



Swedish Eats 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 Swedish Eats 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: NORDIC CINAMON BUNS
& NORTHERN LIGHTS ILLUMINATED
Activity Time: 45-60 minutes

LEARNING OUTCOMES

- Students will **learn** about the Polar lights (Aurora Polaris), also known as the Northern Lights or Aurora Borealis (North) or the Aurora Australis (South).
- Students will be **introduced to** the terms *of solar flares, solar wind, Earths' atmosphere and Earth's magnetic field.*
- Students will be **exposed to** the idea of the arctic circle and **locate** it on a globe or map.
- Students will **watch videos and/or read books** about the science and folklore surrounding the Aurora Polaris.
- Students will **dance or create art** inspired by the colors, shapes, and dance of the lights in the sky.
- Students will **read and practice with Featured Culinary Skill - Kneading Dough.**
- Students will **make and share** Nordic Cinnamon Buns.



NORTHERN LIGHTS ILLUMINATED

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Information: The Science Behind the Northern Lights
 - Globe or atlas
 - <http://northernlightssky.blogspot.com/p/for-kindergarten-2nd-graders.html>
 - Optional, magnet
 - Videos (see options below)
 - Activity: Art Inspired by the Aurora Borealis
 - Paint the Northern Lights (**younger students**)
 - Paint
 - Toothbrushes or paint brushes
 - Pencil
 - Black construction paper
 - Pastel Northern Lights
 - Chalk pastels
 - White scrap paper
 - Black construction paper
 - Black paint and paint brush
 - Salt Art
 - Watercolor paper
 - Water
 - Paint-brushes
 - Salt (different sizes of salt yield different results- table salt works well)
 - Construction paper (to create mountains, trees, etc. in the foreground)
 - Scissors and glue
- **Read**
 - <http://northernlightssky.blogspot.com/p/for-kindergarten-2nd-graders.html>
 - Northern Lights Sky website has the best description for young learners that I found. Please read it for your own understanding and then read it and show it to your students in the Information section of the lesson.
 - Review activity choices and decide which one(s) you will provide for your students so that you can collect the necessary materials.
- **Watch**
 - Inform yourself and decide which film is best for your students:



- Aurora Borealis Explained (5:01)
<https://www.youtube.com/watch?v=IDXHE4kt3Fw>
- All About Auroras: Aurora Borealis (Northern Lights) and Aurora Australis for Kids- Free School (4:11)
<https://www.youtube.com/watch?v=nHn5OOItIyc>

Lesson: NORTHERN LIGHTS ILLUMINATED

- Introduction: Waves of Color in the Sky
 - **Ask** : If I say the words, “There were waves of color dancing in the sky,” what do you think of? What do you imagine? What do you see in your mind's eye?
 - **Give** students a short time to **think** and then have them **share** with a partner or to the group what they imagine.
 - **Tell** them that one thing that is described that way is called the *Northern Lights* or maybe they've heard them called the *Aurora Borealis*?
 - **Ask**: Have you ever heard of those?
 - What do you think they are?
 - How do you think that they happen?
 - Is there anything else that you know about them that you would like to share?
 - **Tell** the students that today they will learn more about the science behind what causes the Northern Lights and have the chance to create artistic interpretations of those dancing lights in the sky.

- Information: The Science Behind the Aurora Polaris
 - **Share** the information, photos, and hands on activity from this website
 - <http://northernlightssky.blogspot.com/p/for-kindergarten-2nd-graders.html>
 - **Review** the ideas of
 - *Solar flares* - storms on the sun
 - *Solar wind* - made up of light particles
 - *Earth's magnetic field* - attracts the solar wind (especially to the North and South poles)
 - Optionally, **show** the pull of a magnet and where the poles and the arctic circle are **located** on a map or globe.
 - *Earth's atmosphere* - light particles collide with the gases in the atmosphere causing them to glow in different colors
 - **Provide** this website for students that want to know a little bit more scientifically
 - <http://northernlightssky.blogspot.com/p/science-of-auroras.html>
 - **Show** one or more of the videos below:
 - To **learn** more about the Northern Lights
 - Aurora Borealis Explained (5:01)
<https://www.youtube.com/watch?v=IDXHE4kt3Fw>



