



Thrills & Chills Homeschool Lesson Plan

Raddish Lesson Plan Road Map

We design these lessons to be adaptable and flexible to your students and your life. You can do A Little Taste in ~45 minutes, or you can use the extension activities and make the projects and activities listed last over several lessons or even weeks. The lessons are meant to be interdisciplinary, covering many subject areas at once. Students of all ages can use these materials, with learners who are pre-writers able to draw or verbally share responses.

If desired, you could extend these lessons into a project-based learning unit of study, where students tackle a real world problem and create solutions. The learning happens in the process of getting to the presentation of the solution, and students often find it more meaningful when they are investigating a topic of their choice.

For a deeper look at the topic, A Big Bite offers extension ideas for learners who are able to read, write, and think on a higher level.

We always love to see your finished projects! You can share them in our Facebook group, [The Raddish Table](#), or email us hello@raddishkids.com.

Driving Questions: What are the famous monsters in stories? Where do they come from?

A Little Taste

Resource List

Background Information (also linked within lesson)

- “A to Z: List of Phobias, From the Strange to the Common”, article from Very Well Mind, <https://www.verywellmind.com/list-of-phobias-2795453>
- 45 Scary and Disturbing Mythical Creatures from Around the World, infographic from Visually, <https://visual.ly/community/Infographics/history/45-scary-and-disturbing-mythical-creatures-around-world>
- *Mythical Monsters: The scariest creatures from legends, books, and movies*, picture reference book by Chris McNab, <https://www.amazon.com/Mythical-Monsters-Scariest-Creatures-Legends/dp/0439854792>
- *Go Away Big Green Monster*, picture book by Ed Emberley, <https://bookshop.org/books/go-away-big-green-monster-9787543473652/9780316236539>
- *Go Away Big Green Monster!* Animation, video read-aloud by humangreening, <https://www.youtube.com/watch?v=rPmLZLp-oec>
- *The Monster at the End of This Book*, picture book by Jon Stone, <https://bookshop.org/books/the-monster-at-the-end-of-this-book-sesame-street-9780307010858/9780307010858>
- *The Monster at the End of This Book*, video read-aloud by Aaron Barnes, <https://www.youtube.com/watch?v=42iXxfGiwDg>
- 10 Spine-Chilling Creatures | Colossal Questions, video from Colossal Cranium, <https://www.youtube.com/watch?v=rNCDAMeFE4w>
- *Children’s Book Mythical of Mythical Beasts & Magical Monsters*, by DK and Stephen Krensky, <https://bookshop.org/books/the-book-of-mythical-beasts-and-magical-creatures/9781465499752>

Optional Extensions

- *Mermaids, Kraken, and the Loch Ness Monster: Making Sense of Myths pt. 3*, podcast from Brains On!, <https://podcasts.apple.com/ca/podcast/mermaids-kraken-loch-ness-monster-making-sense-myths/id703720228?i=1000460661445>
- “20 Bizarre Sea Creatures That Look Like They’re Not Real”, article from Best Life, <https://bestlifeonline.com/bizarre-sea-creatures/>
- How to Create Horror Foley Sound Effects / Filmmaking Tips, video tutorial from Raindance, <https://www.youtube.com/watch?v=pws98pxO1e4>
- “15 Spooky Halloween Recipes Kids Love”, recipe collection from Weelicious, <https://weelicious.com/15-spooky-halloween-recipes-kids-love/>

Conceptual Knowledge - What Do You Want Them to Know?

1. Monsters are human creations that have been around in stories and art for centuries.
2. Humans create monsters based on our own fears of unfamiliar creatures, or to scare someone into acting a certain way.

Key Vocabulary

- mythology- a collection of myths or stories about a specific person, culture, religion, or any group with shared beliefs
- mythological creature- an imaginary creature usually having various animal and human parts that is well-known through folklore or myths
- phobia- an ongoing intense fear or anxiety of a certain object, animal, activity, or setting that poses little to no actual danger

Cross-Curricular Links

- English Language Arts, Social Science, Art

Project Idea/Scenario

Students will create or reimagine a monster through art and writing.

Plan the Process:What Will the Students Do?

