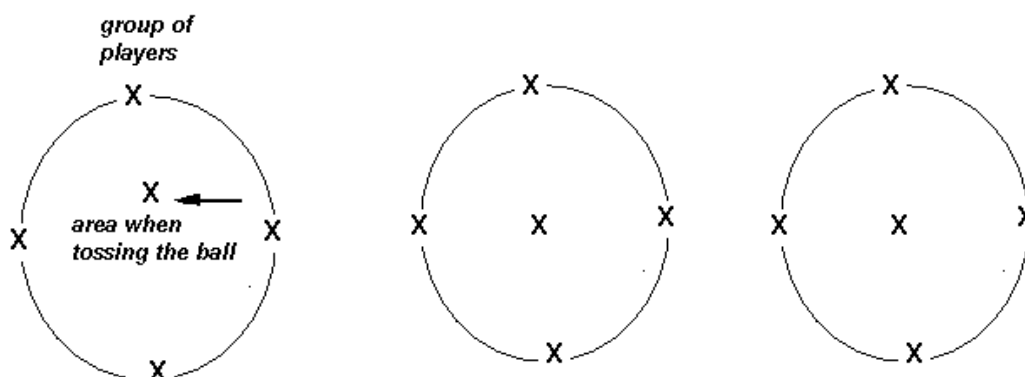


Figure 13. "Circle Overhead Pass Set-up" Draw set up.

-teacher commends on each student's performance.

2. Perform *Cool-down Exercises*

### C. Evaluation

1. The students execute overhead pass set-up or toss 85 % accuracy during lesson presentation period.
2. 80% of the time was spent in active participation during group game activity.

### D. Closure:

1. Ask the students one thing they learned today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a book marker bearing the words "Good Player!" as a reward for the good skills they performed for the day.
4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to signify the performance they did well.

The entire activity takes about 30 minutes.

## Lesson Plan No. 7 Overhead Pass with Buddy Plus One

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### I. Objectives:

1. Given 3 consecutive demonstrations of a teacher, and 5-minute time of practice, the students will perform overhead pass set up or toss (at least 2 to 3 times) towards a receiver, with or without verbal cues.
2. Given one related group game, the student will listen and observe attentively for at least 5 to 10 minutes based on the activities provided with physical and verbal prompts

## II. Movement Experience Focus: Overhead- Pass

### III. Instructional Materials:

- 2 pictures (a picture showing thumb up and with a thumb down)
- exercise mat
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- evaluation or checklist form

### IV. Procedure:

#### A. Presentation of the Lesson:

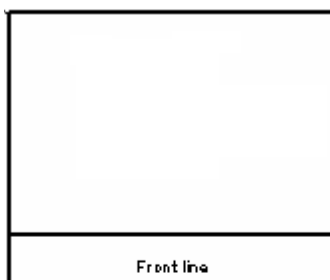
1. *Perform Warm- Up Exercises*
2. *Drill: Bump pass over the net.* Repeat similar procedure as indicated in lesson 6 (bump pass over the net).
3. *Motivation and Review: Overhead Pass or Toss with Partner*

Tell the students how well they participated in the previous session. Add in telling that everybody is interested to know if the past performance can be improved today. Tell and demonstrate the skill “over- head pass or toss” for a review. Present the “circle over- head pass” activity again (see lesson 6).

#### B. Lesson Proper

##### 1. My Overhead Pass with Buddy Plus One

Prompt the students to form groups with three members each. Have the first group to assume position in one side of the court. Assign a number for each player (from number 1 to 3). When one is called, the number one player performs a self- tossed overhand pass to number 2 player (the instructor calls two when this movement occur). Number 2 player in turn performs a setup to number 3 player. Number 3 player toss the ball overhead and allow the ball to hit the ground. The group may have two to three tries before the next group takes over. Repeat this procedure to other groups. The class set- up for this activity is drawn below.



*Figure 14. “My Overhead Pass with Buddy Plus One” Draw Set-up.*

Adaptation: In an aim to familiarize the students with their respective turn in working as group of 3’s, begin with passing the ball repeatedly in accordance with the number assigned with verbal and physical prompts. When the students are conditioned with the order of their turns, begin prompting the students to execute the overhead pass or toss.

### **2. Trio Challenge (part 1)!**

Follow the same procedure in “*my overhead pass with buddy plus one*” activity. The challenge is: toss the ball, keeping the ball up, and all the members are participating actively in taking their turns in tossing the ball.

-teacher commends on each student’s performance.

## 2. Perform *Cool-down Exercises*

### **C. Evaluation**

1. The students toss the ball over the net 85 % accuracy during lesson presentation period.
2. 80% of students’ *over- head pass* executions go over the net.
3. The students listen and observe attentively for 85 % of the time during group game activity period.

### **D. Closure:**

1. Ask the students one thing they learned today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a small rectangular board plate bearing the words “I did well today in Sport!” to signify their achievement in the day’s physical activity participation.

4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to acknowledge the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 8**

### **Overhead Pass (over the net)**

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#### **I. Objectives:**

1. Given 3 consecutive demonstrations of a teacher, and 5-minute time of practice, the students will perform overhead pass set up or toss (at least 2 to 3 times) over the net, with or without verbal cues.
2. Given one related group game, the student will listen and observe attentively for at least 5 to 10 minutes based on the activities provided with physical and verbal prompts

#### **II. Movement Experience Focus: Overhead Pass (over the net)**

#### **III. Instructional Materials:**

- exercise mats
- ball (beach or foam ball) for each student

- floor markers
- cone markers
- set up of volleyball net
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

#### **IV. Procedure:**

##### ***A. Presentation of the Lesson:***

1. *Perform Warm- Up Exercises*
2. *Drill: Overhead Pass or Toss with Partner.* Repeat similar procedure as indicated in lesson 7 (bump pass over the net).
3. *Motivation and Review:*

Give positive feed back to students about the good performance they showed on the previous session. Tell the students that if they keep on with their active participation, they are on their way to play a real volleyball game. As a review, perform similar activity that is indicated in lesson 7 (*Overhead Pass with Partner Plus One*)

##### ***B. Lesson Proper***

###### ***1. Ready, One- Two- Three and Over***

The activity is a progression of skill for overhead pass presented in lesson number seven. Similar skill and adaptation is performed; only, the third player volleys the ball over the net instead of catching or allowing the ball to hit the ground.

###### ***2. Trio Challenge (Part 2)!***

Divide the number of players to form a group having three members. Ask the players what name they want for their group. Demonstrate the activity to be performed (with members of the assisting team). The procedure will be the same skill, along with necessary adaptations, in *trio challenge* presented on lesson 7. Only, the ball has to go over the net on the third hit. Have one group start the challenge inside the court. Prompt other group to be the next challenger. See to it that the entire groups have taken their turn.

-teacher commends on each student's performance.

3. Perform *Cool-down Exercises*

##### ***C. Evaluation***

1. The students toss the ball over the net 85 % accuracy during lesson presentation period.
2. 80% of students' *over-head pass* executions go over the net.
3. The students listen and observe attentively for 85 % of the time during group game activity period.

**D. Closure:**

1. Ask the students one thing they learned today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a mini- certificate bearing the words "Congratulations! You are a Player of the Day!" to signify their achievement in the day's physical activity participation.
4. Remind the group's task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to acknowledge the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No. 9**

### **Underhand Serve**

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#### **I. Objectives:**

1. Given 3 consecutive demonstrations of a teacher, and 5-minute time of practice, the students will perform 2 to 3 successful *underhand serves*, with verbal cues and hand over hand assistance.
2. Given one related group activity, the student will actively participate on the activities provided with physical and verbal prompts

#### **II. Movement Experience Focus: Underhand Serve**

#### **III. Instructional Materials:**

- 2 pictures (a picture showing hands clapping and hands down)
- exercise mat
- 1 x1 carpet square
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

#### IV. Procedure:

##### A. *Presentation of the Lesson:*

1. *Perform Warm- Up Exercises*
2. *Motivation and Review:*
- 3.

Tell the students that tomorrow will be a day for a real volleyball game. Encourage each student to do their best so that they can be included on the list of players tomorrow. As a review, demonstrate *bump- pass* skill over the net. Have about 4 to 5 players on the opposite side of the court. *Feed* each player a ball and prompt them to execute a *bump- pass over the net*. Practice for about 2 to 3 minutes.

-teacher commends on each student's performance.

##### 3. *Presentation of skill*

###### a. Underhand Serve Task Analysis

- Verbal Cue: *Count 1*. Step right or left foot backward.
- Verbal Cue: *Count 2*. Hold the ball
- Verbal Cue: *Count 3*. Eyes on the ball
- Verbal Cue: *Count 4*. Swing the free arm (not holding the ball) downward and towards back. Transfer body weight on the rear foot.
- Verbal Cue: *Count 5*. Form a half- fist hand.
- Verbal Cue: *Count 6*. Hit the ball (with the heel of the hand).
- Verbal Cue: *Count 7*. Arms follow through (to where the ball is directed).

*Adaptations:* Place a 1 x1 carpet square for the foot to step on. This is to emphasize place of body weight. Start practicing the tasks about 1 meter away from the net to assist successful ball pass over the net. The distance may be increased as the skill builds up. Two to three service trials may be allowed. The students are ready for group game activity once the movement series in executing the serve is acquired. Practice this for about 5 minutes.

#### ***I Got Stars for Serving***

Divide the number of players to form groups with 4 members each. Three marks (stars) are drawn on the other side of the volleyball court. Begin the game with a toss coin. The first group to perform assigns its first player to serve the ball three times. The objective is to execute underhand serve and directs the ball into one of the three marks (star). If a star has been hit, the next member of the same group continues the skill. The performing group stops serving when its player did not hit

any of the three marks. The other group then takes their turn and follows the same procedure. The group with the highest number of hits is the best group. The class set-up for this activity is drawn below.

The teacher uses the following cues on the mastery phase: ready, look, do, and score.

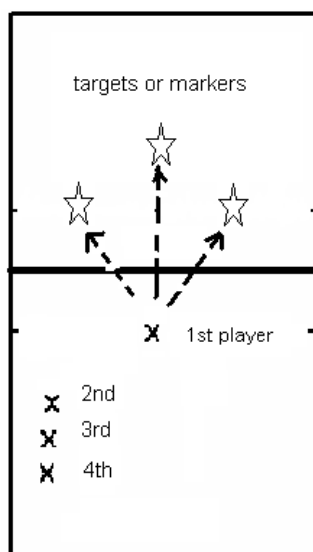


Figure 15. "I Got Stars for Serving" Draw Set-up

*Adaptations:* Two members of the assisting team will help in giving verbal and physical prompts in serving the ball and in guiding players with the activity procedure.

-teacher commends on each student's performance.

2. Perform *Cool-down Exercises*

3. *Behavior Modification:*

Encourage and guide the students to wait for their turn in executing a specific skill during the *ball serving* activity. Give verbal praise when they follow the correct order of player's turn or not becoming restless and keep on attending to the activity.

### **C. Evaluation**

1. The students serve the ball over the net 80 % accuracy during lesson presentation period.
2. The students participate actively 85 % of the time during group activity period.

**D. Closure:**

1. Ask the students one thing they learned today.
2. Commend the students for their physical activity performance and tell them to continue practicing the skills.
3. Give each student a button pin bearing the words “I made it!” to signify that they are included on the list of participating players for the adapted volleyball game for the next session.
4. Remind the group’s task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
5. End the activity with a cheer clap to acknowledge the performance they did well.

The entire activity takes about 30 minutes.