- All About Auroras: Aurora Borealis (Northern Lights) and Aurora Australis for Kids- Free School (4:11)
<https://www.youtube.com/watch?v=nHn5OOItIyc>
- To see images:
 - Night of the Northern Lights (2:22)
<https://www.youtube.com/watch?v=fVsONlc3OUY>
 - Images of the Northern Lights (4:10) Music may not be appropriate for younger students (just mute it)
https://www.youtube.com/watch?v=8_DZLu-9MUc
 - Northern Lights Experience- Fairbanks, Alaska (4:42)
<https://www.youtube.com/watch?v=wKg99PKCCtU>
- Activity Instructions: Art Inspired by the Aurora Borealis
 - Paint the Northern Lights (Younger Students)
 - **Collect** and **provide** materials as listed above.
 - **Place** paints, brushes or tooth brushes, one for each color, within student reach.
 - **Place** a piece of black construction paper in front of the students
 - **Encourage** the students to paint their very own Northern lights.
 - **Tell** the student that there is no right or wrong way.
 - Just show what your eyes saw as they watched the lights dance across the sky in the videos you watched. Or what you imagined in your mind when you were listening to stories.
 - **Play** evocative music while students are painting may put them in a creative frame of mind.
 - Above the Northern Lights- Mannheim Steamroller (4:33)
<https://www.youtube.com/watch?v=-EsgmI5Pd-4>
 - Alexandra Streliski's piano music is also very evocative
<https://www.youtube.com/watch?v=ytLROGz-pls&list=PL4eM55A3OFZhYgqz0aDvNwxcgYxEtlLsw>
 - Pastel Northern Lights
 - **Collect** and **provide** materials as listed above.
 - **Tell** students to **decide** whether to create their art landscape or portrait.
 - **Tear** a strip from the white paper, creating a wavy, rough edge.
 - **Color** the edge of the paper (hard) with a variety of colors of chalk pastel.
 - **Line up** the white colored paper near the top of the black construction paper.
 - **Using** your finger, **brush** the pastel up onto the black paper.
 - **Repeat** the coloring process, either using the same scrap paper or tearing a new rough and wavy edge.



- **Repeat** the **smearing** step somewhat below the first line.
 - **Repeat** the steps until your “sky” is filled up.
 - Near the bottom of the paper you can **draw a line** across the paper with white pastel to create a snowy landscape.
 - Finally, you can **use** black paint to **draw** in trees, caribou, people, or whatever you **imagine** is beneath the colourful sky.
 - **Display** your artwork and **explain** how the Aurora Borealis happens to your friends and family.
- Salt Art
- **Collect** and **provide** materials as listed above.
 - **Tell** students to **decide** whether to create their art landscape or portrait
 - **Set** your watercolor paper and paints in front of you.
 - **Using** lots of water on your brush **load up** the colors you would like to use for your night sky with Northern Lights.
 - **Work** on one section at a time and **sprinkle** on salt while the paint is still wet.
 - You can **cover** the whole paper or create a horizon line.
 - **Allow** the paint to dry while you **work on** what you would like to place in the foreground.
 - Use construction paper and scissors you can **create**:
 - Mountain ranges
 - Evergreen trees
 - Caribou
 - Once the paint has dried, **place and glue** your Northern items onto your painting.
 - **Display** your artwork and **explain** how the Aurora Borealis happens to your friends and family.
- Dance of the Northern Lights
- **Collect** materials as listed above.
 - **Provide** students with space, music, and flowy material or scarves.
 - **Support** them in thinking about what kind of moves will represent different aspects of the message of their dance.
 - **Remind** them to **think** about level- stretching high, to being on the floor.
 - **Challenge** them to **choreograph** a dance that shows one or more of the following:
 - The movement of the Northern Lights in the sky
 - How the Northern Lights are created from the Sun to the Earth
 - How watching the Northern Lights makes them feel.



