



Family Date Night 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 Family Date Night 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: Garlicky Green Beans & Food as Medicine

Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **learn** about the long history of using food as medicine.
- Students will **read** about or **listen** to information about how different cultures (Ayurvedic, Chinese, etc.) have used food to treat illness.
- Students will **discuss** what foods they like to eat when they feel sick.
- Students will **read** about Garlic's Healing History.
- Students will **research** whether those foods have medicinal qualities and how they work on the body.
- Students will **read** and **practice** with **Featured Culinary Skill** - Mincing Garlic
- Students will **make** and **share** Garlicky Green Beans



FOOD AS MEDICINE

Notes for the Teacher:

- **Don't Yuck My Yum!** - When students are sharing the foods that they crave or are given to help them feel better when they are sick, the answers may surprise other children and lead to a reaction of YUCK!
 - It is important to pre-empt this reaction with a quick conversation about how everyone's taste buds are different, how the foods that we eat are shaped by our family history, culture, and perhaps our family's place of origin.
 - Help children to develop empathy by providing examples and modeling the behavior you would like to teach them.
 - For example, "In my family, when we are sick my mum grinds up fish eyeballs with ginger and honey."
 - Inevitably, you would hear a chorus of EWWW and GROSS and YUCK!
 - Model feeling hurt by their responses. Tell them that it hurts your feelings, that it makes you feel like they think you are gross and yucky, that it feels disrespectful to your mum, and that it eating it really makes you feel better.
 - Share different things they could say instead:
 - "I don't like the taste of ginger because it is spicy"
 - "I don't eat any parts of a fish. How could a fish eyeball make you feel better?"

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed
 - Access to resources, books, internet
 - Materials for recording research information
- **Read**
 - "Garlic's Healing History" section of the recipe guide
 - Additional garlic information in the body of the lesson



Lesson: FOOD AS MEDICINE

- Introduction: How do you feel today?
 - Ask:
 - How are you feeling today?
 - Do you remember the last time you felt sick?
 - How did you feel then? Feverish, sick to your stomach, stuffy nose or cough, etc.?
 - What foods do you like or crave when you aren't feeling well? Or what foods do your parents or people looking after you make for you?
 - Tell students that today they will learn about the history of food as medicine and garlic in particular. They will also do research to see if the foods they want when they are sick have any true healing properties.
- Background Information: The History of Food as Medicine
 - Share: The idea of using food as medicine has been around for thousands of years. In many cultures, food and medicine are tightly connected. Many special foods were known and treasured due to their use in treating or preventing disease and the knowledge of these special foods was passed down through the generations.
 - Ancient Greece and Rome
 - 2000 years ago, it was believed that for your body to be healthy you had to have a balance between four main fluids or what they called “humors.”
 - The four humors were: blood, yellow bile, black bile, and phlegm. They believed that each had its own role and that they also had to be in balance. If you had too little or too much of any one of them you would get sick.
 - They believed that many things affected the balance of the humors within a person—age, time of year, gender, occupation, and where they lived.
 - Healers at that time used food, drink, and the “letting of blood” to “rebalance” the humors.
 - Asian spices like black pepper, ginger, and cinnamon were used in Medieval Europe because their “hot and dry” properties were thought to rebalance the “cold and wet” European diet.
 - Asia
 - Ancient Chinese people, dating back over 4000 years, started to discover the different medical values of herbs while hunting and gathering.
 - In traditional Chinese medicine, food is divided into 5 natures, called “siqu”: cold, cool, neutral, warm, and hot. The nature of a food doesn't have to do with whether you eat it steaming hot or frozen. Rather, the nature is determined by the effects it has on a person's body after they eat it!
 - The Ancient Chinese also believed in eating seasonally.
 - Spring is wet and sticky - so eat foods that take away dampness in the body, such as corn and onions.



