



Musical Meals Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your MUSICAL MEALS box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: JAZZY JAMABALAYA
& MARDI GRAS
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **learn** about the history of Mardi Gras in New Orleans.
- Students will **locate** Louisiana and New Orleans on a map and use the map to **answer** some geography questions.
- Students will **listen** to Dixieland Jazz music and discuss the importance of music to the celebration of Mardi Gras.
- Students will **create** art to **demonstrate** their initial knowledge of Mardi Gras.
- Students will **read** about popular foods served for Mardi Gras.
- Students will **watch** videos about Mardi Gras and its famous parades.
- Students will **choose** writing, art, fashion or music to **show** their new knowledge of Mardi Gras.
- Students will **read** and **practice** with Featured Culinary Skill - Cooking Rice.
- Students will **make** and **share** Jazzy Jambalaya.



MARDI GRAS

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Books from the resource section below
 - Map or atlas of the United States and state of Louisiana
 - Intro
 - Basic art materials
 - Paper, markers, crayons
 - Activity (dependent on choice):
 - Drawing
 - Paper, markers, crayons
 - Story writing
 - Pen and paper
 - Computer
 - Learn music
 - Instrument
 - Sheet music
 - Costume creation
 - Costume dependent
- **Read**
 - Review the books from the resource section below
- **Watch**
 - Celebrating Mardi Gras in New Orleans (5:42)
<https://www.youtube.com/watch?v=EklZwXbSh-Y>
 - Mardi Gras Parade for Kids in Lafayette Louisiana (5:08)
<https://www.youtube.com/watch?v=-NaqGV6pEo0&list=PLJrv44y8VbXy6fx946WE5PGGR3KfYHpPV&index=6>

Lesson: MARDI GRAS

- **Introduction:** What do you know about Mardi Gras?
 - **Play** some Jazz music to set the tone for the lesson.
 - Mardi Gras New Orleans Music with Classic Dixieland Jazz 2:26
<https://www.youtube.com/watch?v=QJARs46wMZ8>
 - **Provide** the students with basic art materials such as paper, crayons, markers etc.
 - **Ask** students to **draw or represent** on paper in some way:
 - What is the first thing that comes to your mind when you hear the words MARDI GRAS?
 - **Allow** students 5 minutes to **draw**. If they have no idea what it means, **encourage** the students to just think about the words and see what comes to them.



- Use this time to **observe** what students are drawing and **assess** their prior knowledge about this celebration.
- Have students **share** their art with one another and **explain** what they drew and **provide feedback** and **ask questions** of one another.
- Display the art.
- **Optionally, read** some of the books listed in the resource section below.
- **Tell** the students that today they will be learning about what Mardi Gras is and how it is celebrated in New Orleans, including: the music, food, costumes, parades, symbols and colors. They will then have the opportunity to creatively **show** what they have learned.

- Information: Mardi Gras in New Orleans
 - Provide students with a map of the US and ask them:
 - Do you know what state New Orleans is in?
 - Can you find it on the map?
 - What bodies of water is it near?
 - Do you know anything about this region of the United States?
 - Is New Orleans the capital of Louisiana? How can the map give you clues?
 - Share:
 - What is Mardi Gras?
 - Mardi Gras is a Christian holiday that is celebrated on the Tuesday before Ash Wednesday, which is the day that begins the Christian season called Lent. This season lasts until Easter Sunday. Christians follow a tradition of giving up a bad habit that they have or fast from certain foods (like chocolate).
 - Mardi Gras 2020 will be celebrated on Tuesday, February 25th.
 - Mardi Gras comes from the French words for Fat Tuesday.
 - The idea behind it is that it is the last day to have fun before Lent.
 - In New Orleans they say “*Laissez les bons temps rouler!*” which means, “Let the good times roll!”
 - History
 - Mardi Gras was originally celebrated in medieval Europe.
 - The first record of it being celebrated in the United states is from the early 1700s.
 - In Louisiana, the first celebrations were huge fancy balls or dances.
 - The party atmosphere and the parades began in the 1800s.
 - Mardi Gras was declared a legal holiday in Louisiana in 1875.
 - How do people celebrate?
 - In the United States, many cities celebrate with Mardi Gras parades.
 - In New Orleans, the parades have many floats with people throwing beads or coins. These items are called throws.