Extension:

- **Conduct** a science experiment to **create** the northern lights in a bowl!
<https://itcteacheronthetrail.files.wordpress.com/2015/10/the-northern-lights-in-a-bowl-lesson-plan1.pdf>
- **Read or make available** books about the Northern Lights, see the list in the Resources section below.
 - Discuss what the students find interesting or curious from their reading.
- **Pose the question**, “How do you think the Northern Lights could be predicted?”
 - <http://northernlightssky.blogspot.com/p/predict-northern-lights.html>



COOKING NORDIC CINNAMON BUNS

Kitchen Prep

- Read the NORDIC CINNAMON BUNS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Kneading Dough.**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare NORDIC CINNAMON BUNS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to knead, cut and twist.
- When the NORDIC CINNAMON BUNS are ready, eat, taste and share!
- While your friends and family are eating, decorate the area with your Aurora Borealis art and teach them about how the light dances in the sky.

RESOURCES

- Books

Younger Students

- [Aurora: A Tale of the Northern Lights](#) by Mindy Dwyer
- [Sky Sisters](#) By Jan Bourdeau Waboose
- [Aurora's Fire in the Sky](#) by Dan Bortolotti
- [Northern Lights: the Soccer Trails](#) by Michael Kusugak
- [Once Upon a northern night](#) by Jean E. Pendziwol

Older Students

- [NORTHERN LIGHTS: The Science, Myth, and Wonder of Aurora Borealis](#) by Calvin Hall
- [The Golden Compass](#) By Philip Pullman
- [Aurora's Fire in the Sky](#) by Dan Bortolotti

- Websites

- <http://northernlightssky.blogspot.com/p/for-kindergarten-2nd-graders.html>
- <https://theeducatorsspinonit.com/exploring-northern-lights-with-kids/>
- <http://funart4kids.blogspot.com/2011/01/aurora-borealis.html>
- <https://freeology.com/environment/aurora-borealis-lesson-plans/>
- <https://itcteacheronthetrail.files.wordpress.com/2015/10/the-northern-lights-in-a-bowl-lesson-plan1.pdf>
- <http://www.wildernessclassroom.com/members/teachers/aurora.pdf>
- <https://www.abeka.com/blog/aurora-borealis-northern-lights-craft/>



- Videos

- [Aurora: A Tale of the Northern Lights](https://www.youtube.com/watch?v=A68rDXI3XcE) by Mindy Dwyer Read Aloud (5:36)
<https://www.youtube.com/watch?v=A68rDXI3XcE>
- [Sky Sisters](https://www.youtube.com/watch?v=dP-S6rwgunk) By Jan Bourdeau Waboose Read Aloud (10:27)
<https://www.youtube.com/watch?v=dP-S6rwgunk>
- What Causes the Northern Lights (9:27)
https://www.youtube.com/watch?v=5wZSt_LNq3U
- Aurora Borealis Explained (5:01)
<https://www.youtube.com/watch?v=IDXHE4kt3Fw>
- All About Auroras: Aurora Borealis (Northern Lights) and Aurora Australis for Kids-Free School (4:11) <https://www.youtube.com/watch?v=nHn5OO1tIyc>
- Night of the Northern Lights (2:22)
<https://www.youtube.com/watch?v=fVsONlc3OUY>
- Images of the Northern Lights (4:10) Music may not be appropriate for younger students (just mute it) https://www.youtube.com/watch?v=8_DZLu-9MUc
- Northern Lights Experience- Fairbanks, Alaska (4:42)
<https://www.youtube.com/watch?v=wKg99PKCctU>



Lesson #2: SCANDINAVIAN SMORGASBORD
& SWEDISH FOOD CUSTOMS
Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **learn** what the word Smorgasbord means and how to pronounce it.
- Students will **read** about some of the traditional food eaten at a Smorgasbord.
- Students will **discuss** why these foods are popular in Sweden.
- Students will **use a map** to locate Sweden and the surrounding countries and bodies of water.
- Students will **design and plan** their own dream Smorgasbord using the Swedish model as a guide.
- Students will **read and practice** with Featured Culinary Skill - Cook-Along Tips.
- Students will **make and share** a Scandinavian Smorgasbord.