## **Lesson Plan No.’s 10 - 12**

### **Adapted Volleyball Game Proper**

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**I. Objectives:**

1. Given 2 sessions with 15- minute duration for each (lesson numbers 10 and 11), the players will familiarize themselves in the procedure of playing adapted volleyball game in designated area with verbal and physical prompts
2. Given 3 sessions of playing adapted volleyball game with 15- minute duration for each playing time in a designated area, the players will show increased Active Time on Task participating behavior and Successful Pass participation event behavior.

**II. Movement Experience Focus: Adapted Volleyball Game****III. Instructional Materials:**

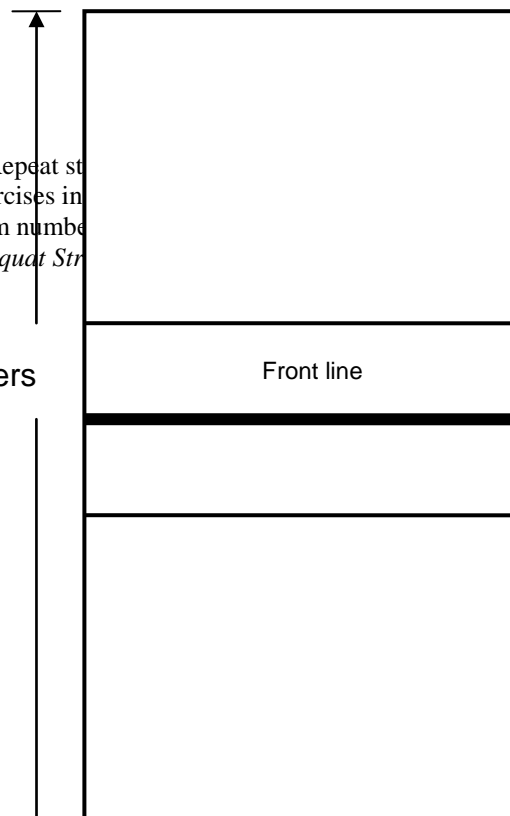
- exercise mat
- ball (beach or foam ball) for each student
- floor marker
- set up of volleyball net
- flaglets (to cue within and outside bounds)
- cone markers
- CD or cassette player
- selected music in CD form to accompany the warm- up and cool- down activities
- picture board for lesson parts visual cues

**IV. Procedure:****A. Presentation of the Lesson:**

1. The preparatory activity, warm- up and cool- down are presented in tabular form for session numbers 10 to 12.

	Session No. 10	Session No. 11	Session No. 12
<b>A. Preparatory Activity</b> <i>Time: 10 minutes</i>	<b>Drills</b> <ul style="list-style-type: none"> <li>• Self- volley</li> <li>• Partner toss</li> </ul> <i>Review: Serve</i>	<b>Drills</b> <ul style="list-style-type: none"> <li>• Self- volley</li> <li>• Partner toss</li> </ul> <i>Review: Serve</i>	<b>Drills</b> <ul style="list-style-type: none"> <li>• Self- volley</li> <li>• Partner toss</li> </ul> <i>Review: Serve</i>
<b>B. Warm- Up Routine 1<sup>st</sup> part</b>  <b>Cardiovascular Warm- up</b>  <i>Time: 2 to 3 minutes</i>	<ol style="list-style-type: none"> <li>1. Walk or march routine</li> <li>2. Step and Knee- raise routine</li> <li>3. Walk or march in place (16 counts)</li> <li>4. Step and Leg Curl Routine</li> <li>5. March in place (16 counts)</li> <li>6. Clap and squat routine.</li> <li>7. Scoop Right and Left routine</li> <li>8. March in place (16 counts)</li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat cardiovascular warm- up exercises in session no. 8 from numbers 1 to 8</li> <li>2. <i>V- Steps</i> <ul style="list-style-type: none"> <li>• Start with feet together. Step right foot forward followed by the left foot</li> <li>• Step right foot backward followed by the left foot, feet together (16 counts).</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Repeat cardiovascular warm- up exercises in session no. 8 form numbers 1 to 8</li> <li>2. <i>V- Steps</i> <ul style="list-style-type: none"> <li>• Execute V- steps with every corner (front, right, back, left and front).</li> </ul> </li> </ol>
<b>C. Warm- Up Routine 2<sup>nd</sup> part</b>  <b>Stretching Exercises</b> <i>Time: 2 minutes</i>	<ol style="list-style-type: none"> <li>9. Neck Stretch</li> <li>10. Shoulder and Arm Stretch</li> <li>11. Side Stretch</li> <li>12. Side Lunge-</li> <li>13. Forward Lunge</li> <li>14. Calf Stretch</li> <li>15. Groin Stretch</li> <li>16. Sit and Reach</li> <li>17. Curl up</li> </ol>	<ol style="list-style-type: none"> <li>3. Repeat stretching exercises in session no. 8 from numbers 1 to 9.</li> <li>4. <i>Squat Stretch</i> (stretches the front part of the lower legs, the knees, back and ankles) <ul style="list-style-type: none"> <li>• Squat down with feet flat and toes pointed out.</li> <li>• Hold comfortably for 10 seconds.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>3. Repeat stretching exercises in session no. 8 from numbers 1 to 9.</li> <li>4. <i>Squat Str</i></li> </ol>

2. *Court Dimension for Adapted Volleyball Game*



*Figure 16. Modified Volleyball Court Draw Set-up*

### *3. Physical Activity Proper*

#### **Adapted Volley Ball Game**

**Movement Skills:** Serving and Volleying

**Formation:** Two teams of five players each (one team on each side of the volleyball court).

**Time:** 15 minutes (playing time minus rest periods)

#### **Procedures:**

The ball is served from the center or front line area of the court. The field dimensions and net height was reduced to that of badminton court (9m x 6.2 m). The adaptation is made so that the participants in this activity may overcome difficulties due to weakness in strength, speed and endurance. A lighter ball, similar to that of a beach ball but sturdier, 18 in (45.7cm.) in diameter replaced the ball to make it easier for all students to make contact. The lighter weight and slower movement flight of the ball may assist hitting success and more exact passes.

Two to three service trials may be allowed and an assisted serve is allowed; that is a team mate may relay a ball that has been served in an attempt to send it over the net.

During the volley, an unlimited number of players may hit the ball before it goes over the net; although participants are encouraged to maintain position play, it is not a requirement. Likewise, all players may tap the ball before the team sent it to the other side of the net to increase opportunity for a successful pass.

The ball may be hit from a bounce or from the air. Only the serving team may score. The receiving team gains the serve when an opponent fails to return the ball over the net. A team wins when it obtains higher scores within 15 minutes of playing time.

### *4. Cool-down Activity*

The students execute 2 minutes of stretching exercises similar to what is set in warm-up exercises.

***Evaluation***

The rating chart below may be utilized in the final session to check the learned basic skills in adapted volleyball game.

<b>Adapted Volleyball Basic Skills Rating Chart</b>		
Name of Student: _____ Year Level: _____		
Student Code: _____ Date: _____		
The student is able to identify <i>team to serve</i> (yes)____ (no)_____.		
Are the following skills evident? (check either yes or no)		
Bump Pass or Forearm Pass	Overhand Pass	Underhand Serve
(yes)____ (no)_____	(yes)____ (no)_____	(yes)____ (no)_____
Rating if yes:_____	Rating if yes:_____	Rating if yes:_____
Key for rating: A: Advanced- the skill is correct and control is present. I: Intermediate- the skill is correct but lacking in control. B: Beginning- inconsistent use of correct skill.		
Comments:		

***D. Closure:***

1. Commend the students for their physical activity performance and tell them to continue practicing the skills.

2. Give each student an improvised medal that can be worn around their neck bearing the words (printed on the pendant), “I am a volleyball player!” for the 10<sup>th</sup> session; “I am a good volleyball player!” for the 11<sup>th</sup> session; and “I am a very good volleyball player!” for the final session. This is to acknowledge the progress they made in the adapted volleyball program participation.
3. Remind the group’s task assignment in helping to put the playing materials on the playing area and returning these in its storage area.
4. End the activity with a cheer clap to acknowledge the performance they did well.

# **Commercial Cooking Program**

## **For Learners with Special Needs**

A Teachers Manual

by:

**Rose Ann Lapira Esguerra**

2010

*Page*

1. **Description**
2. **General Objectives**
3. Part I. Preparations before the actual cooking activities.
4. **Part II. Common culinary activities to be followed:**

## I. Definition/ Description

This program involves general tasks such as familiarization, safety and sanitation in the kitchen area, organizing, preparing and presenting simple meals, being able to work with minimum supervision and following work schedule. It is laid out 3 times a week for 6 weeks; classes are four (4) hours in length. The target domain to be developed is their culinary skills and social skills. It provides opportunities in acquiring/enhancing culinary skills for future vocation. It contains LWSN's choice of recipes that are suited to their needs and abilities.

## II. General Objectives

1. To acquire at least 80 % of the required competencies in the CCP.
2. To enhance good working relationships between peers and teacher by active participation in each culinary activities.
3. To provide appropriate post secondary transition program for LWSN in preparation for their future vocation.

## III. Duration

6 weeks (72 hours)

## Part I. Preparations before the actual cooking activities.

	<b>Competencies</b>	<b>Objective</b>	<b>Teaching Strategies</b>	<b>Materials Needed</b>	<b>Evaluation</b>	<b>Duration</b>
Day 1	Orientation	Getting to know	Facilitate group activities:  1. Group Juggle 2. The Story of my Name	Ball	Points recorded per name remembered	1 hour
	Practice on Personal Hygiene	To perform proper hand washing techniques. clothing and grooming.	Demonstration	Proper clothes(hair net, apron etc.)  Soup and hand towel	Rubrics	1 hour
	Practice on Kitchen Safety and Sanitation	To follow the do's and don'ts in the kitchen area.	Film Showing and Lecture	Audio Visual PPT Presentation	Pen and paper test	1 hour
	Familiarization of the Kitchen Area	To be familiar with different areas of the kitchen.	Tour in the Kitchen and identification of the different areas.	Kitchen area	Oral Recitation	1hour

Day 2	Working on Kitchen Utensils and Equipments	To recognize different kitchen utensils and equipments.  Utilize cleanliness and sanitation of kitchen utensils and equipments.	Facilitate a group activity 1. Pandora's Box 2. Name that utensils  Demonstration	Kitchen Utensils and Equipments	Practical / Performance Test	1 hour
	Basic Culinary Skills	To Demonstrate basic skills like cutting, slicing, egg shelling	Demonstration	Chopping board, knife, vegetables, fruits and hard-boiled egg	Practical / Performance Test	2hours
	Measurement of Ingredients	To measure dry/wet ingredients accurately.	Demonstration	Measuring spoon and Measuring cup	Practical / Performance Test	1 hour

Part II. Common culinary activities to be followed:

1. Neatly prepare all the ingredients and materials needed for each class session.
2. Carefully follow all the directions.
3. Be sure to measure all the ingredients accurately.
4. Make it a habit to clean the materials, equipments and the workplace before and after cooking activity.