- Summer is hot - so eat foods to cool down, such as cucumber and watermelon.
- Autumn is dry - so eat foods that lubricate, such as snow peas and honey.
- Winter is cold - so eat food to warm up the body, such as beef and shrimp.
- The highest-ranking doctor in Chinese Medicine was the “diet doctor.”
- The people in Okinawa, a group of islands between Japan and China, have some of the longest lifespans on earth. They believe that the food they eat is “nuchi gusui”, or medicine for life.
 - (Optional) **Research** what foods Okinawan people eat.
- India
 - For more than 5000 years, Ayurveda has been practiced to promote health in India.
 - Ayurveda comes from the Sanskrit words ayurs (life), and veda (knowledge). It comes from Hindu scriptures, and it has influenced Buddhist philosophy, and Eastern and Western healthcare.
 - The idea of Ayurveda centers around three energies called “doshas”: vata, pitta, and kapha. They believe that everyone is made up of different levels of these doshas, and your unique body balance is called prakuti.
 - They believe that the doshas control not only your physical health but also mental and spiritual health.
 - Vata is air. It is associated with lightness, dryness, change, and creativity.
 - Pitta is fire and water. It is associated with sharpness, drive, and confidence.
 - Kapha is oiliness. It is associated with density and stability.
 - Ayurvedic practitioners evaluate the balance of these characteristics in people’s bodies, then recommend different foods to balance each dosha.
 - (Optional) Research the foods recommended to eat for your dosha.
 - <https://goop.com/wellness/detox/ayurveda-how-to-eat-for-your-dosha/>
- Ask:
 - Can you think of a food that might treat or prevent illness? Where did you learn about it?
 - Do any of your family members or friends purposefully use food as medicine? If so, who and what?
 - (Optional) Interview that person and share what you have learned with classmates.



Activity: DO THE FOODS YOU EAT WHEN SICK HELP YOU TO HEAL?

- Read “Garlic’s Healing History” from the Garlicky Green Beans recipe guide.
- Discuss the benefits that garlic.
- Ask: What do you think is in garlic that is healthy?
- Read: How to use Garlic to Help with Cold Symptoms
 - <https://www.wikihow.com/Cure-a-Cold-With-Garlic>
- Share more about garlic:
 - The medicinal value of garlic is mainly a result of the sulfur compound known as *allicin*, which is formed when a garlic clove is chopped, crushed, or chewed.
 - Research shows that garlic combats the common cold and boosts the immune system. It also significantly reduces blood pressure.
 - Regularly adding garlic to your food may prevent various types of cancer, including colon and stomach cancer.
 - Research also indicates that garlic’s anti-bacterial properties might help to prevent food poisoning by killing bacteria.
 - Because of garlic’s anti-inflammatory and anti-fungal properties, it can also be used to treat athlete’s foot. You can either soak your feet in garlic water or rub raw garlic on your feet.
 - Research in India has shown that garlic can be used as a mosquito repellent. You can either apply it directly on the skin or keep some near your bed.
 - Apart from serving as a great antioxidant, garlic also reduces cholesterol and blood pressure.
- Tell the students that now it is their turn to see if the foods/drinks that they crave or are given when they are sick have any healing properties.
- Challenge the students to pick a food/drink that they have when sick and research it.
- Tell them to answer a few basic questions and record their findings:
 - Name of the food
 - What does the food help with? (upset tummy, stuffy nose, etc.)
 - What is the active component in the food that helps? (For example, with garlic it is the *allicin*.)
 - Is there any special way it needs to be prepared? (For example, with garlic, raw is best.)
- Provide the students with some helpful resources:
 - Websites:
 - <https://www.healthline.com/nutrition/15-best-foods-when-sick#section>
 - <https://www.medicalnewstoday.com/articles/321786.php>
 - This one is great for young kids because it has fantastic photos.
<https://www.webmd.com/cold-and-flu/ss/slideshow-foods-cold>
 - <https://www.healthline.com/nutrition/foods-to-eat-when-nauseous#section>
 - Books:
 - What to Eat When: A Strategic Plan to Improve Your Health and Life Through Food by Michael Roizen and Michael Crupain



- Eat to Sleep: What to Eat and When to Eat It for a Good Night's Sleep Every Night by Karman Meyer
- Have students **share** what they have learned with one another.
 - (Optional) **Create** a book that includes everyone's research.

Extension:

- Have you ever heard the saying "Starve a fever, feed a cold"? Challenge students to **research** the truth or fallacy behind this saying.
- Find some good recipes for healing foods to have on hand for the next time you or someone you care about gets sick.
- Go and visit a friend who isn't feeling well and bring them a healing food.



COOKING GARLICKY GREEN BEANS

Kitchen Prep

- Read the GARLICKY GREEN BEANS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Mincing Garlic**
- Discuss kitchen safety. Specifically, Stove Top safety (Visit Raddishkids.com/pages/safety).

