



I can cook healthy foods!
A cognitive remediation group
Participant Guide



Introduction:

The purpose of this group is to help you improve thinking skills such as attention, memory, concentration and planning skills. The goal is that you will be able to practice these skills in the group by learning how to cook a healthy meal. You will also be encouraged to practice each skill on your own time outside of the group. You will be assigned homework after each lesson.

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Lesson One: Introduction to the group and Memory and Concentration

Learning objectives:

1. Introduce group members to the group and create group rules.
2. Learn and practice tools to help with memory.

Welcome to the group! This group will help you practice several thinking skills while learning how to cook some healthy recipes and be more comfortable in the kitchen at the same time. What do we mean by thinking skills? Thinking skills are all of the skills we use in our daily lives without even thinking about them. Things like memory and concentration and how we solve problems. This group will be fun and interactive. We will practice at least one aspect of cooking and use a thinking skill to demonstrate cooking in each lesson. You will also be asked to practice that skill on your own after learning about it in the group.

Before we start the group's first lesson on memory, let's get to know each other a bit. After all, we will be together for the next ten lessons. It's important that we get to know each other a bit better and that we agree on group rules. Let's try this exercise to get to know each other a bit better.

Getting to Know You!

Break up into pairs. Each part of the pair should "interview" their partner for 5 minutes, asking them their name, where they are from and one thing they want the group to know about them. Then switch roles. When time is up, get back together in the group and share the information you have learned with the rest of the group.

Now that we have gotten to know each other a bit better, let's work on creating some rules for the group. These are the rules that we want to be followed each session. Some examples of group rules are that the group start and end on time. That means that the group leader and the participants make a commitment to coming on time and staying the whole session. Another example might be that people don't use curse words. And even another example may be that people are not allowed in the group later than 5 minutes after the group starts. Can you brainstorm other group rules that we can all agree on?

Brainstorming Group Rules:

Directions: Brainstorm ideas for rules for the group. Once the group reaches a consensus, write the rules down and review them with the entire group one last time to ensure that everyone is in agreement.

Let's take the rest of today's session to work on practicing memory and concentration. Memory is our ability to remember something. What are the things that we need to remember when we are cooking? Some possible answers may be how long something has to cook for, the ingredient list when grocery shopping, and the order of how to add ingredients into a recipe. Concentration is our ability to focus our attention.

Let's practice working on improving our memory and concentration by reading through this recipe and answering some questions.

Easy Guacamole Recipe:

Ingredients: Avocadoes

1 firm tomato, finely diced

1/2 white onion, finely diced

1/2 cup cilantro, chopped

2 tbsp fresh lemon or lime juice

Salt and pepper to taste (optional)

Directions:

1. Open the avocados and scoop out the flesh. An easy way is to cut it lengthwise around the pit and then, using a knife, strike the pit and then twist the knife so you can easily remove the pit and scoop out the flesh.
2. Mash the flesh with a fork. It can still have some chunky parts. It's up to your preference.
3. Stir in the other ingredients.
4. Enjoy right away or store in the refrigerator. A trick is to put plastic wrap that touches the guacamole so it doesn't brown because of contact with air.

There are different types of memory. Verbal memory and visual memory are two examples. That means that our memory may be different if we hear or see something.

For example, we just read ingredients and instructions on how to make guacamole. It's not uncommon that our verbal memory is better than our visual memory or vice versa. We can practice our visual memory by asking questions about the recipe we just read.

Questions:

1. How many avocados does the recipe call for?
2. Is there hot sauce in this recipe?
3. How many different ingredients were in the recipe?

Now let's practice memory and concentration by reading the recipe again. This time, though, we will follow the directions to make the guacamole.

Homework: Congratulations on completing the first lesson of the group! Your homework is to practice attention and memory at home during the time in between now and the next lesson. Practice memory by reading short recipes and then writing down the ingredient list on a separate piece of paper.

Lesson Two: Attention and Concentration

Learning objective:

1. Practice attention and concentration by using paper and pen based exercises.

Review homework .

Today's lesson is going to build on what we learned last session except this time we are going to work on attention and concentration. After all, we have to concentrate if we are going to try to remember, right?!? We are going to do several exercises today that will help with attention and concentration.

Before we start, can anyone talk about why it might be important to work on improving our attention and concentration? How can this help with cooking?

Discussion Question: How would improving these thinking skills in particular help you improve your daily life?

Exercise: Categories (Please refer to handout #1. There are two categories/handouts.) Circle items that belong to the chosen category.

Now we are going to try some other exercises to help with attention and concentration. This time, we are going to use cooking terms to practice.

Exercise: List Twist (Please refer to handout #2.)

Exercise: Word Wall (Please refer to handout #3.)

Discussion:

Link the exercises and thinking skills with daily life activities where you would use attention and concentration. Can you talk about areas in your lives where you can potentially improve attention and concentration and how this improvement will make you feel?

Homework: Practice attention and concentration skills outside of the group. Try setting a timer (you can use your cell phone to do this) for 3 minutes. Read a recipe of a dish you are interested in learning how to make. You can find recipes in cook books or online. After the three minutes are up, write down the ingredient list. Go back and study the recipe for another time, this time for 4 minutes. See if you can remember the steps to the recipe too.

Our next session will focus on memory. See you then!

Lesson Three: Working Memory

Learning objective:

1. Understand working memory and how we use working memory in our daily lives.
2. Practice using working memory when following steps to a recipe.

Review homework.

Today's lesson is on something called working memory. One way to describe working memory is like thinking about a mental sticky note that helps you keep track of information. It's similar to memory, which we have been practicing, and attention and concentration are a part of this thinking skill. It's a little different though, because working memory is what helps you hold on to information while you are completing a task.

Here's an example of working memory. Imagine that you live in New York City and that you have to take the subway to see your friend. The train that you usually take is out of service and you are forced to take the bus instead, but you don't have much experience with the bus. You read the bus map and have to remember the steps to take so that you can get to where you are going. You have to remember the directions while you are traveling. That's working memory.

Another example of working memory might be remembering a grocery list while you are shopping. You have to remember what you are shopping for while you are navigating the store.

And another example of working memory is taking notes while in a class.

Discussion question: Can you think of another example of how you would use working memory in your everyday life?

Exercise: Grocery List (Please refer to handout #4)

Exercise: Recipe Notes (Please refer to handout #5)

Exercise: Repeated Words (Please refer to handout #6)

Homework: Practice reading through recipes and following them. Start with "no bake" or recipes that have less than 8 steps. Try to make two recipes before the next session.

Lesson Four: Processing Speed and Reaction Time

Learning objectives:

1. Practice improving reaction time and processing speed
2. Identify situations where improving reaction time would improve daily life

Review homework from last session.

Today's lesson is on processing speed and reaction time. Processing speed, or reaction time, is how quickly a person responds to something. In other words, it's the amount of time that takes place between when we perceive something and when we respond to it.