SWEDISH FOOD CUSTOMS

Notes for the Teacher:

- Swedish Smorgasbords have some ingredients that many students may not be familiar with or have a strong opinion about. It is important for palate development and a respect for differences in taste to remind students of the idea:
 - **Don't yuck my yum!**
 - Some kids love fish and others think that it is “ewww gross.” It is ok not to like something, but you should always try it and try to **explain why you don't like it.**
 - “I don't like the way it feels in my mouth.”
 - “The smell makes my eyes water.”
 - “It tastes too bitter.”
 - It is not ok to pressure someone else into not liking something just because you don't.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Map/ Atlas of Sweden or Scandinavia
 - <http://www.geographicguide.net/europe/maps-europe/scandinavia-map.htm>
 - or use the Nordic Cinnamon Buns recipe guide.
 - Dream Smorgasbord Activity
 - Video: How to Set Up an Authentic Swedish Smorgasbord (2:43)
<https://www.youtube.com/watch?v=pzmI Z58HhXE>
 - Large paper (8 ½ by 11 or larger) for planning layout of Dream Smorgasbord
 - “Dream Smorgasbord Checklist” (included – see page 23)
 - Access to Raddish Recipe guides, food magazines, cookbooks and/or the internet
- **Read**
 - Smorgasbord Buffet Fun Bite on the Scandinavian Smorgasbord Recipe Guide
- **Watch**
 - Video: How to Set Up an Authentic Swedish Smorgasbord (2:43)
<https://www.youtube.com/watch?v=pzmI Z58HhXE>

Lesson: SWEDISH FOOD CUSTOMS

- Introduction: What do you think a Smorgasbord is?
 - Ask students:
 - Have you ever heard the word Smorgasbord (*smor/guhs/bord*) before?
 - What do you think it means?



- Do you know what language it is?
 - Can you picture what it would look like?
 - Remind students about the idea of “Don’t Yuck My Yum” from the Teacher’s Notes above.
 - Read the Smorgasbord Buffet Fun Bite on the Scandinavian Smorgasbord Recipe Guide.
 - Discuss the different foods included:
 - Do you know what all of these foods are?
 - Have you tried any of the dishes listed? If so, where? What did you think of them?
 - Are you surprised by any of the dishes? Which one(s) and why?
 - Do you think you would like to go to a Smorgasbord Buffet? Why or why not?
 - Tell the students that today they are going to **learn** more about the history and importance of the Smorgasbord in Swedish culture and have the opportunity to **design** their own dream Smorgasbord menu and layout.
- Information: History, Culture, and Design of a Swedish Smorgasbord
 - History
 - You already know that Smorgasbord means “sandwich table,” but if you translate it directly it could also mean “butter-geese-table,” which is funny but not the correct translation.
 - The term Smorgasbord first made its way outside of Scandinavia during the 1939 World’s Fair in New York. The story goes that it was clever marketing people that made up this word that is now used to mean buffet in many languages.
 - The idea of a traditional Smorgasbord is all about taking your time to eat and talk to your guests.
 - There is no time limit on a Smorgasbord but most last hours.
 - In Swedish Smorgasbords everything is laid out on the tables at once.
 - **Tip:** Don’t treat it like a American buffet and load your plate with as much food as will fit! Instead, you take one dish at a time. Then sit down and enjoy it while you talk with your guests/friends and have a drink. You keep returning to the table for more!
 - Order of a Smorgasbord - Smorgasbords consist of multiple trips back to the table – learn what is eaten during each round below.
 - Round One: Herring
 - plain onion, or Mustard herring
 - Round Two: Fish and seafood dishes
 - Smoked or cured salmon (gravlax)
 - Smoked mackerel
 - Prawns