	<b>Culinary Skills</b>	<b>Objective</b>	<b>Recipes</b>	<b>Teaching Strategies</b>	<b>Evaluation</b>
Day 3	Measuring of Ingredients  Mixing	To identify and prepare the ingredients and equipments with minimal verbal and physical prompts. To perform mixing activity independently.	1. Creamy Mushroom Soup 2. Chinese Seafood Soup	Demonstration and Hands-on	Rubrics
Day 4	Knife Skills  Frying	To apply knife skills in preparing the ingredients with minimal assistance.  To demonstrate the proper way of frying.	1. Oven Chips 2. Pita Chips	Demonstration and Hands-on	Rubrics
Day 5	Working with kitchen utensils	To use can opener, grater and spatula properly.	2. Cheese Tart	Demonstration and Hands-on	Rubrics
Day 6	Preparing simple meal	To independently prepare simple meals.	1. Fruit Salad 2. Spaghetti Fruit Salad	Demonstration and Hands-on	Rubrics
Day 7	Basic baking skills	To neatly mix ingredients.	1. Oreo Mint Chocolate Ice Cream 2. Chocolate Ice Cream Cake Roll	Demonstration and Hands-on	Rubrics
Day 8	Sandwich making  Sandwich packaging	To prepare sandwich with slight verbal prompt and physical.  To accurately wrap sandwich with a tissue.	1. Egg Sandwich 2. Summertime Juice	Demonstration and Hands-on	Rubrics
Day 9	Sandwich making  Sandwich Packaging	To prepare sandwich independently.  To presentably place the sandwich in a bag	1. Pineapple and Ham Sandwich Roll-ups	Demonstration and Hands-on	Rubrics
Day 10	Sandwich Making	To prepare sandwich independently.	1. Ham, Egg and Cheese	Demonstration and	Rubrics

	Sandwich Packaging	To creatively wrap with a cellophane and colorful stickers.	Sandwich 2. Fruit Juice Fluff	Hands-on	
Day 11	Proper cooking of pasta	To evenly cook pasta.	1. On the fly spaghetti fly 2. Ravioli Lasagna	Demonstration and Hands-on	Rubrics
Day 12	Cooking rice	To prepare plain and fried rice accurately.	1. Plain Rice 2. Chicken Fried Rice	Demonstration and Hands-on	Rubrics
Day 13	Preparing main and side dish	To create a delicious food with an attractive look.	1. Fried Chicken with Creamy Gravy 2. Cauliflower Side dish	Demonstration and Hands-on	Rubrics
Day 14	Preparing main and side dish  Food Garnishing	To prepare a meal with minimum supervision  To accurately make use of grinder and microwave.  To properly plate the prepared meal	1. Chicken Curry 2. Mushroom Side dish	Demonstration and Hands-on	Rubrics
Day 15	Preparing main and side dish  Food Garnishing	To prepare a meal with minimum supervision  To creatively plate, adding color and accent.	1. Sweet and Sour Shrimp and Vegetables 2. Four Fruit Compote	Demonstration and Hands-on	Rubrics
Day 16	Preparing main and side dish  Food Garnishing	To prepare a meal with minimum supervision To create design on the plating.	1. Shrimp Tempura 2. Pistacio and Potato Side dish	Demonstration and Hands-on	Rubrics
Day 17	Mixing wet and dry ingredients  Food Packaging	Perform actual mixing activity To realize the importance of closely following directions To create presentable packages	1. Glorified Cherry Pie 2. Hamburger Pie	Demonstration and Hands-on	Rubrics
Day 18	Mixing wet and dry ingredients  Food Packaging	To develop skills in baking. Perform actual mixing activity.	1. Blueberries and Cream Pie 2. Cookie Bears and Frosting	Demonstration and Hands-on	Rubrics

	Frosting	To create presentable packages using bottles, basket and food bags  To unleash creativity.			
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<b>Day 3</b>	
<b>Soup</b>	
<i><b>Creamy Seafood Soup</b></i>	<i><b>Chinese Seafood Soup</b></i>
<b>Preparation Time: 30 minutes</b> <b>Cooking Time: 1 hour</b> <b>No. of Servings: 6</b>	<b>Preparation Time: 15 minutes</b> <b>Cooking Time: 30 minutes</b> <b>No. of Servings: 4</b>
<u><b>Ingredients</b></u> <ul style="list-style-type: none"> <li>• 1/2 lb medium raw shrimp, tails removed</li> <li>• 1/2 lb bay scallop</li> <li>• 1/2 lb imitation crabmeat, flaked</li> <li>• 2 Tablespoons butter</li> <li>• 1 cup celery, sliced thin</li> <li>• 1 cup carrot, julienne</li> <li>• 1 cup leek, chopped</li> <li>• 1/4 cup flour</li> <li>• 2 cups half-and-half</li> <li>• 2 cups low-fat milk</li> <li>• 1/4 cup sherry wine</li> <li>• 1 teaspoon ground thyme</li> <li>• 1/2 teaspoon salt</li> <li>• 1/4 teaspoon cayenne pepper</li> <li>• 1/2 teaspoon nutmeg</li> </ul>	<u><b>Ingredients</b></u> <ul style="list-style-type: none"> <li>• 1 teaspoon lite olive oil (or other veggie oil)</li> <li>• 4 garlic cloves, finely chopped</li> <li>• 3 cups Chinese cabbage, thinly sliced</li> <li>• 4 cups defatted chicken stock</li> <li>• 6 ounces small shrimp, peeled and deveine</li> <li>• 6 ounces bay scallops or sea scallops (if they are large cut them in half horizontally)</li> <li>• 3 Tablespoons light soy sauce</li> <li>• 2 Tablespoons rice wine or white vinegar</li> <li>• 1/2 lb Chinese wheat noodles or linguine</li> <li>• 2 scallions, peeled &amp; chopped</li> </ul>
<u><b>Materials/Equipments</b></u> <ul style="list-style-type: none"> <li>• Frying pan</li> <li>• Spoon</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Knife</li> </ul>	<u><b>Materials/Equipments</b></u> <ul style="list-style-type: none"> <li>• Pan</li> <li>• Spoon</li> <li>• Broiling pan</li> <li>• Soup Bowls</li> <li>• Measuring Spoon</li> </ul>

<ul style="list-style-type: none"> <li>• Chopping Board</li> </ul>	<ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Knife</li> <li>• Chopping Board</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In a dutch pan, saute shrimp and scallops in 1T of butter until shrimp turns pink. Remove and set aside.</li> <li>2. In the same pan, saute veggies with the other 1T of butter until tender.</li> <li>3. Sprinkle veggies with flour and stir until blended.</li> <li>4. Gradually stir in remaining ingredients except for seafood.</li> <li>5. Bring to a boil over medium heat stirring frequently then cook and stir for 2 minutes or until thickened.</li> <li>6. Add cooked shrimp and scallops to pan along with the flaked imitation crab and cook until heated.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In a saucepan heat the oil, add garlic &amp; stir until golden about 1 minute.</li> <li>2. Add cabbage &amp; 1/4 of the chicken stock.</li> <li>3. Bring to a simmer and cook until the cabbage is wilted, about 1 minute.</li> <li>4. Add remaining stock, shrimp, scallops soy &amp; rice wine and cook about 1 minute or just until the shrimp &amp; scallop are opaque.</li> <li>5. Before you do this final step bring a pot of water to a rolling boil and cook the noodles until just tender 2-5 minutes</li> <li>6. Drain and place noodles in 4 large soup bowls. Ladle soup over the noodles dividing the seafood &amp; cabbage evenly.</li> <li>7. Sprinkle with scallions.</li> </ol>
<p><b>Day 4 Appetizer</b></p>	
<p><b><i>Oven Chips</i></b></p>	<p><b><i>Pita Chips</i></b></p>
<p><b>Preparation Time: 10 minutes</b>  <b>Cooking Time: 30 minutes</b>  <b>No. of Servings: 6</b></p>	<p><b>Preparation Time: 15 minutes</b>  <b>Cooking Time: 22 minutes</b>  <b>No. of Servings: 8 dozen</b></p>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 150 ml olive oil</li> <li>• 4 potatoes, medium to large</li> <li>• 5 ml dried herbs</li> <li>• flaked sea salt</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 12 pita pocket bread</li> <li>• 1/2 cup olive oil</li> <li>• 1/2 teaspoon black pepper</li> <li>• 1 teaspoon garlic salt</li> </ul>

<ul style="list-style-type: none"> <li>• mayonnaise, to serve</li> </ul>	<ul style="list-style-type: none"> <li>• 1/2 teaspoon dried basil</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Cooking Pan</li> <li>• Spoon</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Brush</li> <li>• Large Bowl</li> <li>• Oven</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Cooking Pan</li> <li>• Spoon</li> <li>• Broiling pan</li> <li>• Small Bowls</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Baking sheet</li> <li>• Brush</li> <li>• Oven</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Preheat oven to highest temperature, generally 240 degrees Celsius.</li> <li>2. Lightly oil a large shallow roasting tin and place it in the oven to get really hot while you prepare the potatoes.</li> <li>3. Cut the potatoes in half lengthwise, then into long thin wedges, or thicker ones if you prefer.</li> <li>4. Brush each side lightly with oil (or just pop them into a large bowl, pour some oil over and mix them around a few times to coat them).</li> <li>5. When the oven is really hot, remove the pan carefully and scatter the potato wedges over it, spreading them out in a single layer over the hot oil.</li> <li>6. Sprinkle the potato wedges with the herbs and salt and roast for about 20 minutes, or longer if they are thicker.</li> <li>7. They will be ready when they are golden brown, crisp and lightly puffy.</li> <li>8. Remove from oven and serve with a dollop of mayonnaise.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Preheat oven to 400 degrees.</li> <li>2. Cut each Pita bread into 8 triangles and place on lined baking sheet.</li> <li>3. In a small bowl, combine rest of ingredients.</li> <li>4. Brush each triangle with oil mixture.</li> <li>5. Bake for about 7 minutes or until light brown and crispy.</li> </ol>

<b>Day 5 Appetizer</b>	
<b><i>Cream Cheese Pickapeppa</i></b>	<b><i>Cheese Tart</i></b>
<b>Preparation Time: 5 minutes</b> <b>No. of Servings: 8-10</b>	<b>Preparation Time: 10 minutes</b> <b>Cooking Time: 40 minutes</b> <b>No. of Servings: 16/ 1 pie</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (3 ounce) package cream cheese</li> <li>• 1/8 bottle Pickapeppa Sauce</li> <li>• crackers</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 refrigerated pie crust</li> <li>• 1 1/2 cups grated cheese</li> <li>• 1/2 cup roasted red pepper (fresh or from a jar)</li> <li>• 1/4 cup mayonnaise</li> <li>• 1 can chopped green chilies</li> <li>• 1/4 cup fresh cilantro, chopped (or to taste)</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Spoon</li> <li>• Plate</li> <li>• Bottle Opener</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Grater</li> <li>• Measuring cup</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Can opener</li> <li>• Measuring Cup</li> <li>• Cookie Sheet</li> <li>• Mixing Bowl</li> <li>• Spoon</li> <li>• Spatula</li> <li>• Oven</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Unwrap cream cheese and place on plate.</li> <li>2. Pour a generous amount of Pickapeppa sauce over the cheese.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Heat oven to 375 degrees.</li> <li>2. Remove one crust from pouch and place on ungreased cookie sheet, pressing out fold lines.</li> <li>3. Mix all ingredients well, except</li> </ol>

3. Serve with crackers.	for the cilantro. 4. Spread on crust to within about an inch of the edge. 5. Fold the edges over and flute. 6. Bake 25 to 40 minutes until the crust is golden brown. 7. Sprinkle with the cilantro and let stand 10 minutes before serving.
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<b>Day 6 Salad</b>	
<i><b>Fruit Salad</b></i>	<i><b>Spaghetti Fruit Salad</b></i>
<b>Preparation Time: 25 minutes</b> <b>No. of Servings: 15</b>	<b>Preparation Time: 25 minutes</b> <b>Cooking Time: 35 minutes</b> <b>No. of Servings: 12-14</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (15 ounce) can crushed pineapple, drained (reserve juice)</li> <li>• 2 bananas, chopped</li> <li>• 1 (10 ounce) package frozen strawberries</li> <li>• 1 cup nuts, chopped</li> <li>• 1 (8 ounce) package cream cheese, softened</li> <li>• 3/4 cup sugar</li> <li>• 1 (10 ounce) carton whipped topping (Cool Whip)</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 cup confectioners' sugar</li> <li>• 2 eggs</li> <li>• 1/2 cup lemon juice</li> <li>• 1/2 teaspoon salt</li> <li>• 1/2 lb spaghetti, broken into 2-inch pieces</li> <li>• 1 (20 ounce) can pineapple tidbits</li> <li>• 3 medium tart apples, diced</li> <li>• 1 (8 ounce) carton frozen whipped topping, thawed</li> <li>• 1/4 cup walnuts, chopped</li> <li>• maraschino cherry, halved</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Can Opener</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Scissor</li> <li>• Drainer</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Saucepan</li> </ul>