Why is reaction time so important and how does it affect daily life? Good reaction time allows us to be agile and efficient when it comes to responding to stimuli and situations like driving, having a conversation, playing sports, etc. Good response time benefits us in a variety of ways, but it's important that we properly process the information that we receive. If someone asks you a question in an interview, they will be expecting you to answer quickly and well. The same is true for other examples, like if your car breaks down, or if you have to act on your toes-you will have to respond quickly and accurately. Luckily, reaction time can be trained and improved.

Here are some examples of reaction time:

1. If you are driving and you come across a crosswalk, the time that it takes from when you see the crosswalk to when you break and stop the car would be the reaction time. This cognitive skill can prevent us from many dangerous car accidents.
2. In a football game, it's important to detect the opponents move and know what they're going to do in order to react as quickly and carefully as possible. Good reaction time is key to scoring and winning.
3. A child is in gym class and has to start running when the teacher gives the signal. The time it takes between when the teacher gives the signal and when the child starts running would be the reaction time.

Discussion Question:

Can you think of any other examples of where reaction time or processing speed is important in our daily lives? What are some examples of reaction time when cooking?

Exercise: Uno Game

Setup: The game is for 2-10 players, ages 7 and over. Every player starts with 7 cards, and they are dealt face down. The rest of the cards are placed in a Draw Pile face down. Next to the pile a space should be designated for a Discard pile. The top card should be placed in the Discard pile, and the game begins!

Game Play: The 1st player is normally the player to the left of the dealer and gameplay usually follows a clockwise direction. Every player views his/her cards and tries to match the card in the Discard pile.

You have to match either by the number, color, or the symbol/action. For instance, if the Discard pile has a red card that is an 8 you have to place either a red card or a card with an 8 on it. You can also play a wild card (which can change the current color in play).

If the player has no matches or they choose not to play any of their cards even though they might have a match, they must draw a card from the Draw pile. If that card can be played, play it. Otherwise, the game moves on the next person in turn. You can also play a wild card, or a wild draw four card on your turn.

Discussion question: Were there any other thinking skills that you were practicing while playing the game of Uno? (Correct answers include attention and concentration and memory.)

Homework: Practice "interviewing" family or friends. Ask one of them to volunteer and ask them a few questions. Try not to prepare the questions ahead of time. Instead, ask them about an activity they enjoyed doing in their childhood. Base your follow up questions on their answers.

Lesson Five: Divided Attention

Learning objectives:

1. Learn what divided attention is and practice it in the group
2. Identify situations in everyday life where someone would practice this skill

Review homework from last session.

What is divided attention?

Divided attention occurs when mental focus is on multiple tasks or ideas at once. We do it all the time. It's called multitasking. You perform two (or more) tasks at the same time and attention is required for the performance of both tasks. Some examples of multitasking, or divided attention, are singing along to a song while driving, having a conversation while walking, or listening to music while grocery shopping.

Group exercise:

Brainstorm a list of situations where you may use divided attention or multitasking?

You've got the idea! Now let's talk about multi-tasking in the kitchen. Cooking and following a recipe doesn't have to be overwhelming. Often, you will find that you need to be paying attention to multiple items at the same time when cooking. Don't worry! That doesn't mean that you will burn dinner. It just means that you need to be prepared.

Here is one **BIG** tip for success when following a recipe. Read through the entire recipe before you start. As a matter of fact, read through it twice so that you make sure you understand all of the steps. The last thing you want to do is burn garlic because you're not watching the pot because you're still chopping your onions and celery.

Are you ready to multi-task? Let's practice together by following this recipe.

Stovetop Granola Recipe

This granola comes together in under 30 minutes, right on your stovetop. Store it in a leak proof glass container to keep it fresh for a week.

Ingredients:

- 1 tbsp canola oil
- 2 cups old fashioned oats (do not use quick or instant)
- 1/3 cup unsweetened flaked coconut

- 1/3 cup chopped pecans
- 1/4 cup honey, agave nectar or maple pancake syrup
- 2 tbsp brown sugar
- 1/2 tsp ground cinnamon
- 1/3 cup dried cherries

Directions:

1. Heat the oil in a 12" skillet over medium heat for about 3 minutes. Add the oats, pecans, and coconut and stir for 4-6 minutes, or until the oats are golden brown. Move the mixture to a large sheet pan.
2. Add the honey, brown sugar and cinnamon to the skillet; cook and stir for 1 minute, or until the mixture is bubbling and thickened.
3. Return the oat mixture to the skillet. Cook for 1 minute or until coated. Turn off the heat.
4. Stir in the cherries. Transfer the mixture to a sheet pan and let it cool for 5-10 minutes, stirring occasionally. Store the granola in a large resealable plastic bag. Or leak proof glass container.

Nutritional Information:

Calories 100, Total fat 3.5g. Saturated Fat 1g. Cholesterol 0g, Sodium 5mg, Carbohydrates 18g, Fiber 2g. Protein 2g

Discussion Questions:

1. How did following this recipe require divided attention?
2. What was the experience like to have to follow directions of the recipe while cooking such a quick snack?
3. How did you deal with any anxiety about making this recipe?

How Can You Manage Attention While Multi-Tasking?

Learning to manage your attention takes practice. There are, however, things that you can do so that you won't burn dinner when multitasking during cooking. The first tip is to read through the recipe a couple of times. We've already mentioned this but it's important. If you read through the recipe a couple of times, you will use your working memory skills. This will help you to accomplish each step of the recipe while following it. It will also help you to plan how you will follow the recipe. For example, when making the granola recipe, it may have helped to have all of the ingredients measured and ready to go so that nothing began to burn while you were measuring ingredients. So now we have two tips for

cooking/following a recipe. The first is to read through the recipe a couple of times and the second is to prepare and measure all of the ingredients so they are ready to go when you need them. It will be worth the extra time and attention that you put into cooking if you follow these two steps.

Group Discussion:

Think of situations in your daily life where your attention is divided. How will you manage? How will you manage any anxiety that may be associated with multi-tasking? Who can you turn to for help?

Homework: Practice following a recipe. Pick one that isn't too easy (with less than 3 steps) but one that isn't too hard. You want to work your way up to advanced recipes! Take notice of how it went and what you did to make sure that you were able to follow the recipe successfully.

Lesson Six: Organization

Learning objectives:

1. Learn and practice strategies related to increasing organization skills
2. Identify situations where increased organizational skills would improve daily living

Review homework from the last session.

Today's lesson is on organizational skills. Organization is the ability to put all the steps of a task (or many tasks) in the correct order. It also includes changing the order of the steps, as needed, so the task can be completed. Organization is also the ability to create logical places to store items and information so that you can find them later. These skills help you to plan, prioritize and to set and achieve your goals.