- Halves of hardboiled eggs
 - Sauces: dill and mustard sauce
 - Round Three: Cold Meats
 - Pâté
 - Smoked ham, salami
 - Cold roast beef
 - Pickles and toppings
 - Round Four: Warm Meats
 - Meatballs
 - Mini sausages
 - Jansson's Temptation (see Smorgasbord Buffet Fun Bite)
 - Quiche (in summer)
 - Round Five: Cheese Selection
 - 2-3 cheeses (solid hard cheese, Danish Blue, Havarti)
 - Grapes or other decorative fruits or vegetables
 - Round Six: Dessert and Coffee
 - Cake
 - Rice pudding (at Christmas)
 - Fruit salad (in summer)
 - Chocolate or marzipan treats
 - Items to always serve alongside a Smorgasbord:
 - Rye bread
 - Crusty bread
 - Crackers or Crispbreads
 - Bowls of salad
 - Pickles
 - Condiments (dill and mustard sauce, mayonnaise, mustard, etc.)
 - Discuss with students the variety of food provided.
 - Ask:
 - What do you notice about the kinds of food offered? (lots of fish, cold and warm, etc.)
 - Why do you think these are the ingredients/dishes served?
 - Show students a map of Sweden and the surrounding Scandinavian countries.
 - <http://www.geographicguide.net/europe/maps-europe/scandinavia-map.htm>
 - Discuss the climate of Sweden and observe that the country is surrounded by lots of water.
 - Swedish climate explained:
 - <https://sweden.se/nature/swedish-climate/>
- Activity Instructions: My Dream Smorgasbord
 - Collect materials as listed above.



- Show the Video:
 - How to Set Up an Authentic Swedish Smorgasbord (2:43)
<https://www.youtube.com/watch?v=pzmI Z58HhXE>
- Discuss the preparation, lay out, and design of the Smorgasbord. **Re-watch** as necessary.
- **Tell** the students that now it is their turn to **design** their dream Smorgasbord.
- **Show** them the “Dream Smorgasbord Checklist” (included – see page 23). Use this sheet to assist in **planning** and **designing** their event.
- **Support** the students in planning their dream Smorgasbord.
- **Have** students share their dream Smorgasbord plans.
- Optionally, have students **host** their dream Smorgasbord.

Extension:

- **Compare** and **contrast** an American style buffet to a Smorgasbord.
- **Research** how is pickled herring, gravlax or other Swedish food is made.



COOKING SCANDINAVIAN SMORGASBORD

Kitchen Prep

- Read the SCANDINAVIAN SMORGASBORD recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Cook-Along Tips.**
- Discuss kitchen safety. Specifically, BOX GRATER safety (Visit Raddishkids.com/pages/safety).

Prepare SCANDINAVIAN SMORGASBORD

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to zest, grate, and stir.
- When the SCANDINAVIAN SMORGASBORD is ready, eat, taste and share!
- While your friends and family are eating, share with them the history and structure of Smorgasbords and then wow them with the design of your dream Smorgasbord!

RESOURCES

- **Websites**
 - <https://sweden.se/nature/swedish-climate/>
 - <https://www.scandikitchen.co.uk/little-lessons-smorgasbord/>
- **Videos**
 - How to Set Up an Authentic Swedish Smorgasbord (2:43) https://www.youtube.com/watch?v=pzmI_Z58HhXE
 - Swedish Smorgasbord with Chef Gert Klotzke (5:48) <https://www.youtube.com/watch?v=Ew2BtFesQV8>



Lesson #3: SWEIDISH MEATBALLS
& VIKINGS
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **learn** Viking vocabulary like *Norsemen, Runes, Valhalla, Longboat*, etc.
- Students will **locate** Scandinavian countries on a map.
- Students will **learn** when and where Vikings lived and travelled.
- Students will **discuss** the idea of a stereotype and how it can be helpful or negative.
- Students will **read** fun facts about Vikings.
- Students will **use** facts learned to **write** a “Viking Wanted” Job Posting.
- Students will **read** and **practice** with Featured Culinary Skill - Using Tongs.
- Students will **make** and **share** Swedish Meatballs.