- Parades also have lots of musicians and school marching bands playing jazz music.
 - By law, all float riders must wear a mask while parading!
 - Dances or balls are another way to celebrate.
 - Many are *masquerade* balls where people wear costumes and masks to hide their identity.
 - King Cake Parties are also held at this time of year. This cake is a dessert that is topped with Mardi Gras colors. The cake similar to a giant cinnamon roll with nuts and spiced fruit or chocolate or almond. It comes in a ring shape and can be baked or fried. The baker hides a small plastic baby inside the cake. Whoever finds the baby is supposed to have luck and prosperity. They also are supposed to buy the cake for the next year!
- Colors
 - Colors are important at Mardi Gras. You see them in the beads that get thrown, the costumes and the floats, and in the foods served:
 - Gold - represents power
 - Green - represents faith
 - Purple - represents justice
- Foods
 - From a culinary standpoint, Mardi Gras is about celebrating ALL the rich foods before Lent.
 - Pancakes are a traditional Mardi Gras food, especially, in England and Ireland. They were made for this day to use up all of the butter and eggs before Lent. In New Orleans, they often color them with purple, green, and yellow food coloring and top them with frosting and sprinkles!
 - Some New Orleans examples of famous foods are:
 - Crawfish Boil
 - Shrimp and Grits
 - Red Beans and Rice
 - To **read** more visit this website:
 - <https://www.forkly.com/food/easy-mardi-gras-themed-recipes-10-traditional-party-foods/>
- Music
 - Mardi Gras music is not really one style of music. It's more like Christmas music in that you have all kinds of music but they are all intended to get you in the spirit of the season!
 - Different kinds of Mardi Gras music include:
 - Orchestral and big band music for the balls
 - Rhythm and blues numbers



- Cutting loose jazz tunes that make party goers pump their umbrellas in the air and dance
 - Afro-Caribbean chants and percussive rhythms associated with the Mardi Gras Indians
 - Parade-time beats from school bands marching between floats in parades
 - 10 Albums to Get You Ready for Mardi Gras in New Orleans
 - <https://blog.discogs.com/en/mardi-gras-music/>
 - Watch
 - This National Geographic video about Celebrating Mardi Gras in New Orleans (5:42) <https://www.youtube.com/watch?v=EklZwXbSh-Y>
 - Ask the students to **look for and remember** or **note down** things that they see in the video aspects that they learned from the information above?
 - Optionally, **watch** this home video shot from the perspective of a family going to a parade.
 - Mardi Gras Parade for Kids in Lafayette Louisiana (5:08) <https://www.youtube.com/watch?v=-NaqGV6pEo0&list=PLJrv44y8VbXy6fx946WE5PGGR3KFYHpPV&index=6>
- Activity Instructions: Make Mardi Gras Magic!
 - **Tell** students that this is their chance to **show** what comes to mind now when they hear the words Mardi Gras.
 - Provide one of the following choices:
 - **Draw** another picture to compare with the one you did at the start of the lesson.
 - **Learn to play** a Mardi Gras song like “When the Saints Go Marching In”
 - Piano <https://www.youtube.com/watch?v=NjWVvZppTRc>
 - Guitar <https://www.guitamick.com/when-the-saints-go-marching-in-easy-guitar-song-tab.html>
 - **Write a story** that takes place at Mardi Gras in New Orleans
 - Be sure to include:
 - a description of the setting
 - more than one character
 - symbols, foods, and more
 - **Make** a Mardi Gras costume
 - Be sure to keep in mind
 - colors
 - masks
 - royalty
 - sparkle
 - Costume ideas:



- <https://www.liveabout.com/mardi-gras-costume-ideas-1106501>
- <https://costumes.lovetoknow.com/how-make-mardi-gras-costume>
- Get Creative- do you have other ideas to share what you learned? Go for it! You know what people from New Orleans say “*Laissez les bons temps rouler!*”

Extension:

- **Learn** more history about New Orleans: <https://www.hnoc.org/programs/lesson-plans>
- **Compare and contrast** how Mardi Gras is celebrated in different parts of the world like, Australia, Germany, Great Britain, and South America.
- **Cook** another New Orleans inspired Mardi Gras recipe.



JAZZY JAMBALAYA

Kitchen Prep

- Read the JAZZY JAMBALAYA recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Cooking Rice**.
- Discuss kitchen safety. Specifically, STOVETOP safety (Visit Raddishkids.com/pages/safety).

Prepare JAZZY JAMBALAYA

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, sear, and stir.
- When the JAZZY JAMBALAYA is ready, eat, taste and share!
- While your friends and family are eating, display your Mardi Gras artistic creations and share what you learned.