Organization involves other skills. Those include prioritizing, sequencing, and time management. Prioritizing is the ability to put things in order of importance. Sequencing means to put things in order. The difference between sequencing and prioritizing is that sequencing means to put something in order of logical steps. For example, the steps it takes to execute a recipe. An example of prioritizing would be cooking dinner. You would want to start cooking a roast that takes an hour to cook first so that the rest of the meal isn't cold by the time you're finished cooking the meat. Time management means to use your time efficiently and productively. As you can imagine, prioritizing, sequencing and time management all effect each other. And they are a big part of organization.

Discussion questions:

1. Can you think of examples from your daily life where you have to have good organizational skills?
2. What has your experience been when your organizational skills aren't so great?
3. How would your life improve if your organizational skills improved?

Now that we've talked about organizational skills, let's do some practicing! Let's start with prioritization.

Exercise: Prioritizing and Time Management Worksheet (Please refer to handout #7)

Exercise: Out of Order (Please refer to handout #8)

Exercise: Out of Order Again (Please refer to handout #9)

Putting things in order of importance is imperative when cooking. You want to be sure that you get all the steps done in an order that makes sense so that nothing burns or is undercooked. Now that you've done some work on organizational skills, can you think of other areas of your life that may improve if your organizational skills were better?

Homework: Practice organizational skills by completing the homework packet. (Please see handout #10)

Lesson Seven: Planning

Learning objectives:

1. Learn concepts associated with improved planning skills
2. Identify ways in which daily life can improve with improved planning skills
3. Learn strategies for improved planning

Review homework from the last session.

Planning can be defined as the ability to “think about the future” or mentally anticipate the right way to carry out a task or reach a specific goal. Planning is the mental process that allows us to choose the necessary actions to reach a goal, decide the right order, and establish a plan of action.

Even though everyone has the ability to plan, some people do it in a different way. Not only do you need all of the information to plan accordingly, you also need to be able to put all of the information together in a way that leads to success.

Sometimes mental health challenges like anxiety, hearing voices and being disorganized can make planning more difficult. For example, you may have difficulty planning an event or activity, shopping, following instructions, or completing a task. The good news is that the thinking skills used in planning (creating goals, making plans, etc.) can be trained and improved.

People who struggle with planning will sometimes have trouble knowing how to start a task or plan a project. It's normal for people who have trouble with planning to feel overwhelmed when trying to divide a task into more smaller, manageable parts. It is also possible that they have a hard time understanding an idea or final goal. People who struggle with planning may experience the following:

- Difficulty making decisions
- Difficulty anticipating the consequences of their actions
- Unable to correctly calculate the time it will take to do a determined task
- Trouble prioritizing and deciding the importance of steps in a task
- Easily distracted or forgetful
- Tend to have low productivity or creativity
- May do tasks quickly and carelessly, or slowly and incomplete
- Difficulty thinking or doing more than one thing at a time
- Have a hard time with surprises or unexpected problems
- Take longer than others to change from one activity to another

Some examples of when we use planning skills in our daily lives may be planning a trip, making a grocery list, cooking, doing homework, cleaning your apartment, etc. Can you think of other examples of daily activities where you would have to use planning skills?

Exercise: Brainstorm a list of times in our daily lives when we use planning skills. Try to get the group to come up with a list of at least 30 items.

Now that we understand when we use planning skills, let's talk about some things we can do to help improve those skills. Here are some strategies you can try that will help you to improve your planning skills.

- Think on paper (brainstorm ideas). That is, write things down to help you to remember your thoughts.
- Make a list. Making lists can help us to remember what it is we want to accomplish. You can make daily lists to help you plan out the things you need to accomplish on a daily basis (for example, keeping a doctor's appointment, grocery shopping, keeping plans with a friend). People often make "to-do" lists and then check off items as they are completed. It's also important to keep your list in a place where you will check it often to make sure you are on track.
- Keep a calendar. Use a calendar to keep track of the activities you want to do and tasks you want to complete on a daily, weekly, monthly basis.

Exercise: Let's plan a party. We have 5 friends coming over to celebrate your birthday. Let's make a list of all of the things you need to do to make your party a success. Try to be as specific as possible with each task. For example, if you need to plan a meal, then write down all of the things you will need to do to make cooking that meal a success.

Homework: Practice making grocery lists for your evening meals. Remember to take your list with you to the store so that you get all the ingredients you need!

Lesson Eight: Task Completion

Learning objectives:

1. Learn about the concept of task completion and how improving this skills can improve someone's life.
2. Learn and practice strategies for improving task completion.

Review homework from the last session.

Today's lesson is about a thinking skill called task completion. Task completion simply means finishing a task. It means getting something done. But many of us have trouble finishing something once we start it. This is not uncommon. Many things can get in the way of task completion. Here are some common things that can get us stuck along the way to completing something once we start it.

- Feeling overwhelmed with too much to do
- Being distracted
- Not wanting to do something because we find it boring or difficult
- Feeling intimidated

So what can we do to help with task completion? What can we do get things accomplished that we set out to do and get them done in a timely manner (or on schedule)?

Discussion Question:

Can you think of times in your life when you might benefit from improved task completion? How would that make your life better?

Time management is one of the keys to task completion. Your chances of finishing a project or task on time will improve greatly if you have good time management skills. So let's talk about how to improve your time management skills now.

1. **Keep a to-do list:** You may find it helpful to carry a small notepad and pen with you to jot things down to help you stay focused. Keeping a to-do list can also help to remind you of what you need to do. You can also cross things off of your list as you accomplish them. This will help you feel better about all that you need to do and keep you on track. You can keep a daily to-do list and a weekly to-do list. The weekly to-do list can help you to manage your time for the week. It will also help you keep focused and see the bigger picture of what you need to accomplish for the week.
2. **Set realistic and achievable goals:** Give yourself clear and specific goals. If you are trying to lost weight, a realistic goal may be to go to the gym twice a week and cook

a healthy meal for dinner three times a week. It's important to be realistic about what you are able to do so that you can stay on track and keep motivated.

3. **Prioritize:** We talked about prioritizing in an earlier lesson. Prioritizing is the process of giving the things you need to do a level of importance. This will help you to decide which tasks you must do and which you can save for later that aren't so important.
4. **Break down tasks:** Make smaller tasks out of larger ones. For example, you are cooking dinner for your three friends on Friday night. You will have many things to do in order to get ready for their visit. You may have to clean up your apartment, plan a menu, shop for groceries, and cook your meal. It's impossible to do all of this at the last minute so you will have to break down the tasks into smaller, achievable ones so you don't you may feel overwhelmed by your dinner plans. Think about what you need to do, write it down, and plan to do things ahead of time when you can.

Group Exercise: Planning a party

Let's pretend that we are planning a small party for 5 of our closest friends and family. What are the things we need to do in order to have a successful party? How do we get it all done so that we don't feel overwhelmed by the tasks and get everything done in time for our guests?