<ul style="list-style-type: none"> <li>• Spatula</li> <li>• Measuring Cup</li> <li>• Freezer</li> </ul>	<ul style="list-style-type: none"> <li>• Drainer</li> <li>• Broiler</li> <li>• Mixer</li> <li>• Spatula</li> <li>• Mixing Bowl</li> <li>• Large Bowl</li> <li>• Spoon</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Dip chopped banana pieces in pineapple juice to keep them from turning too brown.</li> <li>2. Drain and discard pineapple juice.</li> <li>3. Mix fruits, nuts, cream cheese and sugar in bowl.</li> <li>4. Fold in whipped topping.</li> <li>5. Spread in 9 x 13-inch pan.</li> <li>6. Freeze until firm.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In a saucepan, combine sugar, eggs, lemon juice and salt; cook and stir over medium heat until temperature reaches 160 F and mixture is thickened, about 4 minutes.</li> <li>2. Cool completely.</li> <li>3. Cook spaghetti according to package directions; drain and rinse in cold water.</li> <li>4. Place in a large bowl.</li> <li>5. Drain pineapple, reserving juice. Pour juice over the spaghetti; stir in apples.</li> <li>6. Toss gently: drain.</li> <li>7. Stir in the egg mixture and pineapple. Cover and refrigerate overnight. Fold in whipped topping just before serving.</li> <li>8. Garnish with walnuts and cherries.</li> </ol>

<b>Day 7 Dessert</b>	
<b><i>Oreo Mint Chocolate Ice Cream</i></b>	<b><i>Chocolate Ice Cream Cake Roll</i></b>
<b>Preparation Time: 10 minutes</b> <b>Freezing Time: 4 hours</b> <b>No. of Servings: 1</b>	<b>Preparation Time: 30 minutes</b> <b>Cooking Time: 40 minutes</b> <b>No. of Servings: 10</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (18 ounce) package Oreo cookies, divided</li> <li>• 1/4 cup butter, melted</li> <li>• 1/2 gallon mint chocolate chip ice cream, softened</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1/3 cup flour</li> <li>• 1/4 teaspoon baking soda</li> <li>• 4 egg yolks</li> <li>• 1/4 cup unsweetened cocoa powder</li> <li>• 1/2 teaspoon vanilla</li> <li>• 1/3 cup sugar</li> <li>• 4 egg whites</li> <li>• 1/2 cup sugar</li> <li>• 2 cups softened ice cream</li> <li>• powdered sugar (to garnish)</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Spoon</li> <li>• Measuring Cup</li> <li>• Chopping Board</li> <li>• Knife</li> <li>• Mixing Bowl</li> <li>• Baking Pan</li> <li>• Spatula</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Electric Mixer</li> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Roll Pan</li> <li>• Spoon</li> <li>• Mixing Bowl</li> <li>• Spatula</li> <li>• Baking Pan</li> <li>• Wire Rack</li> </ul>
<p><b><u>Directions</u></b></p> <p>1. Set aside 15 cookies; finely chop remaining cookies.</p>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Grease and lightly flour a 15x10-inch jelly roll pan, and set aside.</li> <li>2. Stir together flour, cocoa powder, and baking soda and set aside.</li> </ol>

<ol style="list-style-type: none"> <li>2. Mix chopped cookies and butter in bowl.</li> <li>3. Press firmly on bottom of 13x9x2-inch baking pan.</li> <li>4. Freeze for 10 minutes.</li> <li>5. Spread ice cream evenly over crust.</li> <li>6. Place reserved cookies evenly on ice cream so each piece will have 1 whole cookie, pressing firmly into ice cream.</li> <li>7. Freeze for at least 4 hours or overnight.</li> </ol>	<ol style="list-style-type: none"> <li>3. In a medium mixing bowl beat egg yolks and vanilla with an electric mixer on high for 5 minutes or till thick and lemon colored.</li> <li>4. Gradually add 1/3 cup sugar beating on high till sugar is almost completely dissolved.</li> <li>5. Thoroughly wash beaters.</li> <li>6. In separate bowl beat egg whites on medium speed till soft peaks form.</li> <li>7. Gradually add the 1/2 cup sugar, beating till stiff peaks form.</li> <li>8. Fold egg yolk mixture in with egg whites.</li> <li>9. Sprinkle flour mixture over egg mixture, folding gently just till combined.</li> <li>10. Spread batter evenly in the pan.</li> <li>11. Bake 375°F for 12 to 15 minutes.</li> <li>12. Cake should spring back when touched lightly.</li> <li>13. Immediately loosen edges of cake and turn over on towel lightly sprinkled with powdered sugar.</li> <li>14. Roll the cake up w/ the towel jelly roll style, short end to short end.</li> <li>15. Cool on wire rack, unroll and spread w/ softened ice cream.</li> </ol>
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<b>Day 8 Sandwich and Juice</b>	
<b><i>Pineapple and Ham Sandwich Roll-Ups</i></b>	<b><i>Fruit and Juice Smoothie</i></b>
<b>Preparation Time: 20 minutes Cooking Time: 25 minutes No. of Servings: 6</b>	<b>Preparation Time: 17 minutes No. of Servings: 4</b>

<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 6 corn tortillas or flour tortillas</li> <li>• 1 (8 ounce) container cream cheese with pineapple, softened</li> <li>• 1/4 cup chopped walnuts or pecans</li> <li>• 1/8 teaspoon ground cinnamon</li> <li>• 1 (6 ounce) package thinly sliced ham (about 18 slices)</li> <li>• 6-12 lettuce leaves</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 2 ripe bananas, peeled</li> <li>• 1 cup orange juice</li> <li>• 1 cup low-fat vanilla yogurt</li> <li>• 1 cup strawberry, stem removed and rinsed</li> <li>• 10 ice cubes</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Scissor</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Mixing Bowl</li> <li>• Spoon</li> <li>• Spatula</li> <li>• Non-stick Skillet</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Knife</li> <li>• Chopping Board</li> <li>• Blender</li> <li>• Glass</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In small bowl, combine cream cheese, nuts and spice, mix well.</li> <li>2. For each roll-up, briefly cook tortilla on both sides in nonstick skillet (about 1 minute).</li> <li>3. Do not burn. Cool slightly.</li> <li>4. Spread about 1/6 of the cream cheese mixture over tortilla to with-in 1/2 inch of edge.</li> <li>5. Lay 3 thin slices of ham, overlapping across center of tortilla.</li> <li>6. Top with 1 or 2 lettuce leaves.</li> <li>7. Roll up and wrap in plastic wrap.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Break/cut bananas into small pieces and put in blender.</li> <li>2. Put Orange juice, yogurt, and strawberries in blender.</li> <li>3. Tighten lid and blend until smooth.</li> <li>4. Add ice cubes one by one until blended.</li> <li>5. Pour into four glasses and serve immediately.</li> </ol>

<b>Day 9 Sandwich and Juice</b>	
<b><i>Egg Sandwich</i></b>	<b><i>Summertime Juice</i></b>
<b>Preparation Time: 5 minutes</b> <b>Cooking Time: 15 minutes</b> <b>No. of Servings: 4</b>	<b>Preparation Time: 25 minutes</b> <b>No. of Servings: 3 cups</b>
<b><u>Ingredients</u></b> <ul style="list-style-type: none"> <li>• 1 large egg</li> <li>• 1 slice deli ham, thinly-sliced</li> <li>• ground red pepper</li> <li>• sea salt</li> <li>• 1 teaspoon water</li> <li>• 1 Tablespoon butter</li> <li>• 2 slices honey-wheat bread</li> <li>• 1 slice smoked gouda cheese, thin and just enough to cover the fried egg</li> <li>• 1 Tablespoon tomato, chopped into small cubes</li> <li>• 1 Tablespoon                   Dijonnaise mustard</li> <li>• 1 orange wedge, fresh</li> </ul>	<b><u>Ingredients</u></b> <ul style="list-style-type: none"> <li>• 2 large cucumbers, peeled</li> <li>• 2 large carrots, washed and peeled</li> <li>• 1 sweet apple</li> <li>• 1/2 lemon, peeled, white pith remaining</li> </ul>
<b><u>Materials/Equipments</u></b> <ul style="list-style-type: none"> <li>• Spoon</li> <li>• Non-stick Skillet</li> <li>• Mixing Bowl</li> <li>• Measuring Spoon</li> <li>• Spatula</li> <li>• Toaster</li> <li>• Plate</li> </ul>	<b><u>Materials/Equipments</u></b> <ul style="list-style-type: none"> <li>• Juicer</li> <li>• Cooking Pan</li> <li>• Ladle</li> <li>• Knife</li> <li>• Turner</li> </ul>
<b><u>Directions</u></b> <ol style="list-style-type: none"> <li>1. In a small non-stick skillet, melt the butter over very low heat.</li> <li>2. Break the egg into a small bowl and add the teaspoon of water. Beat only for about 5 seconds, add the tomato cubes, and then</li> </ol>	<b><u>Directions</u></b> <ol style="list-style-type: none"> <li>1. Juice carrots, then apple.</li> <li>2. Next juice cucumbers and lemon.</li> <li>3. Mix all together.</li> <li>4. Stir fry chicken and onion together until cooked.(If leftover</li> </ol>

<p>pour it into the skillet. Maintain the very low heat and, with a spatula, push the egg to make it sandwich-sized. Do not rush frying the egg by raising the heat!</p> <ol style="list-style-type: none"> <li>3. After the egg is done on the bottom, sprinkle just a little red pepper and sea salt on the egg and turn it over with the spatula. Then, lay on the small ham slice (if using), the cheese, cover, and after 30 seconds, turn off the heat, allowing the skillet to sit on the burner.</li> <li>4. Make toast from your bread in the toaster.</li> <li>5. When the toast is done, lay a slice on a small serving plate and carefully put the egg on it (the cheese will probably not be melted -- just heated through which is what you want). Generously spread the dijonaise on the other slice of toast and place the top on the sandwich. Cut on the diagonal and garnish with the orange slice on the side.</li> </ol>	<p>meat is used, just heat through.) Add bean sprouts, peas, celery.</p> <ol style="list-style-type: none"> <li>5. Stir and cook 2 minutes with wok covered.</li> <li>6. Uncover wok; add all the rest of the vegetables.</li> <li>7. Stir fry and cook covered for 2 additional minutes.</li> <li>8. Add cooked rice, season with salt, pepper, soya sauce. Reduce heat to medium.</li> <li>9. Take your turner and break up clumps of rice as finely as possible. Make sure rice takes up soya sauce and does not remain white. Keep stir-frying until all rice is broken up and heated through.</li> <li>10. Shut heat off.</li> <li>11. Cut up sheet of egg into small pieces and stir into rice, or remove rice to serving platter and garnish with egg slivers</li> </ol>
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<b>Day 10 Sandwich and Juice</b>	
<b><i>Ham, Egg and Cheese Sandwich</i></b>	<b><i>Fruit Juice Fluff</i></b>
<b>Preparation Time: 20 minutes No. of Servings: 4-6</b>	<b>Preparation Time: 15 minutes No. of Servings: 1</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 4-6 ounces lean cooked ham (Diced)</li> <li>• 4 hardboiled egg</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 3 Tablespoons orange juice</li> <li>• 1/2 cup grape juice</li> <li>• 1 egg white</li> </ul>