Prepare GARLICKY GREEN BEANS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to zest, smash and peel, toss to coat.
- When the GARLICKY GREEN BEANS are ready, eat, taste and share!
- While your friends and family are eating, teach them about the health benefits of the garlic in the dish and share your healing foods research.

RESOURCES

- **Books**
 - What to Eat When: A Strategic Plan to Improve Your Health and Life Through Food by Michael Roizen and Michael Crupain
 - Eat to Sleep: What to Eat and When to Eat It for a Good Night's Sleep Every Night by Karman Meyer
- **Websites**
 - <https://foodandnutrition.org/may-2013/ayurveda-indias-5000-year-old-diet-wellness-plan/>
 - <https://goop.com/wellness/detox/ayurveda-how-to-eat-for-your-dosha/>
 - <https://www.healthline.com/nutrition/15-best-foods-when-sick#section>
 - <https://www.wikihow.com/Cure-a-Cold-With-Garlic>
 - <https://www.healthline.com/nutrition/foods-to-eat-when-nauseous#section1>



Lesson #2: CHICKEN PARMESAN
& EATING ETIQUETTE AROUND THE WORLD

Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **share** their ideas of good table manners.
- Students will **read and discuss** what children in Europe were taught about etiquette 100 years ago.
- Students will **learn** about different table etiquette/ manners/ expectations from different cultures around the world.
- Students will **compare and contrast** what they learned about other cultures with their own experiences.
- Students will **create and perform a dramatization** of good and bad table manners from a specific culture.
- Students will **read and practice** with **Featured Culinary Skill** - Pounding Meat
- Students will **make and share** Chicken Parmesan



FOOD ETIQUETTE AROUND THE WORLD

Notes for the Teacher:

- Today's lesson opens with a silly poem. If you would like to learn about how to effectively teach poetry, use the resources below:
 - <https://mrsrenz.com/10-poetry-tips/>
 - Teaching Rhymes and Poems to Young Learners (8:05)
<https://www.youtube.com/watch?v=I3LWGFguPjE>

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - Books below (if using)
 - Poem – “The Goops” by Gelett Burgess (included – see page 20)
 - Chart paper and markers
 - Paper and pencil for note taking
 - (Optional) video device, props, and costumes
- **Read**
 - (Optional) For read-aloud intro:
 - The Perfect Thanksgiving by Eileen Spinelli
 - How My Parents Learned to Eat by Ina R. Friedman
- **Watch**
 - 12 Unexpected Etiquette Rules from Around the World (10:30)
<https://www.youtube.com/watch?v=BjN7Sp-DwQ4>



Lesson: TABLE MANNERS AROUND THE WORLD—DOS AND DON'TS

- Introduction:
 - Recite the poem “The Goops” (included – see page 20) without revealing the name of the poem.
 - Ask:
 - What do you think the poem is about?
 - Is it trying to teach us something?
 - What do you think a good title for the poem is?
 - Read the poem with the students a couple of more times, with you reading a line and having them repeat after you.
 - Ask their advice on the rhythm, speed, kind of voice (whisper, low, squeaky etc.) that should be used when reading it.
 - Optionally, read:
 - The Perfect Thanksgiving by Eileen Spinelli
 - How My Parents Learned to Eat by Ina R. Friedman
 - Discuss the themes of etiquette and table manners in each.
 - Ask:
 - What do you think etiquette means?
 - Share: Good manners, those that help people become “nice to be with,” are what etiquette is all about.
 - Read the “Dinner Date Etiquette” section of the Chicken Parmesan recipe guide.
 - Discuss table etiquette rules students have at home.
 - Ask:
 - Are the rules different...
 - at your grandparents’ house?
 - out at a restaurant?
 - when you have guests over for dinner?
 - Why would it be different?
 - Tell the students that today they will be discussing and learning about table manners and eating etiquette from around the world.

Background Information: TABLE MANNERS FROM AROUND THE WORLD

- Watch:
 - 12 Unexpected Etiquette Rules from Around the World (10:30)
<https://www.youtube.com/watch?v=BjN7Sp-DwQ4>
- For younger students:
 - Pause the video after each country.
 - Quickly **review** and **make a chart**, use pictures to help pre-readers.
 - For example: Number 7 – Japan – do not stand your chopsticks up because that is something people do at funerals.
- For older students:
 - Ask them to **take notes**.



