



ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 1

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

RECIPE FOR ME

Recipe for Me is a fun, thoughtful, and creative way to share who you are. This activity is shared in two parts. These instructions, Part One are the brainstorm and writing half and Part Two will be the movement and performance half. This generative activity is a way for students to practice self-reflection, and a way for others around them to learn more about how the student perceives themselves. It also asks students to think in metaphor, allowing them to practice their abstract thinking skills.

Recipe for Me is credited to Albany Park Theater Project in Chicago. You can see another description of the activity in the link below from the [Drama-Based Instruction](#) website created by Drama for Schools at The University of Texas at Austin

Recipe for Me: <https://dbp.theatredance.utexas.edu/teaching-strategies/recipe-me>

These activities are curated by Sarah Coleman, Portland Ovation's Director of Engagement/School Programs. Sarah is a theatre educator, an arts integration specialist, and a former classroom teacher who has taught students in grades K - college as well as led professional development workshops for teachers around the country for over 15 years.



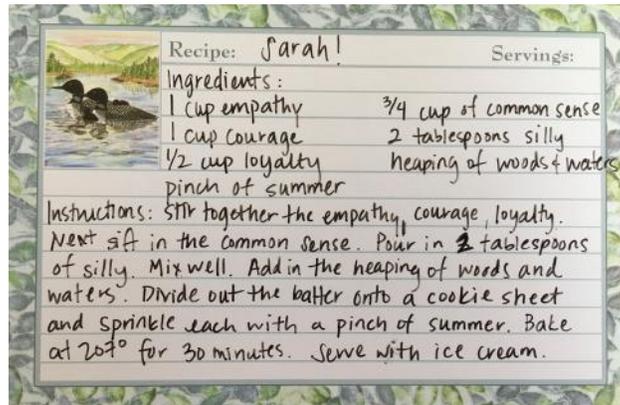


ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 1

DIRECTIONS FOR CAREGIVERS/TEACHERS

Start by taking a few minutes to learn about the parts of a recipe (ingredients & amounts, mixing & handling instructions, equipment, and time & temperature). Take a look at some examples in cookbooks or online. It might be helpful to write down some of the measurements and verbs that recipes use to have as ideas for when they write their own. Use the worksheet on page 4 of these instructions. Next, take a few minutes to have the student brainstorm how they describe themselves - that could include personality traits, things they like to do, what they look like, etc. Then, write up the recipe using the worksheet as a guide. There is no right or wrong answer to what a Recipe for Me looks like. Encourage them to continue to revise it - any great cook, writer or artist would do so too. If students are having a hard time coming up with personality traits, consider reframing asking them to describe someone else, then switch back to themselves. Or ask them to describe themselves as someone else might.



Tips!

- If you need to find some examples of verbs used in recipes here are a few links:
 - <https://steemit.com/food/@twitterpated/useful-words-when-writing-a-recipe>
 - <https://diannej.com/2013/100-action-verbs-from-julia-child-recipes/>
- If you need to find some examples of personality traits, here are a few links:
 - <https://www.teacherspayteachers.com/Product/List-of-Personality-Traits-4353632>
 - <http://allfreeprintable.com/cont/frm/pdf/lst-chartrait.pdf>
- Sometimes it is helpful to reframe it to ask students to think about describing someone else, then switch to themselves. Or asking them to describe themselves as someone else might.

Follow up questions

1. What was challenging about writing the recipe? What was easy?
2. What part of the recipe are you the most proud of? Why?

Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.





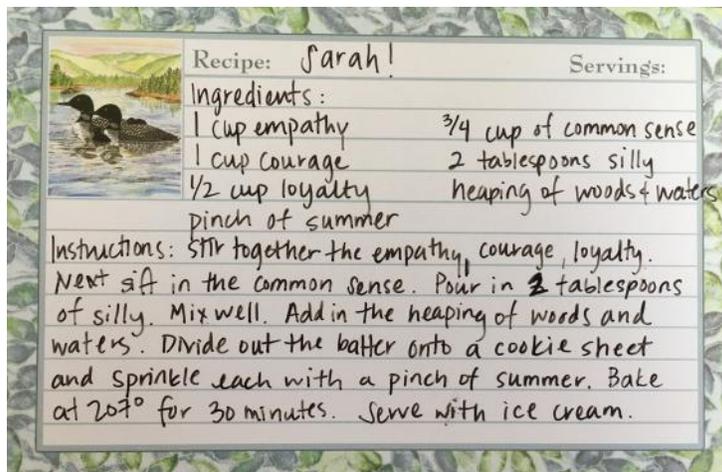
ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 1

DIRECTIONS FOR KIDS

Today's at-home activity is a fun, thoughtful, and creative way for you to share who you are!

1. Start by taking a few minutes to learn about the parts of a recipe. Those include ingredients & amounts, mixing & handling instructions, equipment, and time, temperature & serving instructions.
2. Using the worksheet write down some examples of the measurements (cup, teaspoon, heaping, pinch) and verbs (mix, add, stir, fold, sift) that recipes use.
3. Next, take a few minutes to brainstorm how you describe yourself to others - that should include personality traits, things you like to do, what they look like, etc.
4. Now it's time to write up your Recipe for Me using the worksheet. Start with your ingredients, then move on to you mixing and handling instructions, then the time, temperature, and serving instructions.
5. Read it over a few times and feel free to fix as you reread. Revision is an important part of any great cook, writer or artist's creative process..



Tips!

- It might take a little while to think of ideas. Be patient, you'll get the hang of it after some practice.
- You can choose to follow the format of a recipe closely, or not. There is no right or wrong way to create a recipe about yourself.
- Have others in your family or friends write a recipe too and gather them together in a family cookbook.