<ul style="list-style-type: none"> <li>• 1/2 cup shredded low-fat cheese</li> <li>• 1 cup salsa</li> <li>• Pandesal</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Tablespoons confectioners' sugar</li> <li>• 1 dash salt</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Grater</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Spoon</li> <li>• Measuring Cup</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Beater</li> <li>• Mixer</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Dice one whole egg and just the whites of the other three.</li> <li>2. Add the diced ham and the shredded cheese, mix in the salsa. Salt and pepper to taste.</li> <li>3. Stuff in pandesal</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Combine fruit juices.</li> <li>2. Beat egg white until frothy.</li> <li>3. Add salt and sugar and beat until stiff.</li> <li>4. Carefully stir egg whites into fruit juice.</li> </ol>

<b>Day 11 Pasta</b>	
<b><i>On the Fly Spaghetti Pie</i></b>	<b><i>Ravioli Lasagna</i></b>
<p><b>Preparation Time: 15 minutes</b>  <b>Cooking Time: 40 minutes</b>  <b>No. of Servings: 6-8</b></p>	<p><b>Preparation Time: 10 minutes</b>  <b>Cooking Time: 45 minutes</b>  <b>No. of Servings: 4-6</b></p>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 lb sweet Italian turkey sausage</li> <li>• 1/2 lb spaghetti</li> <li>• 1/8 teaspoon red pepper flakes</li> <li>• 1 (24 ounce) jar spaghetti sauce, Classico, Newman's Own, divided</li> <li>• 1/2 cup parmesan cheese, fresh grated not the ground kind</li> <li>• 1/2 cup sour cream</li> <li>• 1 cup Italian cheese blend, mozzarella</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (26 ounce) jar pasta sauce with mushrooms</li> <li>• 2 (13 ounce) bags square cheese ravioli, thawed</li> <li>• 1 1/2 cups shredded Italian cheese blend</li> </ul>

<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Oven</li> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Frying Pan</li> <li>• Ladle</li> <li>• Baking Dish</li> <li>• Drainer</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Oven</li> <li>• Baking Dish</li> <li>• Foil</li> <li>• Non Stick Spray</li> <li>• Bowl</li> <li>• Measuring Cup</li> <li>• Shredder</li> <li>• Spatula</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Pre-heat oven, or toaster oven, to 350 degrees.</li> <li>2. Remove sausage from casings, crumble and brown in a frying pan until cooked through. Drain all oil from the sausage.</li> <li>3. Mix the jar sauce with the sour cream. Ladle 1/4 cup of the sauce into the bottom of a 8x8, 9x9 or 10x10 baking dish. Top with 2 tsp of the fresh grated parmesan.</li> <li>4. Meanwhile, cook spaghetti according to package directions, drain and toss with sausage, red pepper flakes, the remaining spaghetti sauce, 1/4 cup of the Parmesan cheese and 1/2 cup of the Italian cheese blend.</li> <li>5. Place the spaghetti mixture on top of the sauce in the baking dish. Place the cheese mixture on top of the spaghetti.</li> <li>6. Finish off with remaining cheese mixture on top.</li> <li>7. Place baking dish in the oven for 20-25 minutes. Allow to cool for 10 minutes before serving with crusty bread.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Heat oven to 375 degrees.</li> <li>2. Coat a 9-inch square baking dish and a sheet of foil with non-stick spray.</li> <li>3. Put pasta sauce in bowl; stir in 1/2 cup water.</li> <li>4. Spread 1 cup sauce in dish.</li> <li>5. Top with 20 ravioli, flat sides up and just touching each other.</li> <li>6. Spread with 3/4 cup sauce; sprinkle with 1/2 cup cheese.</li> <li>7. REPEAT layers once.</li> <li>8. Top with remaining ravioli, sauce and cheese.</li> <li>9. (you should have 3 layers) Cover tightly with foil sprayed side down or use Release foil.</li> <li>10. Bake on a sheet of foil (to catch any drips) 1 hour or until bubbly around edges.</li> <li>11. Uncover and bake 5 minutes until cheese is barely golden.</li> </ol>

<b>Day 12 Rice</b>	
<i><b>Plain Rice</b></i>	<i><b>Chicken Fried Rice</b></i>
<b>Preparation Time: 5 minutes</b> <b>Cooking Time: 20 minutes</b> <b>No. of Servings: 5</b>	<b>Preparation Time: 10 minutes</b> <b>Cooking Time: 25 minutes</b> <b>No. of Servings: 4</b>
<u><b>Ingredients</b></u> <ul style="list-style-type: none"> <li>• ½ Grain rice</li> <li>• 1 and 1/2 cup Water</li> </ul>	<u><b>Ingredients</b></u> <ul style="list-style-type: none"> <li>• 1 Tablespoon oil</li> <li>• 1 egg, slightly beaten</li> <li>• 2 Tablespoons oil</li> <li>• 1 cup chicken, finely diced</li> <li>• 1 medium onion, finely diced</li> <li>• 1/2 cup water chestnut, finely diced</li> <li>• 1/2 cup bamboo shoot, finely diced</li> <li>• 1/2 cup celery, finely diced</li> <li>• 1 cup fresh bean sprout</li> <li>• 1/2 cup frozen peas (optional)</li> <li>• 1/2 cup mushroom, Sliced (optional)</li> <li>• 4 cups rice, Cooked</li> <li>• soya sauce</li> <li>• salt</li> <li>• pepper</li> </ul>
<u><b>Equipment</b></u> <ul style="list-style-type: none"> <li>• Rice Cooker</li> </ul>	<u><b>Materials/Equipments</b></u> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Beater</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Plate</li> <li>• Frying Pan</li> <li>• Turner</li> </ul>

<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Rinse the rice in water to get rid of excess starch.</li> <li>2. For every cup of rice, add 1 1/2 cups water.</li> <li>3. Bring the rice to boil, uncovered, at medium heat.</li> <li>4. When boiling, turn the heat down to medium low.</li> <li>5. Place the lid on the pot, keeping it tilted to allow steam to escape.</li> <li>6. When you can see holes or "craters" in the rice, put the lid on tight.</li> <li>7. Turn the heat to low.</li> <li>8. Simmer for another 15 minutes.</li> <li>9. Fluff up rice and serve.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Cut up and prepare all ingredients.</li> <li>2. Reserve. Heat wok up with 1 Tablespoon oil and fry egg into a thin sheet. Remove to plate and reserve. Add 2 Tablespoons more oil to wok.</li> <li>3. Heat until smoking.</li> <li>4. Stir fry chicken and onion together until cooked.</li> <li>5. (If leftover meat is used, just heat through.) Add bean sprouts, peas, celery.</li> <li>6. Stir and cook 2 minutes with wok covered.</li> <li>7. Uncover wok, add all the rest of the vegetables.</li> <li>8. Stir fry and cook covered for 2 additional minutes.</li> <li>9. Add cooked rice, season with salt, pepper, soya sauce. Reduce heat to medium.</li> <li>10. Take your turner and break up clumps of rice as finely as possible. Make sure rice takes up soya sauce and does not remain white. Keep stir-frying until all rice is broken up and heated through.</li> <li>11. Shut heat off.</li> <li>12. Cut up sheet of egg into small pieces and stir into rice, or remove rice to serving platter and garnish with egg slivers.</li> </ol>
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<b>Day 13</b>	
<b>Main Course and Side Dish</b>	
<b><i>Fried Chicken with Creamy Gravy</i></b>	<b><i>Cauliflower Side Dish</i></b>
<b>Preparation Time: 20 minutes</b> <b>Cooking Time: 30 minutes</b>	<b>Preparation Time: 10 minutes</b> <b>Cooking Time: 15 minutes</b>

No. of Servings: 4	No. of Servings: 6-8
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 4 <a href="#">boneless skinless chicken breasts</a></li> <li>• 2 egg whites, slightly beaten</li> <li>• 2 cups corn flakes</li> <li>• salt and pepper</li> </ul> <p>Gravy</p> <ul style="list-style-type: none"> <li>• 4 Tablespoons <a href="#">flour</a></li> <li>• 1 cup <a href="#">chicken broth</a>, spoon off fat</li> <li>• 1/2 cup evaporated skim milk</li> <li>• 1 cup <a href="#">skim milk</a></li> <li>• 2 teaspoons Molly McButter</li> <li>• salt and pepper</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 100 g cashews</li> <li>• 25 g butter</li> <li>• 1/4 teaspoon curry powder</li> <li>• 1/4 teaspoon cumin</li> <li>• 1/4 teaspoon garam masala</li> <li>• 1/4 teaspoon turmeric</li> <li>• mayonnaise (done to eye)</li> <li>• 1 cauliflower</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Skillet</li> <li>• Turner</li> <li>• Bowl</li> <li>• Whisk</li> <li>• Spoon</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Spoon</li> <li>• Frying Pan</li> <li>• Spoon</li> <li>• Ladle</li> </ul>
<p><b><u>Directions</u></b></p>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Fry cashews in melted butter with curry, cumin, marsala and turmeric--watching cashews very carefully frying until golden brown (they burn easily).</li> <li>2. Wash cauliflower and break into individual florets.</li> <li>3. When cashews are cooked, mix with mayonnaise and pour over cauliflower; refrigerate (must be eaten same day).</li> </ol>

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<b>Day 14</b>	
<b>Main Course and Side Dish</b>	
<i><b>Chicken Curry</b></i>	<i><b>Mushroom Side Dish</b></i>
<b>Preparation Time: 30 minutes</b> <b>Cooking Time: 1 and ½ hours</b> <b>No. of Servings: 4</b>	<b>Preparation Time: 5 minutes</b> <b>Cooking Time: 10 minutes</b> <b>No. of Servings: 3-4</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 2 1/2 teaspoons coriander seeds</li> <li>• 2 teaspoons cumin seeds</li> <li>• 1/8 teaspoon red pepper flakes, crushed</li> <li>• 1/2 teaspoon turmeric</li> <li>• 1/2 teaspoon ginger, ground</li> <li>• 1 pinch clove, ground</li> <li>• 1 teaspoon salt</li> <li>• 1/2 teaspoon black pepper, freshly ground</li> <li>• 2 whole boneless skinless chicken breasts, cut into 2-inch pieces</li> <li>• 2 Tablespoons butter (or ghee)</li> <li>• 2 Tablespoons fresh ginger, minced</li> <li>• 2 cloves garlic, minced</li> <li>• 3 medium onions, halved and thinly sliced</li> <li>• 2 whole cinnamon sticks, about 3-inches long</li> <li>• 1 bay leaf</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (8 ounce) package whole mushrooms</li> <li>• 2 Tablespoons salted butter</li> <li>• 1 teaspoon garlic powder</li> <li>• 1/4 teaspoon black pepper</li> <li>• 1 teaspoon basil</li> </ul>