RESOURCES

- **Books**
 - [Mimi's First MARDI GRAS](#) by Alice Couvillion and Elizabeth Moore
 - [Dinosaur Mardi Gras](#) by Dianne de Las Casas
 - [Celebrate Mardi Gras](#) with Joaquin Harlequin by Alma Flor Ada and Isabel Campoy
 - [The King Cake Baby](#) by Keila Dawson
 - [D.J. and the Zula Parade](#) by Denise Walter McConduit
 - [On Mardi Gras Day](#) by Fatima Shaik
 - [The Bourbon Street Band is Back](#) by Ed Shankman
 - [Jenny Giraffe Discovers the French Quarter](#) by Cecilia Dartez
 -
- **Websites**
 - <https://www.forkly.com/food/easy-mardi-gras-themed-recipes-10-traditional-party-foods/>
 - <https://www.hnoc.org/programs/lesson-plans>
 - <https://blog.discogs.com/en/mardi-gras-music/>
 - <https://www.liveabout.com/mardi-gras-costume-ideas-1106501>
 - <https://costumes.lovetoknow.com/how-make-mardi-gras-costume>
 - <https://www.guitamick.com/when-the-saints-go-marching-in-easy-guitar-song-tab.html>
- **Videos**
 - Celebrating Mardi Gras in New Orleans (5:42)
<https://www.youtube.com/watch?v=EklZwXbSh-Y>



- Mardi Gras Parade for Kids in Lafayette Louisiana (5:08)
<https://www.youtube.com/watch?v=-NaqGV6pEo0&list=PLJrv44y8VbXy6fx946WE5PGGR3KFYHpPV&index=6>
- Over 2 Hours of Mardi Gras New Orleans Music with Classic Dixieland Jazz 2:26
<https://www.youtube.com/watch?v=QJARs46wMZ8>
- “When the Saints for Marching In” for piano (1:30)
<https://www.youtube.com/watch?v=NjWVvZppTRc>



Lesson #2: BLUES-BERRY CRUMB BARS
& HOW MUSIC MOVES US
Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **discuss** what emotions are and create their own definition.
- Students will **generate** a list of emotions and categorize them.
- Students will **share** their experiences with different emotions.
- Students will **listen** to different kinds of music and **record** in words or drawings what it made them think of and how it made them feel.
- Students will **watch** a video about the science of the effect of music on the brain.
- Students will **demonstrate** their understanding by **creating** a project that **shows** the connection between music and emotion.
- Students will **read** and **practice** with Featured Culinary Skill - Berry Guide.
- Students will **make** and **share** Blues-berry Crumb Bars.



HOW MUSIC MOVES US

Teacher Prep:

- Collect Materials:
 - Recipe Guide, tools and ingredients listed
 - Introduction:
 - list of emotions
 - <https://www.enchantedlearning.com/wordlist/emotions.shtml>
 - feelings and emotion words with faces
 - <https://7esl.com/describe-someones-feelings-and-emotions/>
 - Information:
 - Playlist of different types of music
 - classical
 - rock 'n' roll
 - blues
 - heavy metal
 - folk
 - pop
 - "Music Makes Me Feel" Response Sheet (included – see page 21)
 - markers and chart paper
 - post it notes or index cards for sort
 - Mood Music Project
 - Depends on choice see section below.
 - "Soundtrack Worksheet" (included – see page 22)
- Watch
 - Review these videos and choose the best one(s) for your students
 - How Does Music Affect Emotion? (1:07)
<https://www.youtube.com/watch?v=82Tn3NIVDAA>
 - How music affects your brain (1:49)
<https://www.youtube.com/watch?v=7Y3mdkla4Xc>
 - How Music Affects the Brain and Your Emotions (3:20)
<https://www.youtube.com/watch?v=hTyDHwtBozE>
 - This Is Your Brain on Music- How Music Benefits The Brain (6:12)
<https://www.youtube.com/watch?v=kZj8BfEu-P8>