One way of improving task completion is to practice cooking. Do you remember our first recipe? It was guacamole. Then our recipes got slightly more complicated. One way to practice improving task completion is to make more complicated recipes. That's because they will involve more planning, organizing and thinking ahead. It will also take more time to cook more complicated recipes. That also speaks to task completion. Will you become frustrated with the amount of time and effort you are exerting or will you persevere?

Homework: Go on the internet or look through a cookbook and look for some recipes. Pick one that is slightly more difficult than what you are used to. Read through the recipe a few times to become familiar with it and try to execute it. Don't feel too overwhelmed if you have difficulty. Instead, try again until you get it done. You may even want to ask a close friend or family member for help if that will help you to be more successful.

Lesson Nine: Problem Solving

Learning objectives:

1. Learn the definition of problem solving and several ways of improving problem solving skills.
2. Identify areas in daily life where improved problem solving skills would improve quality of life.

Review homework from the last session.

Today's lesson is about problem solving skills. As you may have noticed, the lessons in this group have been building on each other a bit. We started out the group with attention and memory skills, which you may have noticed are necessary for improving other skills. This lesson will bring it all together and focus on problem solving.

According to the Merriam Webster dictionary problem solving is the process or act of finding a solution to a problem. We problem solve all the time, all day long, sometimes without even realizing it. For example, we may be on our usual route to work but find that there is an accident causing quite a delay. We quickly problem solve and take another route to work. Sometimes we problem solve without much effort, like in that example. Other times, we have to work a little harder at problem solving.

What are some ways that we can improve our problem solving skills?

Here are some steps to problem solving. Let's read through them and then practice them together.

1. Define the problem: "Is there a problem? What is it? How significant?"
2. Analyze the problem: "Why is it happening?"
3. Determine what to do: "What shall we do about it?"
4. Implement the plan: "Are you doing what you said you would do? How do you know?"
5. Evaluate the progress: "Did the plan work? What needs to happen next?"

Logic and reasoning play a large role in problem solving. Logic and reasoning go hand in hand. It involves the use of rational steps to arrive at a conclusion. This helps problem solving. Think of the term "if...then...".

Let's try an exercise to help you understand logic and reasoning's role in problem solving.

Exercise: Secret Files (Please refer to handout #11)

Now let's try another exercise. We will work as a team to solve the logic puzzle.

Exercise: Logic Puzzles (Please refer to handout #12)

Time for another exercise! This time, we will break up into two teams and work together to problem solve.

Exercise: Pulling Pockets (Please refer to handout #13)

Discussion Questions:

1. Can you think of a time in your life when you had to solve a problem but found it too difficult?
2. What did you learn today that will help you to improve your problem solving skills?
3. How do you think your life will improve if your problem solving skills improve? Can you provide an example?

Homework: Practice problem solving on your own. Keep a small notepad and pen or pencil with you. When you encounter a problem (big or small), write it down. Later, when you have time during the day, sit and brainstorm ways of dealing with the problem. Think of as many possible solutions that you can. Then pick the one that you think is the best solution and try it out. Report back to the group next time and share your experience.

Alternate Homework: There are a couple of extra logic puzzles that you can also do for homework. They are attached to handout #12.

Lesson Ten: Distal Goals

Learning objectives:

1. Learn the concept of distal goal setting.
2. Discuss ways that achieving distal goals can improve thinking skills and the experience of life.

Review homework from the last session.

Today's lesson is on something called distal goals. There are two types of goals that most people talk about when setting goals for themselves. The larger, long term goal is referred to as the distal goal. The smaller goals that you achieve while working towards the larger, distal goal, are called proximal goals. One way to remember the difference is that your larger goal is farther away...in the distance...a distal goal!

There are several thinking skills that someone can improve that will help us to achieve our goals. We learned about a lot of them so far in the group. Let's use today's lesson to review them and discuss how they can help with goal achievement.

We will spend today's lesson talking about your PROS goal and what skills you can improve that will help you to achieve this goal. Let's start by talking about what your goal is.

Discussion question: What is your PROS goal? Go around the room and ask participants to share what their goal is.

Now let's review all of the thinking skills we have learned and practiced so far. One way to do this is by matching the skill with an example of the skill.

Exercise: Match Game (please see handout #14)

Since the group is coming to an end, it's only fitting that the final exercise will put you in the drivers' seat.

Exercise: What is it? (Please see handout #15)

Exercise #1: Categories

Directions: Circle the items that belong in each category. The category is CLOTHING.



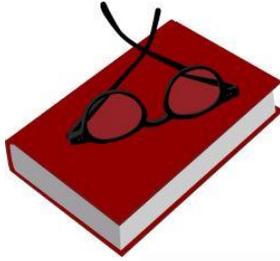
Exercise #1: Categories

Directions: Circle the items that belong in each category. The category is **COOKING UTENSILS**.



Exercise #1: Categories

Directions: Circle the items that belong in each category. The category is FLOWERS.



Handout #2: List Twists

Directions: These memory training games are fun, entertaining, and brain boosting! Here's how to play them. Study one word list at a time. Look at the list for the length of time specified at the top of the list. When time has expired, remove the list from your sight. Try to complete the first quiz for the word list you've studied. If you are 100% successful, advance to the second quiz. If you were unable to complete the first quiz, return to the word list and study it again, for half the time that you initially studied it. For example, if you looked at the list for one minute the first time, review it for 30 seconds the second time. Then take the second quiz. Repeat these steps for the second list, third list, and so on.

List 1

1 minute

1. Banana
2. Orange
3. Apple
4. Grapes
5. Peach
6. Pear
7. Plum
8. Pineapple
9. Strawberry
10. blueberry

List 2

50 seconds

1. Dog
2. Cat
3. Mouse
4. Horse
5. Cow
6. Giraffe
7. Pig
8. Chicken
9. Turkey
10. Sheep

List 3

1 minute

1. Football
2. Tennis
3. Cycling
4. Soccer
5. Swimming
6. Softball
7. Gymnastics
8. Archery
9. Wrestling
10. Bowling
11. Golf
12. Broomball
13. Rowing
14. Skiing
15. Scuba diving

List 4

50 seconds

1. Salt
2. Pepper
3. Cinnamon
4. Nutmeg
5. Ginger
6. Cloves
7. Allspice
8. Oregano
9. Paprika
10. Thyme
11. Rosemary
12. Cumin
13. Sage
14. Parsley
15. Cardamom

List Twists Quizzes

List 1-Quiz 1

1. How many fruits were on the list? _____
2. Was grapefruit on the list? _____
3. What were the first three fruits?

4. What 4 fruits began with the letter P?

5. Name the 2 kinds of berries that were on the list.

=====

List 1-Quiz 2

1. What fruit on the list would come first in alphabetical order? _____
2. Add the missing words from the list. Write them down in the same order as they appeared on the list.
_____, orange, _____, _____, peach,
_____, _____, _____, _____

List 2-Quiz 1

1. What were the first three animals?

2. What animal would you be least likely to see on a farm? _____

3. List the 4 animals spelled with 3 letters.

4. Only one animal ended with a Y. What was it?

=====

List 2-Quiz 2

1. Cross out the animals here that were not on the list.

Pig, donkey, cow, turkey, dog, giraffe, lion, chicken, cat, mule, sheep, horse, mouse

2. Write the remaining animals in the correct order:

_____ / _____ / _____ /

_____ / _____ / _____ /

_____ / _____ / _____ /

List 3-Quiz 1

1. Name the first four sports on the list.

2. Circle the sports that were on the list.

Baseball, rowing, archery, golf, boxing

3. Name five of the seven sports that end in -ing.

Handout #3: Word Wall

Directions: Study the list of words for five minutes. Then answer the questions on the next page without looking back at the list.