<ul style="list-style-type: none"> <li>• 3 cardamom pods</li> <li>• 2 cups whole canned tomatoes, peeled and seeded with juices</li> <li>• 1 1/2 cups homemade chicken stock or low-sodium chicken stock</li> <li>• 1/4 cup plain yogurt</li> <li>• 3/4 cup golden raisin, roughly chopped</li> <li>• 1/2 cup fresh cilantro, chopped</li> <li>• pappadams, for serving</li> <li>• basmati rice, Cooked, for serving</li> <li>• cashews, Chopped, for garnish</li> <li>• mango chutney, for garnish</li> </ul>	
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Skillet</li> <li>• Grinder</li> <li>• Bowl</li> <li>• Pot</li> <li>• Ladle</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Microwave</li> <li>• Ladle</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In a dry skillet over medium heat, toast coriander and cumin seeds until fragrant, 1 to 2 minutes.</li> <li>2. Transfer to spice grinder, add crushed red-pepper flakes, and grind to a powder.</li> <li>3. Place in a small bowl, and add turmeric, ginger, cloves, salt, and black pepper.</li> <li>4. Add chicken, and toss to coat. Heat peanut oil in a large pot over medium-high heat. Add</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Combine all ingredients in microwave safe dish.</li> <li>2. Cover and cook for 2-3 minutes.</li> <li>3. Uncover, stir.</li> <li>4. Cook for 2-3 more minutes depending on your microwave.</li> </ol>

<p>chicken, cooking until browned, 3 to 5 minutes.</p> <ol style="list-style-type: none"> <li>5. Remove chicken.</li> <li>6. Set aside. Reduce heat, and add ginger, garlic, and onions.</li> <li>7. Cook until softened and deep-brown in color, 8 to 10 minutes.</li> <li>8. Add cinnamon sticks, bay leaf, and cardamom pods; cook for 10 minutes.</li> <li>9. Add tomatoes, chicken stock, and cooked chicken.</li> <li>10. Raise heat to medium high, and cook until liquid is reduced, about 15 minutes.</li> <li>11. Meanwhile, toast pappadams.</li> <li>12. Reduce heat to low, and stir in yogurt and raisins.</li> <li>13. Cook until warmed throughout; add cilantro.</li> <li>14. Serve with basmati rice, and garnish with cashews.</li> </ol>	
<b>Day 15</b> <b>Main Course and Side Dish</b>	
<b><i>Sweet and Sour Shrimp and Vegetables</i></b>	<b><i>Four Fruit Compote Side Dish</i></b>
<b>Preparation Time: 20 minutes</b> <b>Cooking Time: 35 minutes</b> <b>No. of Servings: 3-4</b>	<b>Preparation Time: 5 minutes</b> <b>Cooking Time: 10 minutes</b> <b>No. of Servings: 2</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 1/2 Tablespoons vegetable oil</li> <li>• 1 onion, chopped into large pieces</li> <li>• 4 carrots, chopped into large but thin pieces</li> <li>• 2 cloves garlic, minced</li> <li>• 1/3 cup soy sauce</li> <li>• 2 Tablespoons brown sugar</li> <li>• 1 cup pineapple juice</li> <li>• 4 Tablespoons rice wine vinegar</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 (20 ounce) can pineapple chunks</li> <li>• 1/2 cup sugar</li> <li>• 2 Tablespoons cornstarch</li> <li>• 1/3 cup orange juice</li> <li>• 1 Tablespoon lemon juice</li> <li>• 1 (11 ounce) can mandarin oranges, drained</li> <li>• 2 green apples</li> <li>• 2 red apples</li> </ul>

<ul style="list-style-type: none"> <li>• 1/3 teaspoon cayenne (or more to your tastes)</li> <li>• 1/2 lb shrimp, peeled and deveined (about twenty or so 26-30 count shrimp)</li> <li>• 1 1/2-2 Tablespoons cornstarch</li> <li>• water</li> <li>• 10 small pineapple chunks (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• 2-3 bananas, sliced</li> </ul>
<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Skillet</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Drainer</li> <li>• Ladle</li> </ul>	<p><b><u>Materials/Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Can Opener</li> <li>• Measuring Spoon</li> <li>• Measuring Cup</li> <li>• Drainer</li> <li>• Saucepan</li> <li>• Bowl</li> <li>• Knife</li> <li>• Chopping Board</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. In a large skillet or in a wok, heat your oil to medium heat, and then add the carrot, tossing very frequently.</li> <li>2. Allow the carrot to cook for about 4 minutes.</li> <li>3. Then add your onion, and cook for another 4 minutes or so, and then add your garlic, cooking for another minute or so.</li> <li>4. In a liquid measuring cup, add your soy sauce, brown sugar, juice, vinegar and cayenne.</li> <li>5. Add your liquid mixture to the skillet and bring to a heavy simmer.</li> <li>6. Add your shrimp, and cook until your shrimp is done (pink on</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Drain pineapple, reserving 3/4 cup juice.</li> <li>2. In a saucepan, combine sugar and cornstarch. Add pineapple juice, orange juice (from Mandarin oranges) and lemon juice.</li> <li>3. Cook and stir over medium heat until thickened and bubbly; cook and stir 1 minute longer.</li> <li>4. Remove from the heat, set aside.</li> <li>5. In a bowl, combine pineapple chunks, oranges, apples and bananas.</li> <li>6. Pour warm sauce over the fruit; stir gently to coat.</li> </ol>

<p>both sides) approximately 3-4 minutes.</p> <ol style="list-style-type: none"> <li>7. Don't overcook your shrimp.</li> <li>8. At this time, you can throw in your pineapple chunks if you wish to use them.</li> <li>9. While your shrimp is cooking, mix your cornstarch with approximately 4-5 Tablespoons of water (just enough to make it a liquid mixture-you may need a little more or a little less because I never measure the amount of water I use).</li> <li>10. Add the cornstarch mixture to your pan, and stir constantly until thick- this will not take very long at all.</li> <li>11. You may turn your heat down to medium-low.</li> <li>12. Serve with rice.</li> </ol>	<ol style="list-style-type: none"> <li>7. Cover and refrigerate.</li> </ol>
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<p style="text-align: center;"><b>Day 16</b> <b>Main Course and Side Dish</b></p>	
<p style="text-align: center;"><b><i>Shrimp Tempura</i></b></p>	<p style="text-align: center;"><b><i>Pistachio and Potato side dish</i></b></p>
<p><b>Preparation Time: 20 minutes</b> <b>Cooking Time: 30 minutes</b> <b>No. of Servings: 4-6</b></p>	<p><b>Preparation Time: 5 minutes</b> <b>Cooking Time: 15 minutes</b> <b>No. of Servings: 4</b></p>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• Tempura Batter</li> <li>• 2 large <a href="#">eggs</a></li> <li>• 2 cups rice flour</li> <li>• 1 cup ice water</li> </ul> <p>Agemono (Fried Things)</p> <ul style="list-style-type: none"> <li>• 8 <a href="#">tiger shrimp</a>, shelled, deveined &amp; butterflied</li> <li>• 6 <a href="#">scallops</a></li> <li>• 2 medium <a href="#">squid</a></li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1/2 cup unsalted shelled pistachio</li> <li>• 1 1/2 lbs new potatoes, chopped in half or to 'bite-size'</li> <li>• 1 yellow bell pepper</li> <li>• 1 red bell pepper</li> <li>• 1/2 cup dried cranberries</li> <li>• 1 Tablespoon olive oil</li> <li>• black pepper, to season</li> </ul>

<ul style="list-style-type: none"> <li>• 1 small <a href="#">potato</a></li> <li>• 8 shiitake mushrooms</li> <li>• 1 <a href="#">green pepper</a></li> <li>• 8 pieces <a href="#">nori</a>, cut into 1 x 3 inch sheets</li> <li>• 1 <a href="#">carrot</a>, shredded</li> <li>• 4 cups peanut oil</li> </ul>	
<p><b><u>Materials and Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Shredder</li> <li>• Knife</li> <li>• Chopping Board</li> <li>• Bowl</li> <li>• Beater</li> <li>• Peeler</li> <li>• Frying Pan</li> <li>• Turner</li> <li>• Grater</li> <li>• Scissor</li> </ul>	<p><b><u>Materials and Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Boiler</li> <li>• Drainer</li> <li>• Frying Pan</li> </ul>
<p><b><u>Directions</u></b></p>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Boil the potatoes in a pan of water until soft.</li> <li>2. While they're boiling, dice bell peppers and finely chop pistachios (remove pistachios from shell, but don't worry about taking the brown 'skin' off the green flesh).</li> <li>3. Remove and drain potatoes when done.</li> <li>4. Lightly fry peppers with black pepper to season. When they start to brown add potato chunks and nuts. Use oil very sparingly.</li> <li>5. Sauté potatoes, stirring regularly, until they are light gold in colour.</li> </ol>

	6. Sprinkle with cranberries and serve.
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<b>Day 17 Baking Products</b>	
<i><b>Glorified Cherry Pie</b></i>	<i><b>Hamburger Pie</b></i>
<b>Preparation Time: 15 minutes</b> <b>Freezing Time: 1 hour</b> <b>No. of Servings: 8/ 1 pie</b>	<b>Preparation Time: 10 minutes</b> <b>Cooking Time: 20 minutes</b> <b>No. of Servings: 4</b>
<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 graham cracker pie crust</li> <li>• 2 cups whipped cream (Cool whip works)</li> <li>• 1 (3 ounce) package cream cheese</li> <li>• 1 1/2 cups confectioners' sugar</li> <li>• 2 (20 ounce) cans cherry pie filling</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 lb potato, peeled and cut up</li> <li>• 1 lb lean ground beef</li> <li>• 1/2 cup chopped onion</li> <li>• 1 (10 3/4 ounce) can tomato soup</li> <li>• 1/4 cup water</li> <li>• 1 (15 ounce) can green beans</li> <li>• 1 teaspoon salt</li> <li>• pepper</li> <li>• 1 egg, beaten</li> <li>• milk</li> <li>• 1/2 cup grated cheddar cheese</li> </ul>
<p><b><u>Materials and Equipments</u></b></p>	<p><b><u>Materials and Equipments</u></b></p>

<ul style="list-style-type: none"> <li>• Electric Mixer</li> <li>• Spatula</li> <li>• Measuring Cup</li> <li>• Can Opener</li> </ul>	<ul style="list-style-type: none"> <li>• Peeler</li> <li>• Measuring Cup</li> <li>• Beater</li> <li>• Measuring Spoon</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. With an electric mixer, whip cream cheese and powdered sugar until creamy.</li> <li>2. Fold in Cool Whip and mix until combined.</li> <li>3. Pour into pie shell. Cover with cherry pie filling.</li> <li>4. Let refrigerate for 1 hour before serving.</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Cook potatoes in boiling salted water until tender, about 20 minutes; drain.</li> <li>2. Meanwhile, in large frying pan, cook ground beef and onion until meat is lightly browned and onion is tender; drain off fat.</li> <li>3. Stir in green beans, tomato soup, water, salt and pepper.</li> <li>4. Turn mixture into a 1 1/2 quart casserole.</li> <li>5. Mash potatoes while hot; blend in egg.</li> <li>6. Add enough milk to make potatoes fluffy.</li> <li>7. Season potatoes to taste with salt and pepper.</li> <li>8. Spread or drop potato mixture on top of meat mixture.</li> <li>9. Sprinkle with cheese.</li> <li>10. Bake, uncovered, at 350 degrees for 20 to 25 minutes until cheese is melted and sauce is bubbly.</li> </ol>

<b>Day 18</b>	
<b>Baking Products</b>	
<b><i>Blueberries and Cream Pie</i></b>	<b><i>Cookie Bears</i></b>
<b>Preparation Time: 20 minutes</b>	<b>Preparation Time: 45 minutes</b>
<b>Cooking Time: 1 and 20 minutes</b>	<b>Cooking Time: 1 hour</b>
<b>No. of Servings: 6</b>	<b>No. of Servings: 24</b>

