



Taste of Thailand 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 Taste of Thailand 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: MANGO STICKY RICE
& BE A THOUGHTFUL TRAVELER AND SAY HELLO
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **use communication** to **explore** the world around them.
- Students will **discuss** how greeting others can be a way to **respect and appreciate** other peoples' cultures.
- Students will **learn and demonstrate** how Thai people greet one another.
- Students will **be curious** about why greetings vary from country to country and from culture to culture.
- Students will **read, watch, and listen** to non-fiction information sources to gain new knowledge and understanding.
- Students will **use** paper world maps or Google Maps to **see** their point of origin and **trace** their journey to a variety of destinations.
- Students will **exercise choice** in **deciding** how they will share their new learning.
- Students will **read and practice** with **Featured Culinary Skill** - Cutting a Mango
- Students will **make and share** Mango Sticky Rice.



BE A THOUGHTFUL TRAVELER AND SAY HELLO

Notes for the Teacher:

- This lesson provides experiences for students to explore Cognitive Learning.
 - This is a type of learning that is active, constructive, and hopefully therefore more long-lasting.
 - It engages students in the learning process, teaching them to make connections when learning new things.
 - To learn more about this approach read more here:
 - <https://gradelearning.com/benefits-of-cognitive-learning/>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Map of the World and/or access to Google Maps
 - Country Name Cards (included – see page 21)
 - Activity - materials dependent on student choice:
 - **Create a Game-** index cards, markers, world map
 - **Dramatization-** materials to write a script (optional), costumes, props
 - **Travel Brochure-** paper, art materials (scissors, glue, travel magazines from a travel agent)
 - **Song/ Rap-** musical instrument, materials to capture lyrics
 - **Cartoon or Graphic Story-** art materials as determined by student
 - **Step by Step How-to- Graphic-** either computer program or paper and art materials
- **Read**
 - This infographic is a succinct way to see some greetings around the world:
 - <https://mashable.com/2015/03/15/greetings-around-the-world/?europe=true#8ZNSgWefxOqg>
- **Watch**
 - The following vary in the way the information is provided (speaking, writing only, etc.) View them and choose the one(s) best suited to your students.
 - Greetings Around the World (2:45)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting around the World final project (1:39)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting Etiquette from around the world (2:32)
https://www.youtube.com/watch?v=D_hBK8Ni4yQ



LESSON: Be A Thoughtful Traveller and Say Hello!

- Introduction:
 - **Enter** the room and greet your students in a culturally appropriate but perhaps out of the ordinary way. For example, in the United States or Canada:
 - High five
 - Fist bump
 - Wave
 - Handshake
 - **Note** how the students respond and reflect back to them what you see:
 - I **notice** that you seem a little surprised at how I came into the room today.
 - **Ask**:
 - Why is that?
 - How did it make you feel when I (fist bumped, high-fived etc.)?
 - **Follow up** with some further questions:
 - How do you usually say hello to others?
 - Does who you are greeting change what you say or how you say it? (Dad, Mom's business associate, younger kid)
 - Does where you are effect the way or what you say? (at home, on the playground, at your Mom's office)
 - **Explain** that how you greet people changes depending where in the world you are.
 - **Ask**:
 - Do you know other greetings from different cultures or countries?
 - Have students share and **demonstrate** other greetings that they know.
 - **Tell** the students that today they are going to be Thoughtful World Travelers and learn how to greet others in countries from around the world!

BACKGROUND INFO: How People Greet Around the World

- **Pretend** that you are getting ready for a trip. You could:
 - **Show** your point of origin and destination on a map.
 - **Pack** a pretend bag with the necessities to get on a plane.
 - **Act out** getting on a plane- finding your seat, stowing your baggage, fastening your seat belt, etc.
 - **Imagine** what would it be like to arrive in that country.
 - Would it be hot? Cold? Busy? Loud? Rainy? Etc.
 - **Model** meeting a new person in that country. What do you do?
- **Read** the Thai Greetings section of the Mango Sticky Rice recipe guide.
 - **Optional**: to know more about the how and why of Thai greeting read more here:
 - http://www.ediplomat.com/np/cultural_etiquette/ce_th.htm
- **Practice** the *wai* (motion) and words to greet one another in Thailand.
 - It may be helpful to **model** the greeting and have the students repeat after you.
- **Ask**: Why do you think that Thai people may greet one another this way?



