

# FPHP Bulletin

HOT & TOUR NEWSLETTER  
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## COLOURS OF HOSPITALITY; FACULTY HAPPENINGS 2024

ISSN 2231-7422

Faculty of Hotel & Tourism Management  
Universiti Teknologi MARA  
Cawangan Pulau Pinang  
Permatang Pauh Campus  
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PENANG  
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### GOURMET FRUITS & VEGETABLES CARVING CLASS: A BEAUTIFUL LEARNING EXPERIENCE WITH AUTISM SPECTRUM CHILDREN

**BY: AHMAD REDHUAN ABU BAKAR,  
NOORSA RIZA JOHARI,  
MAS AFFANDY MASHURI  
& TEKU ZARIFF ZAEIMOEDIN**

On 22nd May 2024, the Faculty Hotel & Tourism Management UiTM Pulau Pinang had an awesome opportunity to collaborate and dive into a beautiful experience in teaching special needs children. Led by Chef Noorsa Riza Johari and supported by program facilitators - Chef Redhuan, Chef Andy Mashuri and Chef Teku Zariff. The successful program with Persatuan Tunas Nuraga was held in Sungai Petani at the Tunas Nuraga Centre. Autism Spectrum might not be a common topic among UiTM lecturers who seldomly encounter students with special needs. However, the recent UiTM intake has seen a number of students with special needs as well as Autism Spectrum conditions. Autism spectrum disorder (ASD) presents unique challenges and strengths in learning and daily activities for individuals that are affected by it.

One area where structured and practical modules can significantly benefit these students are through developing essential life skills such as fruits and vegetables carving skills. The class presented several inputs such as module benefits, teaching guidelines, and what to be considered for future implementation.

The teaching modules for individuals with autism offer several important benefits. It aided the process of learning practical skills which goes beyond mere functionality. It helped to enhance the student's independence, confidence, and social integration.

Additionally, it bridges the ability to engage in tasks like fruits and vegetables carving. Furthermore, it not only promotes self-sufficiency in daily living but also fosters sensory integration, fine motor skills, and sequential processing.

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The challenging areas for autism spectrum individuals were highlighted in the module as essential teaching key note. As our team are beginners in teaching students with Autism Spectrum, we highlighted five important teaching guidelines during the class session:

**i. Introduction to Tools and Safety:**

Begin with an introduction to different kitchen tools used for vegetable cutting (knives and cutting boards) and emphasize safety measures.

**ii. Demonstration and Practice:**

Break down the task of vegetable carving into step-by-step instructions. Use visual aids such as picture cards or videos to demonstrate each step clearly. Provide ample opportunities for guided practice, ensuring each student understands and can replicate the actions independently.

**iii. Sensory Considerations:**

Recognize and accommodate sensory sensitivities that may affect students with autism. Offer alternatives for sensory-intense experiences (using gloves if sensitive to certain textures).

**iv. Reinforcement and Feedback:**

Use positive reinforcement techniques such as verbal praise or token systems to encourage progress. Provide constructive feedback to refine skills gradually.

**v. Application in Context:**

Extend learning by incorporating real-world applications, such as preparing simple fruits and vegetables decoration they have cut. This helps in reinforcing the skill and linking it to practical use.

Several visible outcomes were noted during and after the module has been conducted to the respective Autism Spectrum students.

Students prominently show skill development progress which implies that there is an improvement in their fine-motor skills, hand-eye coordination, and spatial awareness. In conclusion, a practical module on basic fruits and vegetables carving for students with autism serves as a valuable tool for enhancing their independence, skill development, and overall quality of life. By focusing on structured learning, sensory considerations, and real-world applications, educators can empower these individuals to acquire essential life skills in a supportive and inclusive environment.

Through such modules, we can create pathways to greater independence and success for students with autism in both educational settings and their future lives. Lastly, we would like thank and credit Mr. Azlan Bin Dolah (Chairman) Pertubuhan Tunas Nuraga Malaysia for his continuous support. We are pleased to announce that our collaboration with Pertubuhan Tunas Nuraga Malaysia for community service will continue every year. This ongoing partnership aims to enhance our efforts in supporting and uplifting the community, ensuring sustainable and impactful initiatives. We look forward to many more years of meaningful contributions together.



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