Lesson: HOW MUSIC MOVES US

- Introduction: How are you feeling today?
 - Ask students:
 - How do you feel right now? What is your mood?
 - Where do you feel that emotion (in your body)?
 - What is causing you to feel this way? Did something happen?
 - Discuss the students' different moods.
 - Challenge the students to brainstorm a list of emotion words. If not all students understand a suggestion, have the student define or perhaps give an example of a situation that made them feel this way.
 - <https://www.enchantedlearning.com/wordlist/emotions.shtml>
 - Ask:
 - Is there a way to sort the emotions?
 - e.g. high energy/lazy, positive/negative, warm/cold
 - Have you ever wanted to change the mood you were in? Why? How did you do it?
 - Tell the students that one way scientists believe people can affect their emotions is with music! Today, they are going to **listen** to different kinds of music and **evaluate** their emotional response, then **design** their own project **demonstrating** the connection between mood and music.
- Information: Music Affects Emotion
 - Prepare a playlist of 4 or more different kinds of music. Suggestions:
 - classical
 - rock 'n' roll
 - blues
 - heavy metal
 - folk
 - pop
 - Provide students with the "Music Makes Me Feel" Response Sheet (included – see page 21), drawing materials, and **redirect** their attention to the list of emotion words.
 - Tell the students that their job is **to listen** to the music and **record** how it makes them feel and/or what it made them think of.
 - **Draw, write, or use emoticons**
 - Play one minute of each kind of music. **Pause** for a few seconds before moving on to the next to allow students to **prepare** and take a deep breath before the next song begins.
 - Have students **share** their responses with one another.
 - Discuss whether students had similar emotional responses to the same music, or not?



- Have them **guess** what kind of music each sample was and **chart** the emotional responses that went with it.
- **Ask:** Do you think that music affects the way you feel?
- **Show** one or more video(s) about the brain science being conducted.
 - How Does Music Affect Emotion? (1:07)
<https://www.youtube.com/watch?v=82Tn3NIVDAA>
 - How music affects your brain (1:49)
<https://www.youtube.com/watch?v=7Y3mdkla4Xc>
 - How Music Affects the Brain and Your Emotions (3:20)
<https://www.youtube.com/watch?v=hTyDHwtBozE>
 - This Is Your Brain on Music- How Music Benefits The Brain (6:12)
<https://www.youtube.com/watch?v=kZj8BfEu-P8>
- Instructions for Mood Music Project:
 - **Inform** students that it is now their opportunity to demonstrate the connection between music and emotion.
 - **Provide** students with the following choices:
 - Create a Playlist
 - choose songs (at least 5) that you think will make a friend or family member feel a certain way.
 - calm, energized, dreamy, etc.
 - give them the playlist
 - ask them to listen and then report back on their feelings
 - Emotional Art
 - Make at least 2 pieces of art while listening to two different types of music that make you feel differently.
 - Example: make a painting while listening to classical music which makes you feel dreamy and calm. Then make another painting while listening to techno or pop music, which makes you feel active and energized.
 - Examine for yourself the differences that you notice between the two pieces.
 - color (bright, muted, cool colors, warm colors, etc)
 - lines (horizontal, vertical, rounded, pointed, etc.)
 - use of space (lots of paint or items on the page or less)
 - Display your art and ask friends what emotions they feel when they look at the different pieces.
 - Tell the viewers that you were listening to music while you created.
 - Challenge them to guess what kind of music you were listening to with each piece.



- Reveal what you were actually listening to.
- **Create a Soundtrack to a Daily Event**
 - Provide students with the “Soundtrack Worksheet” (included – see page 22)
 - Choose a daily routine. For example:
 - getting ready for school
 - making dinner
 - putting away toys
 - Make a list of the activities that are included in that routine. For example, getting ready for school:
 - waking up
 - getting dressed
 - dealing with younger/older sibling
 - eating breakfast
 - walking to school
 - Think about how you feel at each step. In other words, associate an emotion with each part of the process. For example:
 - waking up makes me feel hopeful
 - getting dressed is exciting
 - Explore different kinds of music until you find one that matches with your emotion for each activity. For example:
 - hopeful- tinkly piano music
 - exciting- Rock like The Eye of the Tiger
 - Put your soundtrack together.
 - Optionally, create a short movie of you doing your daily routine with the soundtrack playing!

Extension:

- **Investigate** how DJ's use beats per second to energize or calm a crowd.
 - How DJ's control the energy level of a crowd <https://mixedinkey.com/book/control-the-energy-level-of-your-dj-sets/>
- **Learn** about how movies use music to manipulate your emotions.
 - <https://www.filminquiry.com/music-in-film/>
 - <https://blog.pond5.com/12233-7-ways-to-use-music-to-create-mood-and-meaning-onscreen/>



BLUES-BERRY CRUMBLE

Kitchen Prep

- Read the BLUES-BERRY CRUMBLE recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill – Berry Guide**.
- Discuss kitchen safety. Specifically, OVEN safety (Visit [Raddishkids.com/pages/safety](https://raddishkids.com/pages/safety)).