- Have students **reflect** on why it would be “thoughtful” to find out how to greet someone in another country or from another country?
 - This could lead to discussions about politeness, acceptance, inclusiveness, or cultural sensitivity, dependent on your students.
- **Continue** your world travels. Get back on the airplane and head to your next destination.
- Repeat the steps from above but change the country of destination.
 - You can have students choose from the Country Name Cards (included – see page 21).
- Don't forget to:
 - **find** the country or region on a map
 - **act out** the greeting
 - **discuss** why the students think it may be that way
- **Provide** students with a variety of ways to gather information:
 - **Give** students access to the super cool info graphic Greetings from Around the World
 - <https://mashable.com/2015/03/15/greetings-around-the-world/?europe=true#8ZNSgWefxOqg>
 - **Read:**
 - *Beyond the Handshake: How People Greet Each Other Around the World* by Chris Ciolli at:
 - <https://www.afar.com/magazine/beyond-the-handshake-how-people-greet-each-other-around-the-world>
 - Hello World! Greetings in 42 Languages Around the Globe by Manya Stojic
 - Hello Atlas by Ben Handicott
 - **Show** students one or more of these videos:
 - Greetings Around the World (2:45)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting around the World final project (1:39)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting Etiquette from around the world (2:32)
https://www.youtube.com/watch?v=D_hBK8Ni4yQ

ACTIVITY INSTRUCTIONS: How to be a Thoughtful Traveller

- **Tell** students that they can choose one country's greeting to teach to others.
- **Inform** them that they must include:
 - Where is the country in the world? (Optional - How do you get there from here?)
 - What is the greeting?
 - Why do you think people in that country/ region greet one another in that manner?
 - Why is it “thoughtful” to know how to greet people in that way?
- **Provide** students with lots of **choice** in how they can teach others the greeting.
 - **Create a Game**- index cards, markers, world map
 - **Dramatization**- materials to write a script (optional), costumes, props



- Travel Brochure- paper, art materials (scissors, glue, travel magazines)
- Song/ Rap- musical instrument, materials to capture lyrics
- Cartoon or Graphic Story- art materials as determined by student
- Step by Step How-to- Graphic- either computer program or paper and art materials
- Student generated idea
- Have students share their How to be a Thoughtful Traveller work.

Extension:

- Around the World Greeting Charades- demonstrate a greeting and have others guess where it's from.
- Interview people from different countries and cultures to ask them about the way they greet one another.
- Learn more about Thai cultural behaviors like the sniff kiss!
 - <https://kidworldcitizen.org/thai-sniff-kiss-cultural-alternative-public-displays-affection/>



COOKING MANGO STICKY RICE

Kitchen Prep

- Read the MANGO STICKY RICE recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Cutting a Mango**
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare MANGO STICKY RICE

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to add, cut, and drizzle.
- When the MANGO STICKY RICE IS ready, eat, taste and share!
- While your friends and family are eating, teach them how to greet one another as if they were in Thailand and share the How to be a Thoughtful Traveller work.

