

SMOOTHIES

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This unit took approximately one month to complete. It is comprised of multiple lessons and experiences that culminate in the ultimate hands-on learning, which involves creating healthy food and eating it.

First, the students discussed smoothies in class, sharing prior knowledge. They already had preferences for what they like or have had in the past. Their homework assignment was to either write the recipe or find one online.

The next phase was to learn about a store called Bed Bath and Beyond. They looked up the store online to find out what kind of goods they sell. Then they were instructed to research what kind of blenders they had, how much they cost, and what they can do.

The math component included using one of the ubiquitous 20 percent off coupons. First, the students learned how to calculate 10 percent by moving the decimal point. Then they learned how to double that number to equal 20 percent. Then they took the price of the item and subtracted the 20 percent. Then they worked on figuring out Arizona sales tax to find the total cost of the item. They worked individually and in small groups on the math project.

Finally, a trip to Bed Bath and Beyond. This included bringing an Orientation and Mobility specialist with us who could help the students navigate the store and practice cane techniques in various community settings. Students asked Customer Service to direct them to the blender section. Students worked together to discuss the blenders, the various features, and making sure it did not go over our budget. The students decided to purchase two blenders for the school kitchen. The students handled the cash, presented the coupons, and obtained a receipt.

The next phase was to open the boxes and discover how a new blender is packaged. Students had to figure out how to open the box, take out the various components and assemble them. This was done without any staff intervention – students worked together to make mistakes and fix the mistakes until they felt confident they had all the pieces and components in the right place.

The following week, students were given the assignment to make a shopping list of items they needed for their own individual smoothie. Items included frozen

berries, yoghurt, coconut, chocolate powder and milk. They then went to a store some had never been to before: Trader Joe's. One student used the Customer Service, one student worked with Orientation and Mobility specialist, one student worked with the Instructional Assistant and one student worked with the Teacher to obtain the items on their lists.

Upon returning to campus, students were instructed to put their own items away appropriately in places where they would be able to find them again without staff intervention. Cold items in the refrigerator and other items in the cupboard.

The following Tuesday, during cooking/math class, the students had the opportunity to use the new blenders and their purchases to make their own individual smoothie and enjoy it. Skills needed included opening packages and purchased items, peeling bananas, measuring a cup of milk or yoghurt (depending on each recipe) and securing the lid on the blender.

Students enjoyed their smoothies. They helped clean up the kitchen when finished. The unit was almost over. But not before they were reminded to write their Smoothie Report. Here is a sampling of the Smoothie Reports that were turned in:

"We actually got to make our own smoothies with the groceries we bought. I thought that our smoothies came out pretty darn good." LA

"In this report you saw that we had to quite a few things before we could make our own smoothies. As you know, first we had to buy the blenders. Then we went out to eat smoothies just for fun. After that we had to find a recipe we liked. Then we still had to go to the store and buy our won ingredients for our smoothies. Finally we could make our own smoothies and enjoy them." LA

"On September 10, we took our two boxes of blenders. First we used scissors to open them up. And then, we put the blenders together. Then, we turned them on to see if it was working and it worked." PS

"First we picked Alex up from TROT. Then, we went to Xoom Juice to have smoothies. I chose strawberry chocolate. The smoothies were 5 dollars." PS

"We went to Trader Joe's and bought stuff to make smoothies. I bought frozen strawberries, chocolate milk, coconut, nectarines and apricots. And they were 9 dollars and 83 cents. I got 17 cents back." PS

"We looked up Bed Bath and Beyond on the Internet and we went to their website... Before we went to Xoom Juice, we went to their website and we looked it up on the computer." FJT

“We all went to Trader Joes. We all brought our shopping lists. I went into the store with Mr. Rajiv, and I also got a basket, and the two of us got one bottle of orange juice and we also got two bananas. We took all of the ingredients to the counter and (I) took out my wallet.” FJT

“I made my first smoothie. I opened up the orange juice. I put two cups of orange juice and I poured it into the blender. Next I peeled the bananas, and I put them in the Hamilton Beach. I put the lide on the top and I got to push the smoothie buttons, and it blended my smoothie. After my smoothie was finished, I got my glass, and I poured it into my cup. Then I took it to the table, and I dranked it.” FJT