Hat	Coat	Shirt	Shoes	Socks
Purple	Orange	Green	Blue	White
Vanilla	Chocolate	Strawberry	Butter pecan	Peppermint
Rose	Petunia	Geranium	Tulip	Orchid
Floor	Ceiling	Wall	Window	Door

Word Wall Questions

Write down your answers after each question.

1. How many clothing items were on the wall? _____
2. Was the color RED listed? _____
3. What word was in the top right corner? _____
4. What ice cream flavors were listed?

5. What color was below COAT? _____
6. What flavor was to the right of STRAWBERRY? _____
7. What word was to the left of GERANIUM? _____
8. What five parts of a house were listed?

9. Name all the words in the left hand column.

10. What was the last color listed? _____

Handout #4: Grocery List

Directions: This is a twist on the game "I'm going on a trip and I'm bringing..." You are making pizza for dinner and need to go grocery shopping for ingredients. Start off with one person saying what they need from the store. The next person will repeat the ingredient that the first person said and add another. This will continue until all of the ingredients are stated and remembered in order or until someone forgets one of the ingredients.

Here's an example using making a tuna salad sandwich.

1st person: "I'm going to the store and I need a can of tuna."

2nd person: "I'm going to the store and I need a can of tuna and mayonnaise."

3rd person: "I'm going to the store and I need a can of tuna, mayonnaise, and wheat bread."

Handout #5: Recipe Notes

Directions: Read through the directions to making the following recipe. Then practice making the recipe without looking back at the directions.

Facilitator Note: If you are going to vary the exercise and use a different recipe, be mindful of the constraints of cooking in a group. You will not have unlimited time, and you likely won't be able to use heat to cook anything. You may want to consider a "no bake" recipe or something simple to make with less than 5 steps.

Hummus Cucumber Rolls

Ingredients:

4 Cucumbers, thinly sliced

Feta cheese crumbles

For the hummus:

1 15oz can of chickpeas, rinsed

1 clove garlic

1/4 cup olive oil

2 tablespoons lemon juice

2 tablespoons tahini (sesame paste)

1 teaspoon paprika

1 teaspoon ground cumin

Kosher salt

How to Make Hummus

1. In a food processor, puree the chickpeas and garlic with olive oil, lemon juice, tahini, cumin and 3/4 teaspoon of salt until smooth and creamy. Add 1-2 tablespoons of water to achieve the desired consistency.
2. Transfer to a bowl and drizzle with olive oil and paprika.
3. Thinly slice the cucumber
4. Spread a thin layer of hummus on the cucumber ribbon and sprinkle the feta crumbles.
5. Starting at one end, roll the cucumber slice into itself and pin it in place with a toothpick.

Handout #6: Repeated Words

Directions: Circle the words that appear more than once.

Sink	Towel	Peach	Stove
Cereal	Milk	Sponge	Counter
Timer	Oil	Towel	Oven mitt
Oven	Beans	Refrigerator	Eggs
Towel	Oven	Milk	Saucer
Sauce	Toaster	Spatula	Spoon
Spatula	Soup	Pot	Knife
Vinegar	Avocado	Pail	Towel
Lid	Turkey	Mustard	Oil
Timer	Garlic	Parsley	Onion
Fork	Oven	Freezer	Lettuce
Granola	Cherry	Soap	Cleanser
Cutting board	Mayo	Hot sauce	Cup
Measuring cup	Tablespoon	Oven	Towel

Handout #7: Prioritizing and Time Management

Directions: Think about the activities you do every week. Complete the worksheet below by filling in your activities in the appropriate columns. At the same time you are prioritizing your activities and filling in the first part, consider and answer the questions as well.

Prioritizing

Daily & Required	Periodic & Required	Variable & Required	Recommended	Planning/ Reflection	Unplanned/ Emergency

Key:

Daily & Required: things you must do on a daily basis

Periodic & Required: things that you are required to do often but not daily

6. What things can you eliminate, reorganize, combine, simplify, or delegate?

7. What time of day do you work most efficiently? What location means "work" versus "play"? How much time do you spend planning your schedule?

8. What distracts you? What helps you concentrate?

9. What order do you choose to do things? Do you complete tasks you dislike first, or do you postpone them? Would reversing this pattern help you to manage your time?

10. What personal signs and signals tell you that your schedule and projects are getting out of control?

11. Where do the demands on your time come from?

12. How do you handle interruptions?

Handout #8: Out of Order

Directions: Read the sentences below. Put them in the correct order.

Spread peanut butter on one slice.

Put the two pieces of bread together to make a sandwich.

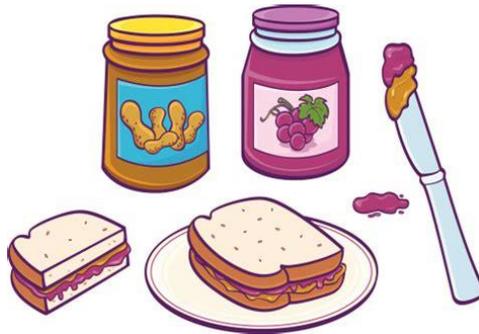
Get two pieces of bread, jelly, peanut butter and a knife.

Slice the sandwich diagonally.

Spread jelly on the other slice.

Take a big bite out of the sandwich.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Handout #9: Out of Order Again

Directions: Below is a summary of how to make nachos. Read through the sentences and put them in the correct order.

Cook the chips in the oven for 2 minutes.

Get a plate to cook on.

Get out the nacho chips and cheese.

Eat the nachos.

Put the chips on a plate.

Sprinkle cheese on the chips.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Handout #10: Organizational Skills Practice Homework

Directions: Look at the pictures below and answer questions.

How many...

Are cold? _____

Are warm? _____

Are sweet? _____

Are not sweet? _____

Are drinks? _____

Are food? _____



Directions: Look at the pictures below and answer questions.

How many...