RESOURCES

- **Books**
 - [Hello World! Greetings in 42 Languages Around the Globe](#) by Manya Stojic
 - [Hello Atlas](#) by Ben Handicott
- **Websites**
 - http://www.ediplomat.com/np/cultural_etiquette/ce_th.htm
 - <https://mashable.com/2015/03/15/greetings-around-the-world/?europe=true#8ZNSgWefXOqg>
 - <https://www.opodo.co.uk/blog/greetings-around-the-world/>
 - <https://kidworldcitizen.org/thai-sniff-kiss-cultural-alternative-public-displays-affection/>
 - <https://gradelearning.com/benefits-of-cognitive-learning/>
- **Videos**
 - Greetings Around the World (2:45)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting around the World final project (1:39)
<https://www.youtube.com/watch?v=3tINjibk234>
 - Greeting Etiquette from around the world (2:32)
https://www.youtube.com/watch?v=D_hBK8Ni4yQ



Lesson #2: CHICKEN SATAY SKEWERS
& BE A SCUBA DIVER IN THE CORAL REEF
Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **learn** what a scuba diver is and what equipment they need.
- Students will go on a **guided underwater meditation** to **activate previous knowledge** of oceans and the life contained in them.
- Students will **learn** what coral is, that it is alive, and that it is fragile.
- Students will **watch** a video and **answer questions** based on what they see.
- Students will **learn** about and **discuss** the importance of symbiotic relationships on a coral reef.
- Students will **create** a diorama and use it to teach about coral reefs and how humans can work to protect them.
- Students will **read** and **practice** with **Featured Culinary Skill** - Kitchen Cleanliness.
- Students will **make** and **share** Chicken Satay Skewers.



BE A SCUBA DIVER IN THE CORAL REEF

Notes for the Teacher:

- How does guided imagery activate prior knowledge?
 - Guided imagery engages the right brain processes such as imagination, emotion, creativity, and intuitiveness. While much instruction is concerned with left brain activity (the processing of information through words), the addition of right brain activities involves the whole brain in the learning process and provides for individual differences in learning preferences and modalities. The use of imagery in therapy and in the classroom is not new; however, by consciously using it as a teaching device, the teacher can put it to use consistently and effectively. While much research is still to be done, experience indicates that use of guided imagery techniques improves the learning and behavior of low-achieving students and stimulates the creativity of both students and teachers on all levels. The teacher in preparing and introducing the guided image should consider content, multi-sensory appeal, practice, and introduction of images to the students.
<https://eric.ed.gov/?id=ED214365>
- Guided imagery is also extensively used as a reading comprehension strategy.
 - http://www.readingrockets.org/strategies/visual_imagery

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed
 - Optional books:
 - Over in the Ocean: In a Coral Reef by Marianne Berkes
 - National Geographic Readers: Coral Reefs by National Geographic
 - Coral Reefs: A Journey A Journey Through an Aquatic World Full of Wonder by Jason Chin
 - Coral Reefs by Gail Gibbons
 - Scuba Gear Explained (*included - see page 22*)
 - Guided Imagery of a Scuba Dive to the Coral Reef (*included – see page 23*)
 - “Exploring the Coral Reef” – Discussion Questions (*included – see page 24*)
 - Why are Coral Reefs Important to Thai People? (*included – see page 25*)
 - Map of the Coral Reefs of Thailand (*included – see page 26*)
 - For Dioramas:
 - Option I (shoebox)
 - Shoebox or similar-sized box
 - Printable card stock or construction paper
 - Crayons or colored pencils
 - Acrylic paint
 - White glue



- Scissors
- Paint brush
- Pencil
- Sand
- Sea shells (optional)
- Paper bowl or egg carton (optional)
- Option 2 (free-standing sculpture)
 - Play dough
 - pipe cleaners
 - beads
 - died rotini (twisty pasta)
 - craft sticks
 - pictures or drawings of fish cut out
- Read
 - Different approaches to diorama creation:
 - <https://kidssteamlab.com/finding-dory-5-day-steam-activities-kids/diy-kids-coral-reef/>
 - https://www.firstpalette.com/Craft_themes/Animals/coralreefdiorama/coralreefdiorama.html
- Watch
 - “Exploring the Coral Reef”: Learn about Oceans for Kids (9:21)
<https://www.youtube.com/watch?v=J2BKd5eI5jc>