After you create your recipe, think about and answer these questions:

What was challenging about writing the recipe? What was easy?

What part of the recipe are you the most proud of? Why?





ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 1

BRAINSTORMING

What are some of the measurements and verbs that recipes use?

Measurements

Verbs

What are some words and personality traits that describe you? What are things you like to do?

CREATE YOUR RECIPE

Ingredients & Amounts

Example: 1 cup of stubbornness, 1 teaspoon of the Atlantic Ocean

Mixing & Handling Instructions

Example: Mix together 1 cup of stubbornness and 1 teaspoon of Atlantic Ocean until the mixture is a deep blue.

Time & Temperature & Serving Instructions

Example: Bake at 350 degrees until the kitchen smells like the ocean. Serve on yellow plates.





ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 2

Through these arts integration activities we want to offer a few simple, creative, educational, and arts-based ways to spice up your distance learning. The directions for the activity are shared in two ways - for caregivers/teachers and for kids who can read so they can do the activity independently. Have fun, and feel free to share what you do with us.

Tips for how to utilize these strategies:

- Use this strategy today, or print it out for a later date.
- Feel free to use a strategy more than once. Repetition will help students become familiar with the directions and then be able to take more ownership of sharing what they know through the activity.
- Play them for fun - you don't have to stick to talking about school information.

RECIPE FOR ME

Recipe for Me is a fun, thoughtful, and creative way to share who you are. This activity is shared in two parts. Part One included the brainstorm and writing half and Part Two incorporates movement and performance. This generative activity is a way for students to practice self-reflection, and a way for others around them to learn more about how the student perceives themselves. It asks students to think in metaphor, allowing them to practice their abstract thinking skills. It also challenges students to create and direct movement for the different parts of their recipe. They'll create their own mini performance in a matter of minutes.

Recipe for Me is credited to Albany Park Theater Project in Chicago. You can see another description of the activity in the link below from the [Drama-Based Instruction](#) website created by Drama for Schools at The University of Texas at Austin

Recipe for Me: <https://dbp.theatredance.utexas.edu/teaching-strategies/recipe-me>

These activities are curated by Sarah Coleman, Portland Ovations' Director of Engagement/School Programs. Sarah is a theatre educator, an arts integration specialist, and a former classroom teacher who has taught students in grades K - college as well as led professional development workshops for teachers around the country for over 15 years.





ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 2

DIRECTIONS FOR CAREGIVERS/TEACHERS

For the second part of the activity, students will add movement to activate their Recipe for Me. Begin by circling the verbs in your recipe's instructions. For each of the verbs, create a movement that you can repeat. For example, you might mime two hands holding a big spoon and moving in a counterclockwise circle for "mix." Next, circle each of the ingredients. Create a frozen statue for each of the ingredients. If the ingredient is "empathy," I might extend one hand out and place my other hand at my ear as if i'm listening. Once each of the movements/statues are created it's time to combine them with the sentences from your recipe. Read each of the sentences in your instructions, and as you say the word you created a movement or statue for, do that movement or statue. Keep practicing until you've got the words and movements memorized. Then you can play around with exactly when you want to do the movement and pose within the sentence. Rehearse it a number of times, then share it with someone else in the house, over a video call, or from the front steps. Even better if they can share with a friend who also created a Recipe for Me.

Then what?

- Want to up the challenge? Activate the ingredients section. Think about how to smoothly transition (spin, walk, hop, slide) between each statue in the order the ingredients are listed. Then have them combine it with their instructions section that they previously created. between each statue in the order the ingredients are listed.
- Think about pacing and how it affects the tone of the performance. Are there parts that could be faster or slower?

Tips!

- These instructions are intended only as a guide. Feel free to follow them closely, or let the student bring their recipe to life however they are inspired to utilizing voice and movement.
- Check out [Sculptor & Clay](#) on our website for more detailed instructions on how to make frozen statues.

Follow up Questions

1. What was challenging about adding movement to the recipe? What was easy?
2. How did it feel to share out your recipe performance?
3. What more could add to the performance of your recipe?

Follow up questions allow kids to practice [reflection and metacognition](#) (thinking about one's thinking) both of which are key parts of effective learning.





ARTS INTEGRATION AT HOME

RECIPE FOR ME PART 2

DIRECTIONS FOR KIDS

Today's at-home activity is a fun, thoughtful, and creative way for you to share who you are!

1. Grab your Recipe for Me.
2. Circle the verbs in your recipe's instructions. For each of the verbs, create a movement that you can repeat. For example, you might mime two hands holding a big spoon and moving in a counterclockwise circle for "mix."
3. Next, circle each of the ingredients. Create a frozen statue for each of the ingredients. If the ingredient is "empathy," I might extend one hand out and place my other hand at my ear as if I'm listening.
4. Now, it's time to combine the movements/statues you created with the sentences in your recipe's instructions. Read each of the sentences in your instructions, and as you say the word you created a movement or statue for, do that movement or statue.
5. Keep practicing until you've got the words and movements memorized. Then you can play around with exactly when you want to do the movement and pose within the sentence.
6. Rehearse it a number of times, then share it with someone else in the house, over a video call, or from the front steps. Even better if they can share with a friend who also created a Recipe for Me.
7. After you share it with someone ask them what parts they liked about your Recipe for Me performance.

Then what?

- Think about pacing and how it affects the tone of the performance. Are there parts that could be faster or slower?
- Want to up the challenge? Activate the ingredients section. Think about how to smoothly transition (spin, walk, hop, slide) between each statue in the order the ingredients are listed. Then combine it with your instructions section that you created first.

After you finish your performance, think about and discuss these questions.

1. What was challenging about adding movement to the recipe? What was easy?

-
2. How did it feel to share out your recipe performance?

-
3. What more could add to the performance of your recipe?
-