Are fruits? _____

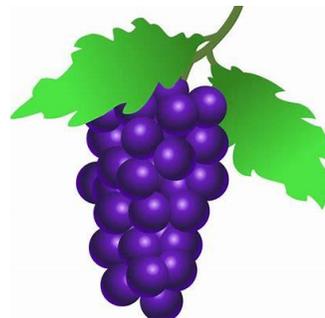
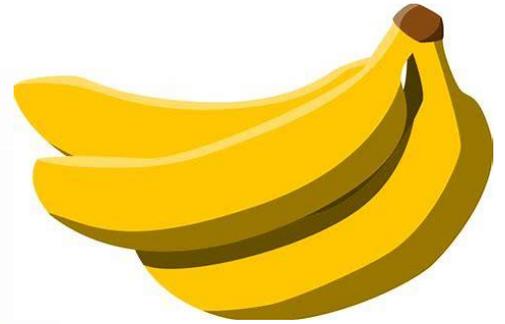
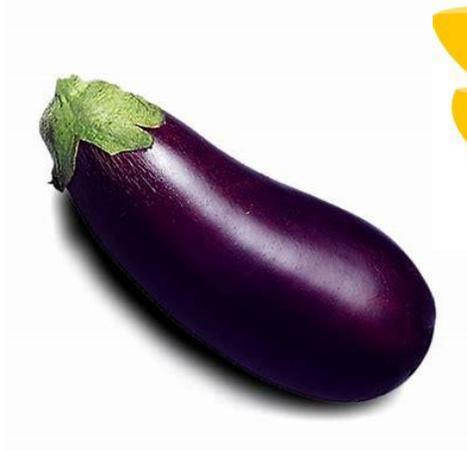
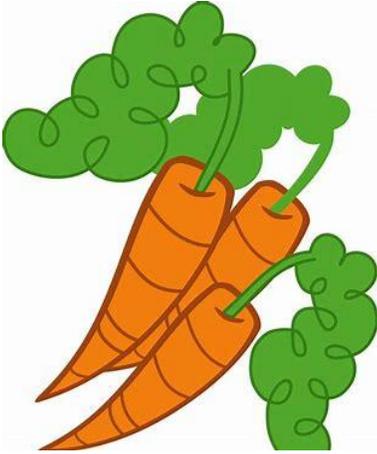
/are vegetables? _____

Are purple? _____

Are yellow? _____

Are orange? _____

Grow on trees? _____



Directions: Read through the steps to making granola. Then put the steps to the recipe in order.

Add the honey, brown sugar and cinnamon to the skillet; cook and stir for 1 minute or until the mixture is bubbling and thickened.

Stir in the cherries. Transfer the mixture to a sheet pan and let it cool for 5-10 minutes, stirring occasionally. Store the granola in a large re-sealable plastic bag or leak proof glass container.

Heat the oil in a 12" skillet over medium heat for about 3 minutes. Add the oats, pecans and coconut and stir for 4-6 minutes, or until the oats are golden brown. Move the mixture to a large sheet pan.

Return the oat mixture to the skillet. Cook for 1 minute or until coated. Turn off the heat.

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

Directions: Read through the steps to following a recipe and then put them in the correct order.

- Go shopping for ingredients
- Take all of the ingredients out and measure them
- Do the dishes
- Follow the directions in the recipe
- Make a grocery list
- Clean up the kitchen
- Taste the recipe
- Make a grocery list

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Handout #11: Secret Files

Directions: Can you determine what the categories are? Sort the sixteen words below based on their similarities. Label each category based on the files that it holds.

Apple Blender Oven Orange Braise Fry
Toaster Grapefruit Parfait Sauté Cake Pie
Banana Roast Ice cream Stove

A blue-bordered box representing a file folder. It has a white rectangular label at the top and a larger white area below with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a white rectangular label at the top and a larger white area below with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a white rectangular label at the top and a larger white area below with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a white rectangular label at the top and a larger white area below with four horizontal lines for writing.

More Secret Files

Directions: Can you determine what the categories are? Sort the sixteen words below based on their similarities. Label each category based on the files that it holds.

Popcorn Pretzels Vanilla fudge Eggplant Pistachio Zucchini
Spatula Butter Pecan Slotted Spoon Asparagus Whisk
Potato Chips Peanuts Spinach Chocolate Tong

A blue-bordered box representing a file folder. It has a horizontal header box at the top and a larger body with four horizontal lines for text.

A blue-bordered box representing a file folder. It has a horizontal header box at the top and a larger body with four horizontal lines for text.

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A blue-bordered box representing a file folder. It has a horizontal header box at the top and a larger body with four horizontal lines for text.

More Secret Files

Directions: Can you determine what the categories are? Sort the sixteen words below based on their similarities. Label each category based on the files that it holds.

Slow Cooker Juice Salad Food Processor Kiwi
Dessert Dragon fruit Soda Entrée Appetizer
Grape Coffee Microwave Plum Tea Coffee pot

A blue-bordered box representing a file folder. It has a header section at the top and a main body with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a header section at the top and a main body with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a header section at the top and a main body with four horizontal lines for writing.

A blue-bordered box representing a file folder. It has a header section at the top and a main body with four horizontal lines for writing.

Handout #12: Logic Puzzles

Materials Needed: Whiteboard and markers or equivalent

Directions: Draw the grid as shown below so that the group can follow along. Use the grid to keep track of the answers. Place an X in the square to eliminate an option and a check mark in the box to signify the correct answer.

Animal Lovers Logic Puzzle

Four kids went to a very unusual pet store. Each child picked out a different animal to take home. Can you match the child with his or her new friend?

	Unicorn	Sea Serpent	Manatee	Dragon
Dan				
Sarah				
Melody				
Uli				

Clues:

1. No child has a pet that starts with the same letter as his or her name.
2. Dan doesn't have a pet that lives in the water.
3. Melody is allergic to smoke.
4. Sarah loves to fly.

More Logic Puzzles

It's Time For Pie: Five kids are seated at the pie shop, and they are hungry! Each one gets a slice of pie in a different flavor. Who had what?

	Chocolate Crème	Banana Crème	Apple Spice	Blueberry	Pecan
Rocky					
Davis					
Sam					
Brandi					
Mala					

Clues:

1. Mala and Rocky are allergic to dairy.
2. Same and Davis don't like fruit.
3. Davis did not have banana crème.
4. The person who ate the blueberry pie was not Rocky.
5. Same ate the Pecan pie.

Fruit Logic Puzzle: Four kids are eating lunch on a hot summer's day. Each has a big glass of water, a sandwich, and a piece of fruit. Which fruit did each child have?

	Apple	Banana	Orange	Grapes
Kelly				
Marissa				
Dagwood				
Jon				

Clues:

1. Marissa and Kelly have to peel their fruit before eating it.
2. Dagwood doesn't like grapes.
3. Kelly has a napkin to wipe the juice from her fingers.

The Big Dance Logic Puzzle: Mary, Shirley, Frank and Bob all went out dancing for the night. Each found a partner to dance with that was not in their original group. Who danced with whom?