LESSON: Be A Scuba Diver in the Coral Reef

- Introduction: What is a Scuba Diver and Where are they Going?
 - Ask
 - Do you know what a scuba diver is?
 - Where do scuba divers go? Why?
 - How can a scuba diver stay under the water?
 - Read with younger students or **provide** to older students the information sheet: Scuba Gear Explained (*included - see page 22*)
 - Explain to the students that they are going to go on an imaginary trip under the ocean to a coral reef.
 - Tell the students that you are their dive master for a journey to the coral reef around the island of *Koh Tao* (or Turtle Island in English).
 - Tell students to imagine getting ready for a scuba dive.
 - First, they will need to get into their scuba gear.
 - Start with shimmying into your wetsuit, pulling on the dive booties, lean forward to swing the heaviness of the weight belt around your back and



- fasten it at the front, sit down and shove your feet into the flippers (this feels like having giant clown shoes on!) Hold the snorkel and mask in your hands.
- Now, the dive master will come around to assist you in shrugging your arms into the heavy combination of the vest of the buoyancy compensator with the full tank of air and regulator, and pressure gauges attached. Be sure to swing the hose of the regulator over your right shoulder so you know where it is and can put in your mouth before getting in the water. Finally, you are all geared up for your adventure!
 - **Tell** the students to get comfortable (head on table with eyes closed, or lying on the floor not touching anyone else.)
 - **Read** the Guided Imagery of a Scuba Dive to the Coral Reef (*included – see page 23*)
 - **Discuss** how the experience was for the students:
 - How did your body feel?
 - What did you see?
 - What shapes and sizes did you imagine the coral to be?
 - **Share** with the students that today they will be learning about an important part of Thailand's geography, but it isn't the high mountains, central plains, or the sandy beaches, it is the coral reefs in the waters of the Gulf of Thailand and the Andaman sea.

BACKGROUND INFO: What is a Coral Reef and why is it important in Thailand?

- **Share** information about coral reefs, options:
 - **Watch**
 - Exploring the Coral Reef: Learn about Oceans for Kids(9:21)
<https://www.youtube.com/watch?v=J2BKd5eI5Jc>
 - This video is suitable for all ages.
 - **Ask:**
 - “Exploring the Coral Reef” – **Discussion Questions** (*included – see page 24*)
 - **Read:**
 - Over in the Ocean: In a Coral Reef by Marianne Berkes
 - National Geographic Readers: Coral Reefs by National Geographic
 - Coral Reefs: A Journey A Journey Through an Aquatic World Full of Wonder by Jason Chin
 - Coral Reefs by Gail Gibbons
 - **Ask** questions based on the book read.
- Have a **discussion:**
 - Now that you know something about coral reefs, why do you **think** they would be important to Thai people?
- **Show** the Map of the Coral Reefs of Thailand (*included – see page 26*)



- Read with younger students or **provide** to older students: Why are Coral Reefs Important to Thai People? (*included* – see page 25)
- Discuss the information. Be sure to help students see that there are a variety of reasons:
 - tourism, food, economics, culture

ACTIVITY INSTRUCTIONS: Diorama of A Coral Reef

- **Collect** materials as listed in the materials section above for two possible diorama models.
- **Review** with students the different kinds of coral and the creatures that make up a reef system.
- **Provide** students with access to books and the internet for inspiration and information.
- **Tell** students that they are going to get to build their own model of a Thai coral reef and use it to teach others how to take action to protect reefs.
- **Design and build** a diorama:
 - Follow one of the approaches below:
 - Younger students (simpler):
 - <https://kidssteamlab.com/finding-dory-5-day-steam-activities-kids/diy-kids-coral-reef/>
 - Older students (more complex)
 - https://www.firstpalette.com/Craft_themes/Animals/coralreefdiorama/coralreefdiorama.html
- Have students **share** their dioramas.
 - You could have a **gallery walk** or a **presentation**.

