INSTRUCTIONS

• Print this resource double sided.
• Print the resource on firm paper if possible.
• Make sure to select ‘landscape’ layout.
• Select ‘flip on short edge’ (you may need to test your printer settings to ensure that the two sides of the resource align).
• Cut out each card as indicated.
• Punch a hole in each corner where indicated.
• Link the cards in their number order onto a keyring.
• Flip through each card as you work through the activity with the child.

CHECKLIST

STOP THINK DO

This is a multi purpose tool to provide strategies for activities that require problem solving.

Allow the child to STOP and STATE what they want to achieve.

Take the time to THINK: discuss and plan WHAT they need (checklist), HOW they will complete the steps (use the cards in sequence) and WHO will help them (adult supporting them throughout).

DO – the child is ready to begin the first card!
**RECIPE**

**Ingredients**
1.5 kg strong white flour
3 sachets of dried yeast
3 eggs
9 Tbsp sugar
3 Tbsp oil
3 tsp salt
750 ml water

**Method**

1. Place all the dry ingredients in your bowl. Mix thoroughly.

2. Add one egg and 1/3 of the oil and combine. Do the same with the second and third egg and the rest of the oil.

3. Once combined start adding the water little by little, mixing in as you go, until you have springy consistency. Knead continuously until smooth. The longer it is kneaded the smoother your dough will be.

4. By this stage your dough should be formed into a large ball. Cover with a clean tea towel and leave somewhere warm to rise for about one hour, or until doubled in size (See page 6 for guidance about ‘taking’ challah).

5. Plait, place on baking parchment on an oven tray, apply an egg wash (using an additional egg) and seed.

6. Allow to rise for another 45 mins, before baking in the oven at 180 degrees until golden brown so that when you tap the underside it sounds hollow.

**ENJOY!**
KNEAD

This task requires bilateral coordination (using your left and right sides of the body together). One hand needs to steady the bowl and one hand needs to mix. Both hands then need to work together to knead the dough.

This is also a good motor strengthening activity for hands, arms and shoulders.

While the dough is rising, encourage an awareness of time by using a sand-timer, trying to guess when the dough might be ready, what it will look like and what happens if we leave it too long?

WET INGREDIENTS

Discuss with the child how these ingredients feel in comparison to the dry ingredients (e.g. these are sticky, slimy, wet).

The activity now becomes a rich sensory experience which can be very intense for some children. They may be overwhelmed by how things feel, look, or smell.

If the child show signs of distress, discuss and validate their feelings, and provide strategies (e.g. gloves, wiping hands quickly). Equally, encourage a ‘sensory seeking’ child to enjoy a typical sensory experience.

DRY INGREDIENTS

Encourage the child to check the feel of these ingredients – how would they describe them? (e.g. they don’t stick, its tickly etc.) Explain that they are called dry ingredients, allowing you to introduce the concept of categorization.

Spilling ingredients can be very frustrating! It happens when we don’t realise how heavy or light something is and so we use incorrect force. Prompt the child to think about how light or heavy each ingredient is, and what will happen if you tip them in the bowl too fast? Also think about how much force is needed to stir these light ingredients together in the bowl.

WET INGREDIENTS

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KNEAD

Knead the ingredients together until it becomes a ball of dough.

Cover with towel and let it rest.

WET INGREDIENTS

Pour into the big bowl:

- Water
- Eggs
- Oil

Mix Together.

DRY INGREDIENTS

Pour into the big bowl:

- Flour and Sugar
- Salt and Yeast

Mix together with a wooden spoon.
**PLAN & SHAPE**

Allow the child to reflect on how much they have managed already!

Encourage the child to make a choice about what they want the challa to look like.

**TAKING CHALLAH**

If the dough contains between 1.2kg and 2.25kg of flour, then you should ‘take challa’ without a bracha.

If the dough contains more than 2.25kg of flour, then you should ‘take challa’ with a bracha. To ‘take challa’, take off a piece of dough roughly the size of a golf ball. Burn or wrap up this dough, before disposing of it.

**PLAIT**

Plaiting requires the child to follow a pattern (sequence) and to know where the ‘sausages’ are in relation to each other.

Try using strategies such as counting ‘1 over 2’ out loud or write down the rules in colour.