- After watching the first clip, **pause and model** for them how much information is important to write down.
- After watching, **discuss**:
 - Which etiquette rule did you find most surprising and why?
 - Have you ever encountered any of these rules in your life? Where? When?
 - Which country's food etiquette would you most want to experience?
 - Do you think these different food etiquettes could make it difficult to fit in when traveling in other countries? Why?
- (Optional) Check out additional websites:
 - <https://foxhugh.com/multicultural/figuring-out-cross-cultural-dining-etiquette/>
 - <https://www.refinery29.com/en-us/table-manners-cultural-guide>
 - <https://www.thedailymeal.com/travel/table-manners-around-world-slideshow/slide-12>
- Share the "GOOD MANNERS CHART" based upon rules of the Children's National Guild of Courtesy used in Britain's school's starting in 1889.
 - <http://education.qld.gov.au/library/docs/edhistory/goodmanners.pdf>
 - **Compare and contrast** today's etiquette rules with those from 130 years ago. Which ones have changed? Which ones have remained the same? Why?

Activity Instructions: FOOD ETIQUETTE DRAMA

- **Tell** students to choose the Eating Etiquette Rule that they found most fascinating.
- Challenge students to do further **research**
 - **Ask**:
 - Why do you think the rule applies?
 - Has it been around for a long time or is it a newer invention?
- Have students **create** a skit to teach their friends and family about this rule of etiquette, **BUT** there is a twist!
 - Their skit/ dramatization must start with someone breaking the rule of etiquette (eating or behaving wrong in some way), and only then show the correct way to do it.
 - The skits can be comedy, written like a documentary or travel blog, etc.
- (Optional) Students can create props, use costumes, and record the skit to share in the future.
- Have students **perform** their skits for friends and family.

Extension:

- **Interview** people about the worst dining etiquette mistake they ever made.
- Encourage your family to **try** one meal using another country's eating etiquette rules.
- **Write** up a chart like the "GOOD MANNERS CHART" for children of 2019.



COOKING CHICKEN PARMESAN

Kitchen Prep

- Read the CHICKEN PARMESAN recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Pounding Meat**
- Discuss kitchen safety. Specifically, oven safety (Visit Raddishkids.com/pages/safety).

Prepare CHICKEN PARMESAN

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to pound, dip and coat, top the chicken.
- When the CHICKEN PARMESAN is ready, eat, taste and share!
- While your friends and family are eating, perform your Eating Etiquette skit.

RESOURCES

- **Books**
 - [The Perfect Thanksgiving](#) by Eileen Spinelli
 - [How My Parents Learned to Eat](#) by Ina R. Friedman
 - [Goops and How to Be Them: A Manual of Manners for Polite Infants Inculcating Many Juvenile Virtues, etc.](#) by Gelett Burgess
- **Websites**
 - <https://foxhugh.com/multicultural/figuring-out-cross-cultural-dining-etiquette/>
 - <https://www.refinery29.com/en-us/table-manners-cultural-guide>
 - <http://education.qld.gov.au/library/docs/edhistory/goodmanners.pdf>
 - <https://www.poets.org/poetsorg/poem/goops>
 - <https://www.thedailymeal.com/travel/table-manners-around-world-slideshow/slide-12>
- **Videos**
 - 12 Unexpected Etiquette Rules from Around the World (10:30)
<https://www.youtube.com/watch?v=BjN7Sp-DwQ4>
 - Teaching Rhymes and Poems to Young Learners (8:05)
<https://www.youtube.com/watch?v=I3LWGFguPiE>



Lesson #3: FAMILY FUN FONDUE, FOODIE FAMILY DICE GAMES & GAME DESIGN

Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **use** the “Foodie Family Dice Games” activity card to **create** their own dice.
- Students will **play** dice games for fun, but also **learn** about game play.
- Students will **read** about the long history of dice.
- Students will **discuss** fairness and what role dice play in games.
- Students will learn about how to **create** their very own board or dice game (complete with an objective, rules, and playing pieces.)
- Students will **read** and **practice** with **Featured Culinary Skill** - Washing Dishes
- Students will **make** and **share** Family Fun Fondue.