VIKINGS

Notes for the Teacher:

- This lesson is an opportunity to talk about stereotypes.
 - A stereotype is a fixed, over-generalized belief about a particular group or class of people." (Cardwell, 1996).
- Children learn stereotypes because it is a way they categorize new data that they are taking in. When first learning about animals, any four-legged creature is dog.
- The use of stereotypes is a major way in which we simplify our social world; since they reduce the amount of processing (thinking) we have to do when we meet a new person.
 - An advantage of a stereotype is that it allows us to respond rapidly to situations because we may have had a similar experience before.
 - By stereotyping, we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have.
 - Stereotypes lead to social categorization, which is one of the reasons for prejudicial attitudes.
- Vikings can be a neutral/ safe group to use as an example when discussing stereotypes.
 - What do you think of when I say Viking?
 - They wear horned helmets
 - They were lawless
 - They burned their dead in ships
 - They were all tall, strong, bearded men.
 - These are all stereotypes. Obviously, they weren't all men! Otherwise, we wouldn't have Viking children.
 - Viking people were not only raiders, they were also farmers, kings, wise people, etc.
- Stereotypes can be broken down by:
 - Challenging stereotypes when you hear them:
 - Question and offer counter-examples
 - Examine a variety of people that belong in the category
 - Make a venn diagram
 - Discuss similarities and differences
 - What variety is there in the category? Does the category fit all people?
 - Read books
 - Show examples of a person of a category doing things that don't fit the category.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Intro
 - Chart paper and marker to record characteristics
 - Paper, pencil



- Paper, drawing supplies
- Space to perform
- Other as selected by students
- Information: The Wide World of Vikings
 - Map of Scandinavia
 - <http://www.geographicguide.net/europe/maps-europe/scandinavia-map.htm>
 - Or Nordic Cinnamon Buns recipe guide
 - “Viking Vocabulary Worksheet” (included – see page 24)
- Read
 - Information section of the lesson plan.
- Watch
 - Preview these videos to decide which would be best for your students
 - The Vikings in a Nutshell- (older students) (2:07)
<https://www.youtube.com/watch?v=3xly7FoiaQY>
 - Viking History for Kids (younger students) (10:39)
<https://www.youtube.com/watch?v=UpxlGTvKwOE>

Lesson: VIKINGS

- Introduction: Who do you think the Vikings were?
 - **Say** “ When I say the word Viking, what do you think of?”
 - **Allow** students to respond in a way that appeals to them:
 - **Draw** a picture
 - **Write** a paragraph
 - **Act out** a 30 second skit
 - Other ideas
 - **Have** students share their work with one another.
 - **Capture** the characteristics on chart paper so students can look back later.
 - **Collaborate** to draft a definition of what a Viking is. **Post** the definition.,
 - **Tell** the students that today they will learn more about where, when, and how Vikings lived. They will **compare** what they first thought Vikings were against what they know at the end of the lesson. Finally, they will **use** what they **learn** in order to **write** a “Wanted Poster” for the Viking that their village is in need of.
- Information: The Wide World of Vikings
 - **Share** the definition of stereotype from the Teacher’s Notes.
 - **Ask**:
 - How can holding a stereotypical view be helpful? Hurtful?
 - Refer back to the Teacher’s Notes to support the conversation.
 - Do you think our definition of Viking is a stereotype? Why or why not?
 - If this stereotype helpful or hurtful?



- **Suggest** that together you **learn** more about Vikings and see if you need to **add to or change** the original definition.
- **Provide** students with a “Viking Vocabulary Worksheet” (included – see page 24) to write and define new words.
- **Read** the Viking History Fun Bite from the Swedish Meatballs recipe guide.
 - Check-in: Did you learn anything new about Vikings? What?
 - Does it change or add to our definition?
- **Share** the following information and have students continue to **re-evaluate** their original definition and **add to** the “Viking Vocabulary Worksheet” (included – see page 24).

