

Pudding on a Plate



Let's have fun with literacy during an everyday routine – snack time! In this activity you and your child will learn a charming rhyme and make yummy pudding to go with it. It supports your child in learning independent living skills (especially feeding), introduces measurement and counting, and provides a multitude of sensory experiences. Spatial concepts such as “up,” “down,” “on,” and “in” are also introduced. The rhyme can make eating more fun and hopefully reduce the stress that some children with visual impairment experience during mealtime. While a child with typical vision uses incidental learning to watch a caregiver making food, this experience teaches by active engagement in the cooking activity, which is essential for children with visual impairment.

Duration

This activity will take 10 to 30 minutes depending on your child's mood and interest.

Materials Required

- Instant pudding in a box, any flavor you think your child would like and/or you would like. Choose a small box (3.4 oz.) for you and your child or a large box (5.1 oz.) if you have siblings joining in the activity or if you want to save some for later.
- Milk or milk substitute (amount depends on the size of pudding and how thick you would like your pudding)

- Measuring cup
- Jar or container with a tight-fitting lid
- Spoon
- Plate
- Optional apron for the caregiver and/or a bib for the child; a damp washcloth or paper towel to wipe off sticky hands
- “Pudding on the Plate” rhyme

Pudding in the jar,
 Pudding in the jar,
 Shake them up,
 Shake them up,
 Pudding in the jar.

Pudding on the plate,
 Pudding on the plate,
 Wobble wobble,
 Wobble wobble,
 Pudding on the plate.

Activity Steps

1. Say the rhyme to your child. Encourage your child’s involvement by bouncing them gently on your lap to simulate shaking the pudding in the jar as you say the first part of the rhyme. Move them back and forth when you say the second part to simulate “wobble wobble.”
2. Explore the materials. Shake the pudding in the box, smell and taste the dry pudding, touch the spoon, tap the spoon on the jar or plate, put the lid on and off the jar, feel and/or taste the cold milk or milk substitute.
3. If your child is engaged and interested, keep going with the activity. If not, you can just do the activity up until this point. Observe your child. Is your child happy just to stay at this point or are they ready to move to the next step in this activity?
4. If you haven’t opened the pudding, open it now and take the opportunity to smell, taste, and touch the dry pudding. Never force the child to taste or touch something they don’t want to. Just encourage them. Then, using hand-under-hand, pour it



into the jar. Put the cover on the jar/container. Shake it. Move it up and down slowly or quickly (what suits your child?). How does it sound? How does it look? If your child has vision, encourage them to visually attend and follow the movement. It's okay if your child can't look and listen at the same time. Again, it's okay to stop at this point if your child is showing signs that they are done. Say the rhyme again while shaking the jar.

5. If you haven't done so, open the milk or milk substitute using hand-under-hand. Explore it like you did the pudding. Measure the correct amount of liquid with your child and put it in the jar with the dry pudding.
6. Put the cover on the container. Shake and count the shakes to make the pudding or say the rhyme while making the pudding. Say the rhyme again while shaking.
7. Check the pudding periodically by listening to the sound as you shake, feeling the heaviness as you shake.
8. Open the jar and touch the pudding with your finger. Is it thick like pudding or still runny? When it is thick enough, put some on your plate. Sing the rhyme. Touch the pudding. Fingerpaint with the pudding. Some children may not like the sticky texture so use a damp washcloth or paper towel to wipe off their fingers. Taste the pudding. Say the rhyme. Have fun!



Tips

- Remember that safety and trust are of the utmost importance. Don't ever force your child to touch or taste anything they don't want to. Observe your child. Maybe just being around the pudding is all they can tolerate. Maybe they can touch it but not taste it. Maybe they can taste it (if you give it to them on a spoon) but can't touch it.
- Be aware of the pacing of this activity. Go s-l-o-w so that your child can process and participate to the best of their ability.
- It takes multiple opportunities for children to try a new food and decide if they like it. Children with visual impairment need to try a new food 40 or more times to decide if they like it!
- Try making the pudding in different containers like a Ziploc bag. Your child might enjoy touching, squishing, and mixing the pudding in a bag.
- You can also use an electric mixer to make the pudding. Some children will enjoy the vibration of the mixer. Some



children may not like the sound or the feel of the mixer. Be observant and mindful of your child's preferences.

- Take your time during this activity. Give your child time to explore and be independent with choice making and participation. Going slower, using hand-under-hand, and not forcing your child to complete the activity will alleviate some scary feelings and increase positivity.
- You may want to put a shower curtain or some plastic under the area that you are working so that the pudding doesn't mess up your floor. You might also want to dress your child in easy-to-clean clothes. Bath time might come next!
- Consider reducing the amount of milk that you add to the pudding. If you add one cup of milk instead of two, the pudding will be thicker. Some children might prefer this taste and/or texture more.

Extension Activities

- This is an excellent activity for the siblings, grandparents, and the entire family. When you include siblings or other family members, the child learns how to function in a small group and can practice taking turns, sharing, and interaction.
- Go to <https://www.storyblocks.org/project/putting-on-the-plate-erin-todd/> and listen to Erin Todd do the original rhyme with actions. "Combining words with movement helps grow connections in a child's brain."
- You can add paintbrushes, spatulas, or other tools while playing/painting with the pudding. Talk to your child about what tools you're using. What are their names? What do they feel like when you hold them in your hand? Talk about how a spatula is made for scraping or a spoon is used for scooping or stirring.
- Try using tapioca pudding, which has more texture. It might take some children time to touch and taste it since it is not completely smooth. Some children might resist texture at first. Go slow and don't force them.
- Make an experience book or bag using the materials from the activity. Possible materials: Box from pudding (either as is or flattened out), lid from jar, lid or container from milk or milk substitute, and paper plate. You can also use pictures if your child can access them. For more information on experience books go to: https://www.asharedvision.org/uploads/8/8/2/7/88271548/how_to_make_an_experience_book.pdf

- Here are the original words to the rhyme. They might inspire you to do other activities, like shaking candy in a jar.

Pudding on the plate,
Pudding on the plate,
 Wibble wobble,
 Wibble wobble,
Pudding on the plate.

Candies in the jar,
Candies in the jar,
 Shake them up,
 Shake them up,
Candies in the jar.

Candles on the cake,
Candles on the cake.
 Blow them out,
 Blow them out,
 Puff, Puff, Puff.