Prepare BLUES-BERRY CRUMBLE

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to rub, crack, and juice.
- When the BLUES-BERRY CRUMBLE is ready, eat, taste and share!
- While your friends and family are eating, share your Mood Music project and teach them about how music affects your emotions!

RESOURCES

- **Websites**
 - List of Emotion words <https://www.enchantedlearning.com/wordlist/emotions.shtml>
 - Feelings and Emotion words with faces <https://7esl.com/describe-someones-feelings-and-emotions/>
 - <https://moretime2teach.com/teaching-mood-with-music/>
 - <https://www.filminquiry.com/music-in-film/>
 - <https://blog.pond5.com/12233-7-ways-to-use-music-to-create-mood-and-meaning-onscreen/>
- **Videos**
 - How Does Music Affect Emotion? (1:07) <https://www.youtube.com/watch?v=82Tn3NIVDAA>
 - How music affects your brain (1:49) <https://www.youtube.com/watch?v=7Y3mdkla4Xc>
 - How Music Affects the Brain and Your Emotions (3:20) <https://www.youtube.com/watch?v=hTyDHwtBozE>
 - This Is Your Brain on Music- How Music Benefits The Brain (6:12) <https://www.youtube.com/watch?v=kZj8BfEu-P8>
 - Teaching Mood with Music <https://moretime2teach.com/teaching-mood-with-music/>
 - Extension
 - How DJ's control the energy level of a crowd <https://mixedinkey.com/book/control-the-energy-level-of-your-dj-sets/>



Lesson #3: COUNTRY WESTERN BREAKFAST
& LINE DANCING FUN
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **read** the Country & Western Fun Bite on the Country Western Breakfast recipe guide.
- Students will **become familiar** with the many names of this genre such as: folk music, honky-tonk, and hillbilly music.
- Students will **speculate** why Country is one of America's most popular genres.
- Students will **learn** about country line dancing and its origins.
- Students will **watch** videos of beginner line dance steps like the heel dig and the grapevine.
- Students will **learn** and **perform** the Achy Breaky Heart popular country line dance.
- Students will **read** and **practice** with **Featured Culinary Skill** - Stirring Skills.
- Students will **make** and **share** Country Western Breakfast.



LINE DANCING FUN

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Music - any Country & Western songs that you like
 - Achy Breaky Line Dance Step Sheet
 - <https://cf.ltkcdn.net/dance/files/440-AchyBreakyHeart.pdf>
 - "Achy Breaky Heart" song by Billy Ray Cyrus
- **Watch**
 - Dance in Schools: Achy Breaky Heart (10:00)
<https://www.youtube.com/watch?v=HscWmOAfoK8>
 - Simplest Video (2:03 https://www.youtube.com/watch?v=HiigHQX_bks)
 - Achy Breaky Heart Line Dance- Teach Only (5:09)
<https://www.youtube.com/watch?v=xT9MvTu5wU4>

Lesson: LINE DANCING FUN

- Introduction: Country & Western- What do you know?
 - **Read** the Country & Western Fun Bite on the Country Western Breakfast recipe guide.
 - **Ask** students:
 - Can you name any Country singers?
 - Can you name any Country songs?
 - When you think of this genre of music, what comes to mind?
 - Why do you think it began in the 1920s?
 - Why do you think the main instruments are the banjo, fiddle, and guitar?
 - Have you ever played any of these instruments?
 - **Speculate** why Country is one of America's most popular genres.
 - **Tell** the students that Country & Western music was played most often when people came together to socialize and part of socializing is dancing! Today, you will **learn** more about line dancing and even get to **dance** a line dance!
- Information: Line Dancing Explained
 - **Play** a popular country line dancing song such as:
 - "Boot Scootin' Boogie" by Brooks and Dunn
 - "Watermelon Crawl" by Tracy Byrd
 - **Ask:**
 - Do you recognize the song?
 - If so, from where? Where did you hear it?
 - If not, what do they think about it?
 - Does it make you want to tap your toes?