- **Who were the Vikings?**
 - The Vikings, or Norsemen (people from the North), were from Scandinavia, which includes the countries of Norway, Demark, Sweden, and Finland.
 - Viking **Women and Children:**
 - Viking women were independent. They made important household decisions, made clothes, raised children, and managed farms and workshops.
 - Viking children did not go to school. They helped with cooking, feeding farm animals, gathered food, and helped on the farm or in workshops.
 - They were skilled **shipbuilders:**
 - To sail the Atlantic Ocean, they had to build great ships because they didn't have compasses or navigation equipment.
 - They had many different types of ships, including warships, cargo ships, fishing boats, and rowboats. They were all made with the same basic design. A Viking ship is pointed at both ends.
 - Warships were long and narrow for extra speed, with a carved figurehead of a fierce animal, usually a dragon. The dragon was to scare their enemies.
 - Warships were known as longships or dragonships and they could be 200 feet long and 30 feet wide!
 - Cargo ships were shorter and wider with a hold for cargo in the middle.
 - Fishing boats were even smaller but still have a mast and sail. Rowboats were the smallest.
 - Most importantly, none of the ships were very deep. They were built shallow so they could sail quickly and quietly up shallow rivers. Even when the longships or dragonships were completely packed with warriors, they could take a village completely by surprise!
 - They were **farmers, fishers, and hunters:**



- Viking farmers prized pasture more than crop fields. The Northern lands were rocky and the soil was too stony to grow wheat and barley. Farmers relied on sheep and cattle to provide meat and milk.
- Flax and hay were the most important crops. They were used to make clothes and feed cattle.
- Fisherman used nets and traps to catch sea fish like cod and herring or river fish like salmon, trout, and eels. They also gathered mussels and oysters from the seashore.
- Hunters tracked wild animals such as, bears, wolves and foxes. They were hunted not only for their meat but for their warm fur. Antlers were used to make combs and beads.
- They were **traders, seafaring explorers, and settlers**:
 - They were brave adventurers who sailed beyond their homelands to trade goods and build settlements in other parts of the world. The Vikings searched for new lands across the Atlantic where they could settle, because farming land in Scandinavia was scarce.
 - The Swedish Vikings went to Russia and Eastern Europe hoping to develop new trading markets.
 - The Norwegians sailed to Greenland and North America to settle and live there.
 - The Danish Vikings went south toward Germany, France, England, Spain, Italy and into regions on the North Western Mediterranean coast to trade as well as raid the lands. Some of the Danish Vikings were only interested in stealing treasure and capturing slaves!
- Optional: **Provide** students with a map to **trace** the routes that Vikings from different Scandinavian countries took.
 - They were **warriors**:
 - It is told that Vikings valued glory more than a long life. They believed that a dead warrior's fame lived on after him.
 - Myths and legends told how warriors that died in battle would go to Valhalla, where they would feast with the gods.
 - Berserkirs were warriors who dressed in animal skins. They charged at their enemy howling and growling like wolves. This is where the word "berserk" comes from.
 - Warriors named their swords. A sword was their most valued possession and they would often be buried with it.
 - They did not wear helmets with the horns sticking out the sides!
- **Ask** students to **reflect** on everything that they now know about Vikings.
 - Do those ideas all fit into the original definition they crafted?
 - Were they operating using a stereotype?
 - Did having more examples help them to break down their stereotypical perspective? If so, how?



- **Challenge** students to **write** a new definition that includes more aspects of Vikings than the original.
- **Watch**
 - PBS mini clips of Viking villages and daily life
<https://www.pbs.org/wgbh/nova/vikings/village.html>
 - The Vikings in a Nutshell- (older students) (2:07)
<https://www.youtube.com/watch?v=3xly7FoiaQY>
 - Viking History for Kids (younger students) (10:39)
<https://www.youtube.com/watch?v=UpxlGTvKwOE>
- Activity Instructions: Viking Wanted Job Posting
 - **Explain** to students what a Job Posting is:
 - Names a position/job
 - Describes what you have to do in the job
 - Specifies any qualifications, education, skills you must already have
 - Lists the amount you get paid and the hours you will work
 - **Challenge** students to **write** a Job Posting for one possible job that Vikings do. Be sure to include all of the elements listed above.
 - Optionally, **draw** a picture of what the Viking would look like or something about what the job entails.
 - **Share** your “Viking Wanted” Job Postings with your friends and family.