	Bob	Frank	Mark	Charlie
Mary				
Shirley				
Paige				
Roz				

Clues:

1. Paige did not do the Foxtrot with Frank.
2. Shirley's partner also had a two-syllable name.
3. Mary found a partner with the same first initial.

Handout #13: Pulling Pockets

Directions: Split the group into two teams. Each team randomly draws or selects a different pocket-called "pulling a pocket"-and attempts to solve the problem within it.

Materials:

- "Pockets" each filled with a different problem. A "pocket" is anything that can be closed, such as an envelope, a small tie bag (like the ones used at weddings, available in dollar stores), a small box, etc. Basically, anything small and hollow works. Each tiny container is filled with a single problem, then closed.

Rules: The team that "pulls the pocket" answers first. Teams then alternate pocket pulling. Teams receive points for quickly providing "good" possible solutions. There is an element of subjectivity in determining the excellence of the response, so having a panel of judges who try to be objective is a good idea. Teams alternate giving solutions. They can't repeat a solution already given, and when no one can come up with any more solutions, a new pocket is opened.

Game at a Glance:

1. Participants choose pockets and open. First one team chooses a pocket, reads the situation aloud, and then both teams are given 60 seconds to devise solutions.
2. Teams alternatively give solutions, earning one point per solution.
3. The team having the most "viable" solutions-offered alternately and not repeated-will have the most points.
4. When there are no more solutions, a new pocket is opened.

Example:

- Team A chooses a pocket with contains "lost my cellphone"
- At start signal, both teams brainstorm solutions to the problem. They stop at signal from the group leader (hand clap, whistle, flicker of lights, or a loud "stop").
- Team A offers the first solution. If acceptable, the team gets one point
- Team B offers a different solution. If acceptable, the team gets one point.
- Team A has no more solutions, but Team B has one more, so gets one more point. (Team A has 1 point; Team B has 2).
- Team B opens a pocket and continues as before.

Facilitator Note: It's a good idea for the group to practice this exercise several times (or as long as time allows...about 20 minutes). This will help group members to continue brainstorming and coming up with alternative solutions to problems that are viable or reasonable.

Handout #14: Match Game

Directions: Match the description of an example of a thinking skill with the name of the thinking skill. Think about the examples we discussed throughout each lesson of the group.

Thinking Skills Word Bank:

Problem solving	Concentration	Working memory	Attention
Processing speed	Planning	Memory	Task completion
Divided attention		Organization	

1. Anna is reading a recipe that she would like to try out to see how difficult it is to make. _____
2. Jessica has two pots on the stove. She is cooking rice in one and cooking stir fry vegetables in the other. She has to make sure nothing burns.

3. Andrew has to remember the steps to the recipe while he is preparing it.

4. Brenda is chopping vegetables while waiting for her pasta to cook. She has to chop them quickly enough to get the timing right or her pasta will be mushy and overcooked. _____
5. Jackson has to remember his grocery list. _____
6. Lindsey has to watch her grill to make sure that she doesn't burn dinner.

7. Sam has do everything for a dinner party with friends from cleaning, shopping, cooking and cleaning. _____
8. Zak invited three people over for dinner but two of his friends came with dates. Now he has to figure out what to do so that everyone has enough food.

9. Beverly has to get all of the kitchen utensils, pots, and ingredients ready to make dinner tonight. _____
10. Henry has to plan and organize a birthday party for his roommate.

Exercise #15: What is it?

Supplies Needed: 2 sets of 10 index cards, each with one of the thinking skills from the list below written on it.

1. Problem solving
2. Working memory
3. Attention
4. Processing speed
5. Planning
6. Memory
7. Task completion
8. Divided attention
9. Organization
10. Concentration

Directions: Pick a card at random. Your job is to give an example of the thinking skill that the rest of the group will use to identify it.

Glossary of Cooking Terms

AL DENTE:

Italian term used to describe pasta that is cooked until it offers a slight resistance to the bite.

BAKE:

To cook by dry heat, usually in the oven.

BARBECUE:

Usually used generally to refer to grilling done outdoors or over an open charcoal or wood fire. More specifically, barbecue refers to long, slow direct- heat cooking, including liberal basting with a barbecue sauce.

BASTE:

To moisten foods during cooking with pan drippings or special sauce to add flavor and prevent drying.

BATTER:

A mixture containing flour and liquid, thin enough to pour.

BEAT:

To mix rapidly in order to make a mixture smooth and light by incorporating as much air as possible.

BLANCH:

To immerse in rapidly boiling water and allow to cook slightly.

BLEND:

To incorporate two or more ingredients thoroughly.

BOIL:

To heat a liquid until bubbles break continually on the surface.

BROIL:

To cook on a grill under strong, direct heat.

CARAMELIZE:

To heat sugar in order to turn it brown and give it a special taste.

CHOP:

To cut solids into pieces with a sharp knife or other chopping device.

CLARIFY:

To separate and remove solids from a liquid, thus making it clear.

CREAM:

To soften a fat, especially butter, by beating it at room temperature. Butter and sugar are often creamed together, making a smooth, soft paste.

CURE:

To preserve meats by drying and salting and/or smoking.

DEGLAZE:

To dissolve the thin glaze of juices and brown bits on the surface of a pan in which food has been fried, sauteed or roasted. To do this, add liquid and stir and scrape over high heat, thereby adding flavor to the liquid for use as a sauce.

DEGREASE:

To remove fat from the surface of stews, soups, or stock. Usually cooled in the refrigerator so that fat hardens and is easily removed.

DICE:

To cut food in small cubes of uniform size and shape.

DISSOLVE:

To cause a dry substance to pass into solution in a liquid.

DREDGE:

To sprinkle or coat with flour or other fine substance.

DRIZZLE:

To sprinkle drops of liquid lightly over food in a casual manner.

DUST:

To sprinkle food with dry ingredients. Use a strainer or a jar with a perforated cover, or try the good, old-fashioned way of shaking things together in a paper bag.

FILLET:

As a verb, to remove the bones from meat or fish. A fillet (or filet) is the piece of flesh after it has been boned.

FLAKE:

To break lightly into small pieces.

FLAMBE':

To flame foods by dousing in some form of potable alcohol and setting alight.

FOLD:

To incorporate a delicate substance, such as whipped cream or beaten egg whites, into another substance without releasing air bubbles. Cut down through mixture with spoon, whisk, or fork; go

across bottom of bowl, up and over, close to surface. The process is repeated, while slowly rotating the bowl, until the ingredients are thoroughly blended.

FRICASSEE:

To cook by braising; usually applied to fowl or rabbit.

FRY:

To cook in hot fat. To cook in a fat is called pan-frying or sauteing; to cook in a one-to-two inch layer of hot fat is called shallow-fat frying; to cook in a deep layer of hot fat is called deep-fat frying.

