



LESSON PLAN

-FOOD AT A MAJLIS-

Level: 1 **Theme:** I go to a Majlis **Topic:** Food at a Majlis

Context: neurotypical preschooler, or special needs student who may be pre-K age or may be older; may have studied the “Allah Made Food” lesson.

Duration: 1 hour, will vary depending on student/class

Materials:

- 1 Social Story for teacher to read to students; and 1+ Reader for each student, from al-m.ca/SpecEd; each printed single-sided, inserted in perforated sheet protectors, in fastener folder reinforced at corners with packing tape
- 1 Flashcards set, printed according to desired size (e.g. 2 pages per sheet, 4 pages per sheet), cut-out and (opt.) laminated; may add flashcards from previous lessons to review; may cut to size for use on any visual schedules as communication cards
- 1+ Activity Card printed for each student, each plate image cut in half and laminated; and 1 card uncut
- 1+ Ziploc or envelope per child, to store cut up plate puzzles for student’s home/masjid use
- Visual timer like hourglass, kitchen timer, used for breaks within sight but out of reach of students
- Safety scissors for student to cut plate image in half, or teacher should have them cut beforehand

Language Skills Addressed: Sounds “B” for bread, “E” for eat, “F” for food, “R” for rice; “Bis” + for Bismillah

Skills and Strategy Focus: Recognition of food images bread, rice; review numbers 1 and 2, majlis routine flexibility in food setups, starting eating with phrase “Bismillah” (do not introduce rest of phrase at this level)

Selected Level 1 Outcomes and Specific Objectives:

Listening: Student will listen for instructions to say “Bismillah” before eating or pretending to eat, match puzzle

Reading: Student will recognize the sight words “I,” “see” “eat” “to” “the” “too” “sit” “is” from Dolch pre-k level

Speaking/Signing: Student shall learn to say/make the food sound/sign for the associated picture and “eat” “Bis”

Fine Motor/Gross Motor: Student(s) will cut the plate images using scissors with assistance, mix them up and place them back together in matching pairs using pincer grip, sorting pieces, spreading them out on a table

Assessment: Teacher will note anecdotally if student was able to make the sound “B” “Bis” or full “Bismillah” wording, and how many pairs from Activity they were able to pair independently.



Procedure Outline:

1. Teacher will read the Social Story, “Food at a Majlis” to the students. Teacher will encourage student to say/sign the words “food” and “eat” with initial letter sounds.
2. Teacher presents Flashcards to class as a whole, repeats word with each student within class. Particular focus on Bismillah card, on beginning sound “Bis”
3. Movement Break 1: Have students line up, and wheel/walk forward to receive their Reader booklet, flipped to the cover image with rice or any other food image; Teacher will say “Bismillah” as they hand the opened booklet over to each student. Teacher will have students go around the room together for 3 minutes, marching/wheeling attempting to say “food” or the “f” sound together repeatedly and lifting book up and down as they do so.
4. Movement Break Part 2: Teacher will have students line up again, and wheel/walk forward to receive their Activity package, to practice waiting in a food line; teacher will say “Bismillah” and student should sound it back as ability allows, then teacher should take back Reader, and hand over Activity bag/envelope. Each student should go back to their seat.
5. Teacher will present and model Activity, already cut up in puzzle pieces for each student, starting with only two plates, according to student’s ability; advanced students can have all four; mix up the pieces and encourage student to independently match up the pairs, while saying 1 and 2. When a pair is matched, have student say “B” “Bis” or “Bismillah” as ability allows. Alternative for some students: Print a plain uncut Activity card for student to use as a template to place cut up pieces on. Advanced students can have Activity cards cut into quarters, with black backgrounds and numbers removed.
6. If time allows, teacher will read Reader booklet aloud; and then assign as homework, send puzzles home.

Follow-up:

Parents/Caregivers should read with child from Reader, 5 minutes daily, and encourage “Bis” sound or “Bismillah” at mealtimes. Reading booklet to child before a majlis, and/or in addition to puzzles during food setup time at a majlis may be. Use the phrase “I can eat,” to try one bite of a new food especially at a majlis (or can bring the food home, to taste in a relaxing setting); reinforcements and praise should be given for tasting even one bite of a new food, even if it is not swallowed.

Teacher may explain majlis meal suggestions (see below) to parent and follow up on progress weekly.

Prepared by Aliyyah Rizvi-Bokhari



A Few Suggestions for when Full Meals are Served at a Majlis:

Disclaimer: Do consult the child's therapy team/healthcare professionals before implementing any suggestions.

Sitting with everyone in a busy majlis-dining environment is a huge progression for a special needs child, and caregivers should highly praise their efforts in sitting nicely and participating, even if with different food brought from home and staying for a shorter period of time. Feeding the child at home before the program, and letting them eat favourite snacks and play while sitting in place is perfectly alright as they adjust to this new setup and transition.

But to start off, alternative food should always be available, the full familiar meal from home, until settled in staying seated in a majlis routine; once the child is used to the routine, a caregiver may then introduce one bite of "majlis food," after child has eaten a bit of their own food already.

Whatever bread (e.g. naan) offered at a majlis/wedding/social gathering, or rice (with any whole spices, vegetables and meats removed) can be great foods to start with for tasting purposes. Offer one bite, then they get a preferred treat immediately after the one bite (if it is a different texture he/she may spit it out; that is to be expected---to prevent that, one can bring a typical majlis food home and keep introducing one bite daily at home followed by a treat/preferred activity--- use the "First Then" board from Visual Schedules in "Home and Classroom Tools" unit at al-m.ca/SpecEd to help enforce and motivate.

Perhaps over two years, the ratio of the home food and majlis food can gradually change to half and half – half the meal the child eats what's served, half the meal the child gets to eat home food. The ratio may eventually develop even further, or it may not, but that is perfectly fine, and some days alternatives may still be needed depending on menu items, but that is to be expected.

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