GAME DESIGN

Notes for the Teacher:

- Fairness, according to Merriam-Webster's Dictionary, is "marked by impartiality and honesty; conforming with the established rules." As a concept, fairness is especially challenging for young children to understand. With other traits, like kindness or responsibility, there are concrete actions to observe which may provide a basic understanding of the concept itself. However, fairness is found in the way we treat one another, the way in which we play a game, the way in which live life, etc. Below are a few tips for teaching fairness.
 - **Practice turn-taking.**
 - This is a good starting point for the especially young. Through playing games like peek-a-boo and building with blocks (you lay one, I lay one), parents are able to provide a basic understanding of taking turns which is an element of fairness.
 - **Model the rules.**
 - Use games as an opportunity to model and explain why we play by a given set of rules, how we take turns, and how we encourage one another even when we are unhappy with an outcome.
 - **Notice fair and unfair.**
 - Draw attention to behaviors in books, movies, and life when others are acting in a fair or unfair manner. Ask your child questions like, "What is another way he could have acted to make things fair?" or "How did she show fairness to the other person?"
 - **Praise fairness.**
 - Take a moment to recognize and verbalize when your child is acting out of fairness. Helping him to notice fairness in his/her own behavior will help them to grow their understanding of the concept.

From Stepping Stone School

- For further reading check out this article from Scientific American:
 - <https://blogs.scientificamerican.com/observations/do-kids-have-a-fundamental-sense-of-fairness/>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Raddish Activity Card - FOODIE FAMILY DICE GAMES
 - One 6-sided die for each student



- To print more Raddish dice, download templates here:
https://cdn.shopify.com/s/files/1/0300/1545/files/DiceTemplate_FNL_bd8d29b3-c7a2-4bbf-be9b-fca747994d7b.pdf?9722593243897677118
- A selection of board games that you have at home
- Create a Game Checklist (included – see page 21)
- Board Game Making Materials
 - Paper and pencil
 - Cardstock or cardboar-(for board and/or game play cards)
 - Dice (make your own or use existing)
 - Playing pieces (coins, buttons, Lego figures, etc.)
- Watch
 - (Optional) Video for Older Students
 - *Suitability Note: there are a couple of beeped out swear words.
 - Board with Life Doc- The History of Dice in Under 6 Minutes (7:20)
<https://www.youtube.com/watch?v=NtvBpKirE3s>



Lesson: HOW ARE GAMES DESIGNED?

- Introduction:
 - Ask:
 - What is your favorite game to play?
 - Why do you like it?
 - Who taught you to play? Who taught them?
 - Do you know who invented it?
 - What do you need to be able to play? (board, spinners, cards etc.)
 - Are the rules hard to learn?
 - Have you ever taught someone new how to play it?
 - Read “Foodie Family Dice Games” Raddish Activity Card
 - **Assemble** the dice.
 - **Discuss** the rules for “Catch the Radish!” and “No Tomato!”
 - **Play** one or both games.
 - Tell your students that today they are going to learn about the history of dice and have the opportunity to create their very own dice or board game.

Background Information: THE HISTORY OF DICE

- Share: Dice have been around for at least 5000 years in connection with board games. They are used mostly for moving pieces.
- (Optional) Watch Video for Older Students
 - *Suitability Note: there are a couple of beeped out swear words.
 - Board with Life Doc- The History of Dice in Under 6 Minutes (7:20)
<https://www.youtube.com/watch?v=NtvBpKirE3s>
- Share: Dice History
 - Before people used dice to play games, primitive people would cast/throw items to foretell the future. Most often, knucklebones were used (the ankle bones of animals like sheep or buffalo), sometimes with markings on the four faces of the bone.
 - Dice in Greek and Roman times were made of ivory, bronze, onyx, alabaster, amber, or porcelain.
 - Dice are small objects used as implements for gambling and the playing of social games.
- Share: Dice Shape
 - The most common form of die is the cube.
 - **Provide** each student with a die and ask them to investigate it very closely.
 - **Challenge** them to share what they observe.
 - Each side is marked with one to six dots.
 - It has 6 sides, 12 edges, and 8 vertices.
 - The spots on opposite sides always add up to seven! One and six, two and five, three and four.
- Share: Dice Probability



- It wasn't until the 16th century that dice games were analyzed in a mathematical way by people like Galileo, who came up with the terms *randomness* and *probability*. Prior to that, people thought dice fell the way they did because of the indirect action of gods or supernatural forces.
 - Dice are used to generate a random outcome.
- Share: Playing with Dice
 - When you play a game with dice they are thrown (rolled, flipped, shot, tossed, or cast) from the hand or in a receptacle called a dice cup, like in Yahtzee.
 - The symbols that face up when the dice land are the ones that count. According to the rules of the game being played, the dice decide what action you take and, in the end, whether you win or lose the game.
- Inform the students that next they are going to **brainstorm** what they would need to **conceive** of and **create** their own board or dice game.