**PAINT & SPRINKLE**

The child may need support to grading the appropriate force to gently brush an egg on the dough. Compare the gentle brush on the firm dough!

Allow the child to share the sensory experience through describing what they feel. Be prepared to adapt the experience (e.g. by offering a spice container to shake/using a teaspoon instead of sprinkling toppings with fingers).

Inspire and encourage creativity.
**Plaiting Your Challah Bread**

Divide the dough into 3 small balls
Roll into three sausages then bring them together like this:

Bring the outside sausages into the middle.

**Shape**

Split the dough into 2 or 3 balls.

Roll into sausages or snail shapes.

**Finishing Your Challah Bread**

Crack an egg into the glass.

Paint the challah very gently with the egg.

Sprinkle some seeds on top.
BAKE & ENJOY!

Allowing independence in an activity and the ability to complete a task is empowering for a child.

Use the STOP THINK DO strategy again with regard to using the oven safely.

Turning a dial can be stiff. Help the child to get a good grip on the dial (use a chair so they are stable) and encourage good turning.

Encourage the child to demonstrate their own decision making – does the challa look ready, how do they know?

GLOSSARY

PROBLEM SOLVING
This relates to a thinking skill – it refers to the ability to understand a desired outcome and what strategies, techniques and thinking could be used to achieve it. It often requires abstract thinking and creativity.

SEQUENCE
This refers to a skill used to arrange events, items, or objects in the correct order. It helps us to store and access information more efficiently.

CATEGORIZATION
This refers to the sorting of related items into groups. The ability to categorise is often needed when planning and implementing the stages of an activity.

FORCE
This refers to the amount of effort to be used to successfully complete a task. For example, threading a needle requires a different amount of force than opening a tightly screwed on bottle lid.

COMPARISON
This relates to the ability to evaluate the similarities and differences of one or more thing in relation to each other.

STRATEGIES
This relates to the skill of using carefully developed plans or method for achieving a goal.

SENSORY EXPERIENCE
A sensation is something we feel with our senses – any stimulation of any of our senses (vision, hearing, touch, smell, taste, movement) results in a sensory experience.

SENSORY SEEKING
This refers to actively looking for activities that are high in sensory stimulation and craving an amount of sensory input that is more than usually seen.

BILATERAL COORDINATION
This refers to the ability to effectively use the two sides of the body together to complete a task. Sometimes, the right and left sides of the body need to do the same thing at the same time, while on other occasions they need to do different things.

AWARENESS OF TIME
An ability to understand the concept of time passing and to estimate and compare intervals, especially of short duration.

DECISION MAKING
This refers to the ability to weigh up the positives and negatives of each course of action when faced with a choice, and to select in accordance. For effective decision making, a person must be able to predict the outcome of each available option.

IN RELATION TO EACH OTHER
This refers to the ability to understand the connection between two or more objects or ideas.
Ask an adult to help you.

Turn the oven to 180°C.

Bake your challah until it is golden brown.

FOR FURTHER INFORMATION ABOUT NORWOOD’S OCCUPATIONAL THERAPY SERVICES, PLEASE CONTACT:

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Norwood’s Occupational Therapy service provides professional, innovative and evidence-based therapeutic services to meet the occupational needs of children, young people and their families.

Through targeted assessment, focused needs identification, collaborative goal setting and multi-disciplinary working, highly skilled Occupational Therapists support children to achieve their full potential across all areas of their lives.

MOTOR STRENGTHENING
A motor skill is an action that involves the use of the muscles of the body. These may be gross motor (large movements) or fine motor (small in-hand movements) skills. Motor strengthening relates to exercises and activities that make muscles stronger.

CHOICE
This refers to the act of selecting or deciding between two or more possibilities.

ADAPT
This refers to the ability to change our plans or responses in accordance with changing environmental demands.

CREATIVITY
This refers to the use of imagination to generate original ideas.

INDEPENDENCE
This refers to making one’s own choices and taking the responsibility for the consequences of those choices.

COMPLETE A TASK
A task is an activity that needs to be accomplished, usually with clear steps and within a defined period of time.

REFLECT
This refers to actively stopping and thinking about something that has happened, so that we can learn from what went well, and what could be improved.