After learning about where monsters and their stories come from, students will create their own monsters to show that monsters are created.

Warm-up Activity - Activating Background Knowledge

- Turn off the lights, and listen to spooky music (try the Raddish Kids Spotify playlist for Thrills and Chills if you need inspiration!) What images and feelings does the music and the darkness bring up?
- As you talk, share your fears. Are they rational and logical? Do you mainly fear real things (heights, spiders) or imaginary things (monsters)?
- Read through [the list of phobias](#). Are any of your fears phobias?
- A general fear of unfamiliar creatures is common, and throughout history strange creatures have led to the creation of the idea of monsters. Going back in history many different cultures from around the world have had fears of mythical creatures and have created monsters to understand or explain different mysteries. Today, we are going to examine some of these monsters and the many forms that they take

Sequence/Procedure

1. [Read](#) or [listen to](#) *The Monster at the End of This Book*.
 - a. Why was Grover scared? What do you think he thought was going to happen at the end of the book?
 - b. Is Grover a monster the way you think of a monster? What makes him a monster? What qualities does a monster have?
 - c. Are there “good” monsters and “bad” monsters?
2. Where do monsters come from? Watch the [video on monsters throughout history](#).
 - a. Where have the stories about monsters started?
3. Read over the definition of mythological creatures in the Vocabulary section of the lesson plan, and then review some of the creatures highlighted in [the infographic of monsters from around the world](#).
 - a. What monsters still exist in our stories today? How are they the same and different from monsters from the past?
4. [Read](#) or [watch video read-aloud](#) of *Go Away Big Green Monster*.
 - a. As you watch the monster disappear, does it become less scary? What are the different elements that combine to make the monster?
 - i. What are the scariest elements of the monster? Think about the colors, features, and size used.
5. Complete handout on page 8 of lesson plan and use your new knowledge of monsters and their different histories to create your own new monster.
6. Choose a project and complete it. Share the finished project while enjoying any of the recipes from Raddish Kids Thrills and Chills kit. See if you can set a spooky table as well. (With an adult's help, light candles, decorate with cobwebs, or cut out spooky shapes to place on the walls.)

Possible Creations

1. Using your newly designed monster from the handout, write its origin story. Think about how it was born or created, its purpose, and what people should know about the monster if they were to encounter it in the wild.
2. Design and build a new monster. Use recycled materials and other art supplies to create your 3D monster. Consider what feelings you want your monster to inspire in others who encounter it; is it meant to be scary or just unusual?
3. Rewrite a monster from history. Use the [DK book about monsters](#) to find a monster you want to reimagine. If this monster was living in your neighborhood today, would it serve a different purpose or live in a specific area?

Extensions

1. [Listen to the podcast from Brains On!](#) about mythical creatures. What ocean creatures do you think would be most interesting to meet? [Check out these other sea creatures that hardly seem real.](#) Do any of these resemble monsters? Write a short description of a creature and see if you make it sound like a real monster.
2. Make a monster feast - think about what monster foods might look like and what a group of monsters would maybe eat at a party. Browse through [the spooky recipes from Weelicious](#) for inspiration. Create a menu for a monster meal that you think might appeal to a wide range of monsters.
3. The work of creating sound effects for film and television often relies upon Foley artists, who make the noises in some unconventional ways. [Learn about some ways to make scary noises using household objects](#), and then create a short movie that uses Foley sound effects to make it a spooky tale.

Driving Question: How does landscape drive our fears?

A Big Bite

Resources

- *Finding Bigfoot: Everything You Need to Know*, book by Animal Planet, <https://www.amazon.com/Finding-Bigfoot-Everything-Animal-Planet/dp/1250040906>
- The 10 Most Convincing Bigfoot Sightings, video collection from Outside, <https://www.outsideonline.com/gallery/10-most-convincing-bigfoot-sightings/>
- *Real-Life Monsters*, book by Therese Shea, <https://bookshop.org/books/real-life-monsters/9781482420944>
- *Monster Hunt: Exploring Mysterious Creatures*, book by Jim Arnofsky, <https://www.amazon.com/Monster-Hunt-Exploring-Mysterious-Creatures/dp/1423130286>
- Monsters: They're Us, Man: Mythical Creatures Crash Course World Mythology #36, video from Crash Course, https://www.youtube.com/watch?v=r0T3gpfH_-w
- "Loch Ness Monster", article from History, <https://www.history.com/topics/folklore/loch-ness-monster>
- Does the Loch Ness Monster Exist?, video from Colossal Cranium, <https://www.youtube.com/watch?v=xlmL2O07Wn8>
- Do Aliens Exist? | Colossal Questions, video from Colossal Cranium, <https://www.youtube.com/watch?v=PpWP7GGj16k>
- "UFO Stories", collection of articles from History, <https://www.history.com/ufo-stories>