- **Share** that this song is not only a popular Country song but is also used for something called Line Dancing.
- **Line Dancing** is a social dance but it does not require people to learn how to dance it in pairs. So, you can learn it on your own!
 - It allows dancers to move independently while at the same time being part of a group.
 - It borrows from many different dance traditions.
 - Square dancing
 - Folk dancing
 - Contra dancing
 - During the 1980s and 1990s, line dances like the one above started being created for popular country songs.
- **Watch** and **learn** some beginner line dancing steps
 - Heel Dig- as simple as digging one heel into the ground.
 - Line dance basic steps: Heel Dig (0:28)
<https://www.youtube.com/watch?v=JQZogeeGRnE>
 - Grapevine
 - Country Line Dance – Vine Step (1:53)
<https://www.youtube.com/watch?v=JnCXn7Xh7lo>
 - Jazz Box
 - Country Line Dance – Jazz Box (2:20)
https://www.youtube.com/watch?time_continue=2&v=9s4ZTkC_GVW8&feature=emb_logo
 - Kick Ball Change
 - Country Line Dance- Kick Ball Change (2:49)
https://www.youtube.com/watch?v=n62bLnS8NR0&feature=emb_logo
- Activity Instructions: Country Line Dance Your Heart Out!
 - **Tell** the students that they are going to **learn** the country line dance to “Achy Breaky Heart.”
 - **Prepare** for learning to dance:
 - **create** a clear space that you can move in
 - **cue up** the song
 - **review** the step sheet
 - <https://cf.ltkcdn.net/dance/files/440-AchyBreakyHeart.pdf>
 - **Watch** the video through a couple of times to get an overview of the dance.
 - Dance in Schools: Achy Breaky Heart (10:00)
<https://www.youtube.com/watch?v=HscWmOAFoK8>
 - Simplest Video (2:03 https://www.youtube.com/watch?v=HiigHQX_bks)
 - Achy Breaky Heart Line Dance- Teach Only (5:09)
<https://www.youtube.com/watch?v=xT9MvTu5wU4>



- **Have** the students **shout out** the names of the dance moves they learned about earlier in the lesson.
- **Break down** the dance into manageable chunks and **have fun!**
- Once you know the dance at a comfortable level. **Invite** some friends over and **perform** for them!

Extension:

- **Learn** the Continental Drift line dance from the Ice Age movie
 - <https://www.youtube.com/watch?v=uMujxd2Gpxo&list=PLXo5X5caWrzTzUUqdsyM9RCHEtHa2ElbW&index=9&t=0s>
- **Choreograph** your own line dance.



COUNTRY WESTERN BREAKFAST

Kitchen Prep

- Read the COUNTRY WESTERN BREAKFAST recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Stirring Skills**.
- Discuss kitchen safety. Specifically, KNIFE safety (Visit [Raddishkids.com/pages/safety](https://www.raddishkids.com/pages/safety)).

Prepare COUNTRY WESTERN BREAKFAST

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, crack, and stir.
- When the COUNTRY WESTERN BREAKFAST IS ready, eat, taste and share!
- While your friends and family are eating, teach them some line dancing moves and perform your line dance.

RESOURCES

- **Websites**
 - https://en.wikipedia.org/wiki/Line_dance
 - <https://www.billboard.com/photos/8022862/line-dance-songs-popular-group-dance-music>
 - https://dance.lovetoknow.com/Line_Dance_Step_Sheets
- **Videos**
 - Dance in Schools: Achy Breaky Heart (10:00)
<https://www.youtube.com/watch?v=HscWmOAfoK8>
 - Simplest Video (2:03 https://www.youtube.com/watch?v=HiigHOX_bks)
 - Achy Breaky Heart Line Dance- Teach Only (5:09)
<https://www.youtube.com/watch?v=xT9MvTu5wU4>
 - Heel Dig- as simple as digging one heel into the ground.
 - Line dance basic steps: Heel Dig (0:28)
<https://www.youtube.com/watch?v=JQZogeeGRnE>
 - Grapevine
 - Country Line Dance – Vine Step (1:53)
<https://www.youtube.com/watch?v=JnCXn7Xh7lo>
 - Jazz Box
 - Country Line Dance – Jazz Box (2:20)
https://www.youtube.com/watch?time_continue=2&v=9s4ZTkC_GW8&feature=emb_logo
 - Kick Ball Change
 - Country Line Dance- Kick Ball Change (2:49)
https://www.youtube.com/watch?v=n62bLnS8NR0&feature=emb_logo

MUSIC MAKES ME FEEL

Draw a picture or write a few words describing how you are feeling or what you are thinking while you listen to each song.

SONG #1

SONG #2

SONG #3

SONG #4

Soundtrack Worksheet

Routine _____

Activity	Emotion	Type of Music	Song