GARNISH:

To decorate a dish both to enhance its appearance and to provide a flavorful foil. Parsley, lemon slices, raw vegetables, chopped chives, and other herbs are all forms of garnishes.

GLAZE:

To cook with a thin sugar syrup cooked to crack stage; mixture may be thickened slightly. Also, to cover with a thin, glossy icing.

GRATE:

To rub on a grater that separates the food in various sizes of bits or shreds.

GRATIN:

From the French word for "crust." Term used to describe any oven-baked dish--usually cooked in a shallow oval gratin dish--on which a golden brown crust of bread crumbs, cheese or creamy sauce is form.

GRILL:

To cook on a grill over intense heat.

GRIND:

To process solids by hand or mechanically to reduce them to tiny particles.

JULIENNE:

To cut vegetables, fruits, or cheeses into thin strips.

KNEAD:

To work and press dough with the palms of the hands or mechanically, to develop the gluten in the flour.

LUKEWARM:

Neither cool nor warm; approximately body temperature.

MARINATE:

To flavor and moisturize pieces of meat, poultry, seafood or vegetable by soaking them in or

brushing them with a liquid mixture of seasonings known as a marinade. Dry marinade mixtures composed of salt, pepper, herbs or spices may also be rubbed into meat, poultry or seafood.

MEUNIERE:

Dredged with flour and sauteed in butter.

MINCE:

To cut or chop food into extremely small pieces.

MIX:

To combine ingredients usually by stirring.

PAN-BROIL:

To cook uncovered in a hot fry pan, pouring off fat as it accumulates.

PAN-FRY:

To cook in small amounts of fat.

PARBOIL:

To boil until partially cooked; to blanch. Usually this procedure is followed by final cooking in a seasoned sauce.

PARE:

To remove the outermost skin of a fruit or vegetable.

PEEL:

To remove the peels from vegetables or fruits.

PICKLE:

To preserve meats, vegetables, and fruits in brine.

PINCH:

A pinch is the trifling amount you can hold between your thumb and forefinger.

PIT:

To remove pits from fruits.

PLANKED:

Cooked on a thick hardwood plank.

PLUMP:

To soak dried fruits in liquid until they swell.

POACH:

To cook very gently in hot liquid kept just below the boiling point.

PUREE:

To mash foods until perfectly smooth by hand, by rubbing through a sieve or food mill, or by whirling in a blender or food processor.

REDUCE:

To boil down to reduce the volume.

REFRESH:

To run cold water over food that has been parboiled, to stop the cooking process quickly.

RENDER:

To make solid fat into liquid by melting it slowly.

ROAST:

To cook by dry heat in an oven.

SAUTE:

To cook and/or brown food in a small amount of hot fat.

SCALD:

To bring to a temperature just below the boiling point.

SCALLOP:

To bake a food, usually in a casserole, with sauce or other liquid. Crumbs often are sprinkled over.

SCORE:

To cut narrow grooves or gashes partway through the outer surface of food.

SEAR:

To brown very quickly by intense heat. This method increases shrinkage but develops flavor and improves appearance.

SHRED:

To cut or tear in small, long, narrow pieces.

SIFT:

To put one or more dry ingredients through a sieve or sifter.

SIMMER:

To cook slowly in liquid over low heat at a temperature of about 180°. The surface of the liquid should be barely moving, broken from time to time by slowly rising bubbles.

SKIM:

To remove impurities, whether scum or fat, from the surface of a liquid during cooking, thereby resulting in a clear, cleaner-tasting final produce.

STEAM:

To cook in steam in a pressure cooker, deep well cooker, double boiler, or a steamer made by fitting a rack in a kettle with a tight cover. A small amount of boiling water is used, more water being added during steaming process, if necessary.

STEEP:

To extract color, flavor, or other qualities from a substance by leaving it in water just below the boiling point.

STERILIZE:

To destroy micro organisms by boiling, dry heat, or steam.

STEW:

To simmer slowly in a small amount of liquid for a long time.

STIR:

To mix ingredients with a circular motion until well blended or of uniform consistency.

TOSS:

To combine ingredients with a lifting motion.

TRUSS:

To secure poultry with string or skewers, to hold its shape while cooking.

WHIP:

To beat rapidly to incorporate air and produce expansion, as in heavy cream or egg whites.

Resources

Animal Lovers Logic Puzzle <https://cf.ltkcdn.net/kids/files/1953-Animal-Lovers-Logic-Puzzle.pdf>

Categorization homework <https://www.education.com/slideshow/categorization/count-classify-furniture/>

Definition of divided attention

<https://www.alleydog.com/glossary/definition.php?term=Divided+Attention>

Definition of organization <https://www.brainline.org/article/initiation-planning-organization-and-brain-injury>

Fruit Logic Puzzle <https://cf.ltkcdn.net/kids/files/1954-Fruit--Logic-Puzzle.pdf>

Glossary of Cooking Terms

https://www.d.umn.edu/~alphanu/cookery/glossary_cooking.html

Granola Recipe

<https://www.pamperedchef.com/recipe/Appetizers+%26+Snacks/30+Minutes+or+Less/Quick+Stovetop+Granola/1043181>

How to Play Uno <https://www.unorules.com/>

It's Time for Pie Logic Puzzle <https://cf.ltkcdn.net/kids/files/1955-Its-Time-for-Pie-Logic-Puzzle.pdf>

List twist quiz <https://www.word-game-world.com/support-files/list-twist-quizzes-1-4.pdf>

List twist word list <https://www.word-game-world.com/support-files/list-twist-word-lists-1-4.pdf>

List twist instructions <https://www.word-game-world.com/support-files/memory-training-games-list-instructions.pdf>

Organizational skills <https://www.businessphrases.net/organizational-skills/>

Organizational Skills Homework

<https://www.education.com/slideshow/categorization/count-classify-furniture/>

Out of order exercise

<http://files.havefunteaching.com/worksheets/reading/sequencing/sequence-worksheet-sandwich.pdf>

Planning <https://www.cognifit.com/science/cognitive-skills/planning>

Prioritization exercise

<http://tutorials.istudy.psu.edu/timemanagement/timemanagement3.html>

Problem Solving <https://www.wrike.com/blog/top-15-problem-solving-activities-team-master/>

Pulling Pockets

<https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247ch10.pdf>

Reaction Time <https://www.cognifit.com/science/cognitive-skills/response-time>

Sequencing homework

<https://www.roberson.k12.nc.us/cms/lib/NC01000307/Centricity/Domain/3916/Sequence.pdf>

The Big Dance Logic Puzzle <https://cf.ltkcdn.net/kids/files/1958-The-Big-Dance-Logic-Puzzle.pdf>

Time Management skills <https://www.kent.ac.uk/careers/sk/time.htm>

Word Wall <https://www.word-game-world.com/support-files/printable-memory-games-wall1.pdf>