Project Idea/Scenario

Examine the archetype of one of the three major modern monsters that are inspired by land, water, and space, and create a project that illustrates your understanding of why monsters exist in our modern culture.

Sequence/Procedure

1. Think about a time that you were lost. How did you feel when you were lost? How did you eventually find your way?
 - a. Consider that part of the way we navigate is by using familiar markers, street signs, or other things that help us to know where we are. When we are in places without those markers, those landscapes are untamed and can lead us to imagine things or worry.
 - b. What are the common landscapes around us? Name the known features of each type of landscape. On the other side of things, what happens if you multiply that landscape and make it 100 times larger?


- c. For our lesson today, we are going to look at how landscapes that are unknown and particularly vast can cause fear, and eventually cause us to create monsters in those unknown spaces.
2. What do you already know about the Loch Ness monster, UFOs, and Bigfoot/Sasquatch? Do you have any fears about any of these being real or more likely to be real than another?
3. [Read](#) the *Monster Hunt* book, and then [watch the video about different monsters](#).
 - a. What have you learned about the Loch Ness monster and other monsters that you didn't know before? Do you have a new appreciation for any of these "modern-day" monsters?
 - b. Why do you think these monsters have endured time and remain of interest?
4. [Look through the book](#) *Real-Life Monsters*.
 - a. Why does this book call these monsters "real life"? Would you agree with that assessment?
 - b. Are these monsters different from monsters in history? Why or why not?
5. Choose one landscape and one monster to focus on for further inquiry. Choose from either Bigfoot, aliens, or the Loch Ness monster.
 - a. To explore Bigfoot/Sasquatch, [read this book](#) and [browse this video collection](#).
 - b. To explore space and aliens/UFOs, [watch this video](#) and browse through this [collection of articles from History](#).
 - c. To explore the Loch Ness Monster, [read this article](#) and [watch this video](#).
6. Complete the handout found on page 9 of the lesson plan using your research from your chosen creature of study.
7. Select a project and complete. Share your finished project while enjoying any of the recipes from Thrills and Chills!

Possible Creations

1. Since these monsters were informed by the wildness of their landscape, would they still be scary if they were removed from their environment? Transport either Bigfoot, the Loch Ness Monster, or an alien out of its regular environment to a different one, and show what might happen. Create a diorama to highlight what this might look like.
2. Generally the stories around these different monsters assume them to be bad or dangerous. Imagine that they are in fact misunderstood and have good intentions. Take on the identity of one of the monsters, and write a first person story of how you are misunderstood and clear your name to the world.
3. Look at your own landscape of where you live. What monster would people possibly believe had emerged from your surroundings? Create a video that showcases your new created monster and highlight where it came from and its purpose for existing. Think about the videos of Nessie, Bigfoot, or UFOs, and how often these videos feature only a glimpse of the creature in question.

Monster Mash-Up

Create a new creature. Select the head from one animal, the body from another, and the wings and/or legs from another.



Diet:

Lifespan:

Habitat:

Strengths & Weaknesses:

It Came From the _____: Monsters in Our Wild Spaces

Which creature do you think is the most interesting? Which do you think is potentially the most misunderstood?

If you had the chance to interview this creature for a news segment, what questions would you ask to give the audience the best chance to understand it more?

1.

2.

3.

We created a golden record to send into space to give alien life an idea of who we are. Pretend you are your chosen monster and create your own “golden record” to send to humans, explaining who you are. Give humans a better understanding of yourself beyond the blurry images.