<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 1/2 cups flour</li> <li>• 1 teaspoon sugar</li> <li>• 1/2 teaspoon salt</li> <li>• 1/2 cup canola oil</li> <li>• 3 Tablespoons milk</li> <li>• 4 cups blueberries</li> <li>• 2/3 cup sugar</li> <li>• 1/4 cup flour</li> <li>• 1/2 teaspoon cinnamon</li> <li>• 1/4 teaspoon salt</li> <li>• 1/2 cup milk</li> <li>• 1 cup heavy whipping cream</li> <li>• 2 Tablespoons sugar, for whipped cream</li> <li>• 1/2 teaspoon vanilla, for whipped cream</li> </ul>	<p><b><u>Ingredients</u></b></p> <ul style="list-style-type: none"> <li>• 1 cup sugar</li> <li>• 1/2 cup butter, softened (NO SUBSTITUTIONS)</li> <li>• 1 cup semi-sweet chocolate chips, melted</li> <li>• 2 eggs, slightly beaten</li> <li>• 1 teaspoon vanilla</li> <li>• 2 cups oatmeal</li> <li>• 1 1/2 cups flour</li> <li>• 1 teaspoon baking powder</li> <li>• 1/4 teaspoon salt</li> <li>• frosting or decorative candies or candy sprinkles or colored crystal sugar, for decoration (optional)</li> </ul> <p><b><i>Cookie Frosting</i></b></p> <ul style="list-style-type: none"> <li>• 2 cups sifted confectioners' sugar</li> <li>• 1/4 cup unsalted butter, softened</li> <li>• 1/2 teaspoon vanilla extract</li> <li>• 1/2 Tablespoon milk</li> <li>• liquid food coloring (optional)</li> </ul>
<p><b><u>Materials and Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Pie Pan</li> <li>• Fork</li> <li>• Drainer</li> <li>• Small Bowl</li> <li>• Aluminum Foil</li> <li>• Wire Rack</li> </ul>	<p><b><u>Materials and Equipments</u></b></p> <ul style="list-style-type: none"> <li>• Measuring Cup</li> <li>• Measuring Spoon</li> <li>• Beater</li> <li>• Electric Mixer</li> <li>• Microwave</li> <li>• Spoon</li> <li>• Oven</li> <li>• Ungreased Sheet</li> <li>• Wire Rack</li> <li>• Large Bowl</li> <li>• Container</li> </ul>

	<ul style="list-style-type: none"> <li>• Freezer</li> </ul>
<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Put first five ingredients in a 9 inch pie pan.</li> <li>2. Mix with a fork until well blended and pat into the pan.</li> <li>3. Push the pastry up the sides and form a nice edge with your thumb and finger.</li> <li>4. Prick the crust with a fork to prevent bubbling of the pastry during baking.</li> <li>5. Preheat oven to 400.</li> <li>6. Rinse berries and pick out any undesirable ones.</li> <li>7. After the berries have drained pour onto a paper towel to dry somewhat and then pour them into the pastry shell.</li> <li>8. In a small bowl combine the sugar, flour, cinnamon and salt.</li> <li>9. Stir in the milk and 1/2 cup whipping cream.</li> <li>10. Whisk until smooth.</li> <li>11. Pour over the berries and bake for 45 minutes.</li> <li>12. After about 30 minutes, check the pie.</li> <li>13. If the edges are getting very brown, cover with strips of aluminum foil.</li> <li>14. Cool on a wire rack and refrigerate for 2 hours before serving.</li> <li>15. To make whipped cream, beat 1/2 cup very cold whipping cream until stiff.</li> <li>16. Chill the bowl before whipping the cream to improve the results.</li> <li>17. Add vanilla and 2 tbsp sugar.</li> <li>18. Serve a dollop of whipped</li> </ol>	<p><b><u>Directions</u></b></p> <ol style="list-style-type: none"> <li>1. Thoroughly combine the oatmeal, flour, baking powder and salt.</li> <li>2. Set aside.</li> <li>3. Beat sugar and butter with an electric mixer until light and creamy.</li> <li>4. Melt chocolate chips (either in the microwave or over hot water in a double boiler).</li> <li>5. Add the melted chocolate, eggs and vanilla to the sugar mix and beat well.</li> <li>6. Add the oatmeal mixture to the sugar mixture and mix well.</li> <li>7. Cover and chill until easy to work with.</li> <li>8. Heat oven to 350 degrees F.</li> <li>9. For each bear: Make a 1" ball for the body, a 1/2" ball for the head and 1/4" balls for the arms, legs and ears.</li> <li>10. Place on an ungreased cookie sheet and gently press together to form bears.</li> <li>11. Flatten bear slightly.</li> <li>12. Bears should be at least 2" apart.</li> <li>13. Makes 24 bears.</li> </ol> <p><b>FROSTING</b></p> <ol style="list-style-type: none"> <li>1. Bake 8-10 minutes or until just firm to the touch.</li> <li>2. Do not over bake.</li> <li>3. Cool for 2 minutes on the cookie sheet then remove to a wire rack to cool completely.</li> <li>4. Decorate as desired with</li> </ol>

<p>cream on each serving of pie.</p>	<p>frosting and candies.</p> <ol style="list-style-type: none"><li>5. In large bowl, using electric mixer at low speed, beat confectioners' sugar, butter, and vanilla.</li><li>6. Beat until mixture reaches spreading consistency.</li><li>7. Add more sugar or a little milk, if needed.</li><li>8. Color frosting with liquid coloring (s) of your choice.</li><li>9. Store any leftovers in airtight container in refrigerator or freezer.</li></ol>
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# **SAMPLES OF NEU SPED PROGRAM OFFERING**

<b>NEU SPED PROGRAM SAMPLE No.1</b>
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**SPECIAL EDUCATION PROGRAM**  
 No. 9 Central Avenue, Quezon City 1107 PHILIPPINES  
 Tel no. 9814221 Loc. 3915 Fax no. 981-4240 Loc. 803/3923

Program Title: **ADAPTED PHYSICAL EDUCATION**

Duration: One whole academic year (1-2 times a week)

*I. Description:*

This is a physical education activities that provides adapted physical fitness, group games, individual and dual sports, and ball games to accommodate learners with special needs.

*II. Objectives*

At the conclusion of this course, students should have the ability to:

1. Name particular activity and use the equipment/ materials relevant to these selected physical activities
2. Perform basic gross motor skills (whenever possible in specific disability condition) such as walk, run, jump, gallop, hop, roll, slide, kick, etc.
3. Perform modified skills in:
  - track and field (sprint, long distance, long jump, high jump and throwing events)
  - badminton and table tennis
  - bowling
  - volleyball
  - basketball
4. Participate in group games within classroom session
5. Participate in chosen sports (in general education and SPED sports activities), inside and outside school sports competition.

*III. Instructional Methods*

- *Auditory Learners:* group and individual actual and oral presentations, directions provided by instructors during labs
- *Visual Learners:* Assigned on-line viewing of specific related videos (e.g. via Face book or You Tube and other online learning resource
- *Kinesthetic Learners:* Hands-on experiential learning in school sports facility (focused on performance-based learning)
- *Global Learners:* team games posted on line for cooperative learning viewing

*IV. Lessons*

- A. Basic Safety in Physical Activities
- B. Performing basic gross-motor skills
- C. Conduct of modified physical fitness test
- D. Lesson Proper
  1. Physical Fitness Exercises

## 2. Basic Skills in:

- track and field (sprint, long distance, long jump, high jump and throwing events)
- badminton and table tennis
- bowling
- volleyball
- basketball

## 3. Conduct of NEU SPED Olympics

V. *Assessment*- during performance- based learning in all the physical activities with the following grade description

- **Emerging (E)**  
Lack of effort, improper use of equipment, wandered out of assigned group, or didn't do assigned physical activities
- **Beginner (B)**  
Participated with only minimal effort, tendency to wander, skill level needs improvement
- **Advanced (A)**  
Practiced good teamwork skills, completed all personal, pre-prep, and prep skills, completed kitchen duties, shows professionalism, good
- **Mastered (M)**  
Shows leadership skills within group and class, shows professionalism, mastered techniques, shows creativity, completes assigned jobs and kitchen duties.

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-Submitted by: **Prof. Marie Jane G. Gozo** (NEU SPED Teacher)



**SPECIAL EDUCATION PROGRAM**

No. 9 Central Avenue, Quezon City 1107 PHILIPPINES  
 Tel no. 9814221 Loc. 3915 Fax no. 981-4240 Loc. 803/3923

**A Summer Reading Comprehension Program for Secondary Students with Dyslexia**

**Description of SRCP:**

This Summer Reading Comprehension Program is a requirement for incoming first year and transferee student in the SPED Program. It is designed to meet the needs of SWD in acquiring the proper skill in reading comprehension. It provides different lessons and activities for listening skills, building vocabulary skills, fluency in reading and increase comprehension skills. Its schedules two hours per session three times a week for six consecutive weeks.

**General Objective:**

1. To enhance reading comprehension skill of the secondary SWD.
2. To accept the correct pronunciation of the word in their everyday topic and lessons.
3. To grasp the important skill they need in their reading comprehension.

**Duration:**

- 36 hours

Area of Concern	Objective	Teaching strategies	Activities	Materials	Evaluation/ Performance Indicator
<b>Listening Skills</b>	- To recall how to follow instructions - Learns to listened while somebody is speaking - Practice the right pronunciation of the word	- Voice of classmate and sound produced in the surrounding. -Teacher would give different instructions the student who misses to follow is out of the game. - Teacher will give some message to the student. - The first student will be given 5 minutes to say something on a certain topic, and then the	-Guess who? Noticing familiar sound - Following instruction game - Pass the message by group -Buddy-Buddy listening	Radio CD Player Musical Instrument Old shoe box (to place instructional materials)	- Reading Comprehension Rubrics for SWD

		next student will be given the same time. Each partner will be given 2 minutes to discuss what they talked about.			
<b>Area of Concern</b>	<b>Objective</b>	<b>Teaching strategies</b>	<b>Activities</b>	<b>Materials</b>	<b>Evaluation/ Performance Indicator</b>
<b>Building Vocabulary Skills</b>	<ul style="list-style-type: none"> <li>- To define new word every meeting</li> <li>- To classify words or sentence according to their classification</li> <li>- To use context clues in getting the meaning of the word</li> </ul>	<ul style="list-style-type: none"> <li>- Each student will be given a minute to introduce a new word and will give a sample sentence.</li> <li>- Every meeting of the day, their will be a spelling seatwork, correct spelling will be given after checking.</li> <li>- Oral Drills for proper pronunciation of the words</li> <li>- Use of flashcard as memory game for synonyms and antonyms</li> <li>- Use of colorful graphs to show the words with the same meaning</li> <li>- Story telling in the library let them write the unfamiliar words to check</li> </ul>	<ul style="list-style-type: none"> <li>- Synonyms</li> <li>- Antonyms</li> <li>- Homonyms</li> <li>- Context clues</li> <li>- Film Showing</li> <li>- Story telling</li> </ul>	<ul style="list-style-type: none"> <li>- Used folder could be used as flashcards</li> <li>- Old Illustration board can be used for spelling</li> <li>- Video tape (guide for pronunciation program)</li> <li>- Art paper for colorful graphs</li> <li>- Pocket chart</li> </ul>	<ul style="list-style-type: none"> <li>- Pen and paper examination</li> <li>- Spelling bee (20 item)</li> </ul>

		the meaning in the dictionary.			
<b>Area of Concern</b>	<b>Objective</b>	<b>Teaching strategies</b>	<b>Activities</b>	<b>Materials</b>	<b>Evaluation/ Performance Indicator</b>
<b>Fluency in Reading</b>	<ul style="list-style-type: none"> <li>- To recall what they had read in a period of time</li> <li>- To express their feeling while reading the story</li> <li>- To write some unfamiliar word during the reading process</li> </ul>	<ul style="list-style-type: none"> <li>- Have group reading understanding</li> <li>- One on one conversation with partner</li> <li>- One by story reading</li> <li>- Continue of Oral Drills</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Oral Drills</li> <li>- Story reading</li> <li>- Board Game</li> </ul>	<ul style="list-style-type: none"> <li>- Print-out of Topics to be discusses or read in the group or individual activity.</li> <li>- Word Factory</li> <li>- Flash Card</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Comprehension Rubrics for SWD</li> </ul>
<b>Area of Concern</b>	<b>Objective</b>	<b>Teaching strategies</b>	<b>Activities</b>	<b>Materials</b>	<b>Evaluation/ Performance Indicator</b>
<b>Increase Comprehension Skills</b>	<ul style="list-style-type: none"> <li>- To list the simple sequence of events in a story</li> <li>- to volunteer in making the first move in the game</li> <li>- to express their feeling in playing some board game</li> </ul>	<ul style="list-style-type: none"> <li>- Provide a story map</li> <li>- Interaction on guessing the outcome of a short story</li> <li>- Pass the ball- whenever the ball stops, he will continue the story with plain sentence.</li> <li>- Silent reading of the learners, then group discussions to fully understand the story or text</li> </ul>	<ul style="list-style-type: none"> <li>- Film Showing</li> <li>- Story Map</li> <li>- Game</li> </ul>	<ul style="list-style-type: none"> <li>- Television</li> <li>- CD player</li> <li>- Bond Paper</li> <li>- Ball</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Comprehension Rubrics for SWD</li> </ul>

