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| **Dalton – Countertop Cooking** |
| **LESSON PLAN**  Topic: Cooking  Title: Using a High Speed Blender (NutriBullet)  **LESSON GOAL/EXPECTED OUTCOME**  Individual will:   1. Safely use a NutriBullet blender to prepare a variety of foods 2. Efficiently and safely clean appliance after use |
| **TEACHING METHOD/TECHNIQUES**   1. With the blender unplugged, allow the student to examine all of its components. 2. Point out areas of the blender, name them, using care when handling blade component, and discuss the purpose of each. 3. Discuss functions of the blender and food items that can be prepared using this appliance. 4. Discuss safety precautions for proper placement of device when in use (level surface, unobstructed space beneath and around power base for air flow, power cord behind unit -- out of way) 5. Discuss limitations of device, including not using hot ingredients or liquid (wait until food items have cooled to room temp) and not continuously operating too long (generally less than 1 min.) 6. Demonstrate how to carefully attach blade, tighten and seal, and place assembly into unit. Have student replicate this process until comfortable doing it independently. 7. Point out level indicator on the container for maximum fill. Determine how to best mark this for the individual. (See Teaching notes below.) 8. Have student choose desired food from several examples previously presented that he/she would like to prepare. 9. Place a tray or cookie sheet near the device to gather up necessary food items and blender parts to keep organized. 10. If food items need to be prepared (cut, parts/stems removed, etc.) have student do this over cutting board and separate unusable parts from those to be blended. 11. Place food items into blender cup, add liquid and ice as desired to proper maximum level. 12. Twist on the extractor blade to the vessel and tighten clockwise by hand to make sure it is sealed. 13. Place the sealed vessel upside-down into the blender base. Push the assembly down, pressing activator tabs onto the activator buttons. Gently rotate the vessel clockwise to lock the unit into place. 14. Have student count to 50 or set timer for 50 seconds. Blend for no longer than one minute. If more blending is needed, wait one minute, then repeat the process in one-minute intervals, up to 3 times as needed. 15. Remove assembled cup component by rotating it counter-clockwise and lifting out. 16. Remove the blade by twisting it off counter-clockwise and placing it on the tray in suggested designated spot. 17. Blended beverage or sauce is now ready to enjoy. Drink from blender cup or pour into another cup or glass. 18. Clean the blender by running under warm water. Carefully hold the blade assembly by the plastic rim while cleaning and set in drainer to dry – place it facing down in a specified location. 19. Wipe off countertop area to check for any spills or drips. |
| **\*TEACHING NOTES**  For indicating the maximum fill marking on cups, gear it to learner’s needs. Some examples:   * place finger inside cup - use finger length (i.e., tip of finger to 2nd knuckle) * tactile marking on outside of cup to locate, pinch and estimate depth on inside * use pre-marked stick or utensil, * for low vision use bottom of cup handle as level marker   Discuss ahead of time best way to time “no more than 60 seconds.” Ex. Timer, counting, sing a song, etc. (It can be tricky to start up the blender and then take time to set and start timer quickly.)  Plan before blending where the blade unit will go when removed. |
| **SUPPLIES NEEDED**   * Blender and all blender components for particular cooking task * Tray * Variety of fresh or frozen fruits, vegetables, nuts, milk, and ice as desired. * Cutting board and knife if needed * Small bowl or paper bag to place discarded items (peels, stems, etc) * Timer if needed |
| **COMPLIMENTARY TASKS TO REINFORCE LEARNING**  Have student come up with unique recipes to include vegetables that they may have never tried previously.  Blend a dip or salsa recipe to share with others |