Activity Instructions: CREATE YOUR OWN BOARD OR DICE GAME

- Provide students with a few examples of dice or board games that you have on hand.
- Have them **investigate** the games and **think** about all of the steps that would go into creating an original game.
 - Ask:
 - What are all of the parts of the game? (board, dice, cards, etc.)
 - How do people know how to play? (instructions, rules)
 - Why would you want to play? (topic, theme, interesting story)
 - Have students **share** what they think is important.
- Tell them that now it is their turn to **design, create, and play** their own game.
- Give them the "Create a Game Checklist" (included – see page 21) to help in the process.
- After students have created their games, have them play a few times to work out any issues.
- Have students **invite** their friends and family over for a game night and **teach** them the new games that they created.

Extension:

- Create an instructional video to teach people how to play your game.
- Research the history of playing cards.
- Write or present reviews of games.
- Find out who invented your favorite board game.
- Math study of probability or randomness.



COOKING FAMILY FUN FONDUE

Kitchen Prep

- Read the FAMILY FUN FONDUE recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Washing Dishes**
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare FAMILY FUN FONDUE

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to stir, cut, and arrange.
- When the FAMILY FUN FONDUE is ready, eat, taste and share!
- While your friends and family are eating, tell them about the history of dice and then show them your game and teach them how to play!

RESOURCES

- **Websites**
 - <https://www.edochan.com/teaching/boardws.htm>
 - <https://blogs.scientificamerican.com/observations/do-kids-have-a-fundamental-sense-of-fairness/>
 - <https://www.steppingstoneschool.com/four-ways-teach-young-children-fairness/>
 - <https://www.instructables.com/id/Build-your-Own-Board-Game/>
 - <https://en.wikipedia.org/wiki/Dice>
 - <https://www.britannica.com/topic/dice>
- **Videos**
 - Board with Life Doc- The History of Dice in Under 6 Minutes (7:20)
<https://www.youtube.com/watch?v=NtvBpKirE3s>

The Goops Table Manners

By Gelett Burgess

The Goops they lick their fingers,
And the Goops they lick their knives;
They spill their broth on the tablecloths—
Oh, they lead disgusting lives!
They Goops they talk while eating,
And loud and fast they chew;
And that's why I'm glad that I
Am not a Goop—are you?

Create a Game Checklist

1. Choose a topic for the theme of your board game.
 - Sport
 - Fashion
 - Science
 - A novel
 - An artist
 - A composer
2. What kind of a game do you want to build?
 - Review games that you like to play and get ideas from there. (Settlers of Catan, Snakes and Ladders, Monopoly, etc.)
3. What is the object of the game?
 - To get to the end of the path? (Candy Land)
 - To have the most resources? (Monopoly)
 - Etc.
4. Figure out the rules and write them down.
 - How many players?
 - Who goes first?
 - How do you decide a winner?
 - What happens if two people land on the same space?
5. Sketch out and design the board (if you are using one.)
 - There are online resources to use as templates.
 - Or paper, pencils, rulers, and glitter to your heart's content.
6. Playing Pieces
 - Make pieces out of found objects. (buttons, coins, Lego characters, etc.)
 - Use existing playing pieces. (Take some from Sorry or Monopoly)
 - Remember to consider how big the pieces are to fit in the spaces on your board!
7. Cast a die
 - Decide how players will move around the board. Dice, spinner, cards?
 - Create your own dice or use a standard 6 sided or other dice.
8. Playing Cards
 - Does your game have extra information cards that you pick up when you land on a special space on the board or roll a particular number on the die?
 - If so, what are they called? (Community Chest in Monopoly, Resource Cards in Settlers of Catan, etc.)
 - What information do they need to have on them?
 - How many do you need?
 - Go ahead and make them!
9. Now you should have:
 - The rules
 - The board
 - Player pieces
 - Dice
 - Playing Cards
10. Play your game through a few times!