**Submitted by: ODYSSA BELLE DIRECTO PAGALA  
(SPED Faculty member)**

<b>NEU SPED PROGRAM SAMPLE No.3</b>
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### **SPECIAL EDUCATION PROGRAM**

No. 9 Central Avenue, Quezon City 1107 PHILIPPINES  
Tel no. 9814221 Loc. 3915 Fax no. 981-4240 Loc. 803/3923

**Program Title: BAKING PROGRAM**

**Duration:** One whole academic year (2-3 times a week)

**Description:**

This is a basic course to the pastry and baking arts as one of the programs included in the multi-level and transition special education program. Lecture and lab topics will include modified instruction about safety and sanitation, ingredient and equipment identification/selection; the functions of ingredients; the Key components of the course include discussion of chef tools, knife skills, baking equipment and its intended uses; basic baking science principles, ratio and techniques.

**Objectives**

At the conclusion of this course, students should have the ability to:

- Point and apply the principles of food safety and sanitation practices
- Name and apply the function of ingredients in the baking process
- Prepare a variety of baked products using creaming, sponge, muffin and basic custards methods
- Name and use the equipment typical to the baking process
- Sell products to meet education needs in areas of cognitive (e.g. Mathematics, Language) and Psycho-social development.

**Instructional Methods**

- *Auditory Learners:* group and individual actual and oral presentations, directions provided by instructors during labs
- *Visual Learners:* Assigned on-line viewing of specific related videos (e.g. via Face book or You Tube and other online learning resource
- *Kinesthetic Learners:* Hands-on experiential learning in labs (focused on performance-based learning)
- *Global Learners:* Group presentations, or lab team works posted on line for cooperative learning viewing

**Lessons**

- E. Basic Safety and Sanitation Practices in the Cooking Laboratory
- F. Naming Basic Baking Materials and Appliances
- G. Use of Kitchen Materials and Relevant Appliances
- H. Lesson Proper
  - 4. Waffle –making
  - 5. Cookies

6. Pastries
7. Muffins
8. Icings
9. Basic Cakes

*Assessment:*

- II. Assessment during performance- based learning activities as to the quality of the finished product (see attached rubric)

2. *Product:*

The baking products of students either assisted or not assisted by educational coaches, will:  
 sell (e.g. during school trade fair)  
 have these as personalized gifts or samples for prospective buyers

**Baking Evaluation**

<b>Preparation</b>	<b>Emerging (E)</b> Did not complete preparation, such as hand washing, wearing apron, gathering tools, ingredients and setting up equipment.	<b>Beginner (B)</b> Student completed most of tasks, but missed one or more of steps	<b>Advanced (A)</b> Student completed all the steps but did not use time management	<b>Mastered (M)</b> Student practiced excellent time management in completing each preparation task successfully.
<b>Safety/Sanitation</b>	<b>Emerging (E)</b> Students did not demonstrate safety and sanitation (using equipment in the appropriate manner, hand washing, cleaning up and dish washing.	<b>Beginner (B)</b> Student only demonstrated some safety and sanitation practices.	<b>Advanced (A)</b> Student demonstrated proper safety and sanitation practices most of the time.	<b>Mastered (M)</b> Student demonstrated safety and sanitation practices and ensured they were practiced by others in the group.
<b>Teamwork</b>	<b>Emerging (E)</b> Student did not work within his group, wandered away from group or showed little group participation.	<b>Beginner (B)</b> Student helped but with minimal effort, partially helped other team members or needed a lot of prodding to stay focus in the group.	<b>Advanced (A)</b> Student worked within group, did all assigned tasks some prodding.	<b>Mastered (M)</b> Student worked within group and demonstrated exceptional teamwork by taking initiative by working together with other members.

<b>Baking</b>	<b>Emerging (E)</b> Student did not focus on task at hand or did not follow instructions.	<b>Beginner (B)</b> Student attempted tasks but got distracted or did not complete assigned task, followed only part of the instructions.	<b>Advanced (A)</b> Student showed proper baking methods and techniques, but did not practice good time management.	<b>Mastered (M)</b> Student demonstrated proper baking technique, completed all instructions successfully, and finished on time.
<b>Cookies</b>	<b>Emerging (E)</b> Product was not satisfactory. Recipe was not followed according to specifications. Did not spread properly, burnt.	<b>Beginner (B)</b> Product was acceptable but presentation and taste were lacking. Slightly overbaked.	<b>Advanced (A)</b> Product was good and presentation and taste were good. Food was made according to the recipe, but was more like home baked.	<b>Mastered (M)</b> Dessert was made to recipes specifications. The food was presented well and was an excellent product. Professionally done.

**Grade Description:****III. Emerging (E)**

Lack of effort, improper use of equipment, wandered out of assigned group, or didn't do assigned kitchen duties

**IV. Beginner (B)**

Participated with only minimal effort, tendency to wander, minimal cleanup effort, skill level needs improvement

**Advanced (A)**

Practiced good teamwork skills, completed all personal, pre-prep, and prep skills, completed kitchen duties, shows professionalism, good

**VI. Mastered (M)**

Shows leadership skills within group and class, shows professionalism, mastered techniques, shows creativity, completes assigned jobs and kitchen duties.

**References:**

<http://www.rcampus.com/rubricshowc.cfm?code=N56WBW&sp=true>

Amendola, Joseph (2003) The Baker's Manual

Greenspan, Dorie (2006) Baking From My Home to Yours

**Baking Videos** -<http://www.youtube.com.playlist>

<http://www.youtube.com/user/Joy of Baking.com>



## SPECIAL EDUCATION PROGRAM

No. 9 Central Avenue, Quezon City 1107 PHILIPPINES  
Tel no. 9814221 Loc. 3915 Fax no. 981-4240 Loc. 803/3923

Program Title: **ACTIVITIES FOR INDEPENDENT LIVING**

Duration: One whole academic year (2-3 times a week)

*Description:*

This is a basic course performed by learners with special needs (Multilevel and Transition Placement) of selected house chores such as ironing, doing the laundry, and housekeeping.

*II. Objectives*

At the conclusion of this course, students should have the ability to:

Name and use the equipment/ materials relevant to these selected house chores

Name and apply the basic skills in

ironing,

doing the laundry, and

housekeeping.

10. At specific laboratory areas in the school and at home for sustainability while being able to practice independent living and sustainable

*III. Instructional Methods*

- *Auditory Learners:* group and individual actual and oral presentations, directions provided by instructors during labs
- *Visual Learners:* Assigned on-line viewing of specific related videos (e.g. via Face book or You Tube and other online learning resource
- *Kinesthetic Learners:* Hands-on experiential learning in labs (focused on performance-based learning)
- *Global Learners:* Group presentations, or lab team works posted on line for cooperative learning viewing

*IV. Lessons*

I. Basic Safety and Sanitation Practices in specific house chores

J. Naming Basic Cleaning/Washing/Ironing Materials

K. Use of Relevant Materials/Appliances (include using, arranging, storing cleaning materials properly)

L. Lesson Proper

VII. Housekeeping

3. Sweeping the floor and wiping surfaces

4. Arranging and changing pillows and beddings

5. Washing dishes and Setting the table

VIII. Doing the Laundry and Ironing Clothes

V. *Assessment-* during performance- based learning activities as to the quality of the finished product (see attached rubric)

#### ADL Evaluation

<b>Basic Safety and Sanitation Practices in specific house chores</b>	<b>Emerging (E)</b> Did not complete preparation, such as hand washing, wearing apron, gathering tools, and setting up equipment.	<b>Beginner (B)</b> Student completed most of tasks, but missed one or more of steps	<b>Advanced (A)</b> Student completed all the steps but did not use time management	<b>Mastered (M)</b> Student practiced excellent time management in completing each preparation task successfully.
<b>Naming Basic Cleaning/Washing/Ironing Materials</b>	<b>Emerging (E)</b> Students did not demonstrate safety and sanitation (using equipment in the appropriate manner, hand washing, cleaning up and dish washing.	<b>Beginner (B)</b> Student only demonstrated some safety and sanitation practices.	<b>Advanced (A)</b> Student demonstrated proper safety and sanitation practices most of the time.	<b>Mastered (M)</b> Student demonstrated safety and sanitation practices and ensured they were practiced by others in the group.
<b>Teamwork</b>	<b>Emerging (E)</b> Student did not work within his group, wandered away from group or showed little group participation.	<b>Beginner (B)</b> Student helped but with minimal effort, partially helped other team members or needed a lot of prodding to stay focus in the group.	<b>Advanced (A)</b> Student worked within group, did all assigned tasks some prodding.	<b>Mastered (M)</b> Student worked within group and demonstrated exceptional teamwork by taking initiative by working together with other members.
<b>Use of Relevant Materials/Appiances</b>	<b>Emerging (E)</b> Student did not focus on task at hand or did not follow instructions.	<b>Beginner (B)</b> Student attempted tasks but got distracted or did not complete assigned task, followed only part of the instructions.	<b>Advanced (A)</b> Student showed proper baking methods and techniques, but did not practice good time management.	<b>Mastered (M)</b> Student demonstrated proper baking technique, completed all instructions successfully, and finished on time.

<b>Basic Safety and Sanitation Practices in specific house chores</b>	<b>Emerging (E)</b> Outcome was not satisfactory. Tasks was not followed according to specifications.	<b>Beginner (B)</b> Outcome was acceptable	<b>Advanced (A)</b> Outcome was good	<b>Mastered (M)</b> Outcome is near to professional
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**Grade Description:**

- **Emerging (E)**  
Lack of effort, improper use of equipment, wandered out of assigned group, or didn't do assigned kitchen duties
- **Beginner (B)**  
Participated with only minimal effort, tendency to wander, minimal cleanup effort, skill level needs improvement
- **Advanced (A)**  
Practiced good teamwork skills, completed all personal, pre-prep, and prep skills, completed kitchen duties, shows professionalism, good
- **Mastered (M)**  
Shows leadership skills within group and class, shows professionalism, mastered techniques, shows creativity, completes assigned jobs and kitchen duties.

**References:**

<http://www.rcampus.com/rubricshowc.cfm?code=N56WBW&sp=true>

-Submitted by: Prof. Marie Jane G. Gozo (NEU SPED Teacher)