Extension:

- **Research** about Runes and create mystery messages for your friends and family to solve.
 - <http://www.wcl.govt.nz/blogs/kids/index.php/2008/04/28/vikings-runes/>
 - <https://kids.kiddle.co/Runes>
 - <https://vikings.mrdonn.org/runes.html>
- **Read** about famous Vikings like Eric the Red, Leif Erikson, Ivar the Boneless.
 - <https://www.warriorsandlegends.com/viking-warriors/famous-viking-warriors/>



COOKING SWEDISH MEATBALLS

Kitchen Prep

- Read the SWEDISH MEATBALLS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Using tongs.**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare SWEDISH MEATBALLS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crack eggs, shape meatballs and bake.
- When the SWEDISH MEATBALLS are ready, eat, taste and share!
- While your friends and family are eating, share your “Viking Wanted” Job posters and explain how Vikings are so much more than what we often stereotype them to be.

RESOURCES

- **Books**
 - [What a Viking!](#) by Mick Manning and Brita Granstrom
 - [Who Were the Vikings?](#) by Jane Chisholm
 - [The Vikings?](#) by Hazel Martell
 - [Everything Vikings](#) by National Geographic
 - [Illustrated Norse Myths](#) by Usborne
 - [Why Why Why were Vikings so fierce?](#) By Belinda Gallagher
- **Websites**
 - <https://blog.oup.com/2016/10/ten-myths-vikings/>
 - <http://lettoysbetoys.org.uk/eight-ways-to-challenge-stereotypes-in-early-years-settings/>
 - <https://www.pbs.org/wgbh/nova/vikings/village.html>
 - <http://www.geographicguide.net/europe/maps-europe/scandinavia-map.htm>
 - <http://www.wcl.govt.nz/blogs/kids/index.php/2008/04/28/vikings-runes/>
 - <https://kids.kiddle.co/Runes>
 - <https://vikings.mrdonn.org/runes.html>
- **Videos**
 - The Vikings in a Nutshell- (older) (2:07)
<https://www.youtube.com/watch?v=3xly7FoiaQY>
 - Viking History for Kids (10:39)
<https://www.youtube.com/watch?v=UpxlGTvKwOE>
 - 10 Viking Longship Facts- Viking Facts for Kids (3:13)
https://www.youtube.com/watch?v=7Q9lkn_enNk

Dream Smorgasbord Checklist

Things to keep in mind when planning and designing your Smorgasbord.

- How many people are you inviting?
 - This helps figure out how much food, chairs, plates, tables etc, you will need.
- Does your Smorgasbord have a theme?
 - Christmas Smorgasbords have a special name, *Julbord*.
 - It could be a Smorgasbord for Winter, Weekend, Valentine's Day, etc.
 - You could create your own special name.
- How many Rounds will you have? What foods would you like to serve?
 - Research recipes from:
 - Previous Raddish Kits
 - Food magazines
 - Cookbooks
 - Family favorites

- Define each round and what will be included. You could make a list or do this in a table:

| ROUND | CATEGORY | ITEMS |
|-------|-------------------|----------------------------|
| One | Salty and crunchy | Nuts, chips, carrot sticks |
| Two | | |
| | | |

- What will you provide to drink?
- How will you plan your Smorgasbord set up?
 - The traditional set up has three tables: two small square and one long rectangle. (Refer back to the video "How to Set Up an Authentic Swedish Smorgasbord")
 - Draw a large diagram that shows the shape, size and number of tables that you will use.
 - Add and label all of the dishes that you plan to serve and where you will place them.
 - Include plates, glasses, napkins, knives, and forks.
 - Include any special decorations (flowers, centrepieces, etc.)
- Will you play any music? Think of some conversation starters? Is it a special occasion that needs a toast or a speech?
- Share your plan with your friends and family.

Viking Vocabulary Worksheet

| WORD | DEFINITION | PICTURE |
|----------|---|---|
| longboat | <p>Long wooden ships of different shapes for different purposes.</p> <p>Cargo- slow, heavy, wide to carry loads.</p> <p>Dragon ships- designed for war. Long, slender and speedy with beautiful carvings.</p> |  |
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