Extension:

- Explore what is being done to help coral reefs
 - <https://www.traveller24.com/Explore/Green/coral-reef-101-what-are-they-and-why-are-they-important-20160620>
- Research other symbiotic relationships in the animal world
- Write a book about Coral Reefs to teach others
 - <http://www.discoveryeducation.com/teachers/free-lesson-plans/coral-reefs.cfm>
- More Guided Imagery options
 - <https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/>



COOKING CHICKEN SATAY SKEWERS

Kitchen Prep

- Read the CHICKEN SATAY SKEWERS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Kitchen Cleanliness**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare CHICKEN SATAY SKEWERS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to smash, pierce, and grate.
- When the CHICKEN SATAY SKEWERS are ready, eat, taste and share!
- While your friends and family are eating, display your coral reef dioramas and teach your friends and family about how coral reefs form, and help them to understand ways that they can help to protect coral reefs.

RESOURCES

- **Books**
 - Over in the Ocean: In a Coral Reef by Marianne Berkes
 - National Geographic Readers: Coral Reefs by National Geographic
 - Coral Reefs: A Journey A Journey Through an Aquatic World Full of Wonder by Jason Chin
 - Coral Reefs by Gail Gibbons
- **Websites**
 - <https://www.thailanddiscovery.info/thai-food-fish-are-so-important-to-the-thai-people/>
 - <https://www.traveller24.com/Explore/Green/coral-reef-101-what-are-they-and-why-are-they-important-20160620>
 - <https://kidssteamlab.com/finding-dory-5-day-steam-activities-kids/diy-kids-coral-reef/>
 - https://www.firstpalette.com/Craft_themes/Animals/coralreefdiorama/coralreefdiorama.html
 - <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=3031&context=etd-project>
 - <https://eric.ed.gov/?id=ED214365>
 - <http://www.discoveryeducation.com/teachers/free-lesson-plans/coral-reefs.cfm>
 - <https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/>
- **Videos**



- Exploring the Coral Reef: Learn about Oceans for Kids (9:21)
<https://www.youtube.com/watch?v=J2BKd5eI5jc>
- Coral Reefs 101 <https://video.nationalgeographic.com/video/101-videos/0000015f-9331-d8e7-a7ff-f77d2dfb0000>



Lesson #3: PAD THAI NOODLES
& BE A FOOD HISTORIAN AND TASTE THAI FLAVORS
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **read or listen** to information about the history of Thai cuisine.
- Students will **learn** what a Food Historian is and does.
- Students will **trace on a map** where food influences to Thailand came from.
- Students will **discuss** cultural culinary practices in Thailand.
- Students will **learn** about the 5 balanced flavors of Pad Thai.
- Students will **research** the history of a cuisine of their choice.
- Students will **participate** in an expert panel of food historians and **present** their findings.
- Students will **read and practice** with **Featured Culinary Skill** - How to Whisk.
- Students will **make and share** Pad Thai Noodles.



BE A FOOD HISTORIAN AND TASTE THAI FLAVORS

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools, and ingredients listed
 - Pictures from food magazines or the internet that showcase iconic foods from different cultures.
 - Map of the World or an Atlas
 - Characteristics of Thai Cuisine (*included – see page 27*)
 - Flavors of Pad Thai
 - Soy Sauce or Fish Sauce
 - Lime
 - Sugar
 - Chili
- **Read**
 - Characteristics of Thai Cuisine (*included – see page 27*)
 - https://kids.kiddle.co/Thai_food
 - This website is an excellent accompaniment to the information above. It contains many captioned photos that illustrate ideas about Thai food culture.
- **Watch**
 - Introduction to Thai Cuisine (3:59)
 - <https://www.youtube.com/watch?v=iR5i2h0SmAY>

LESSON: Be a Food Historian And Taste Thai Flavors

- **Collect** a number of images from food magazines or the internet that showcase iconic foods from different cultures. For example:
 - tacos/ Mexico
 - sushi/ Japan
 - crepes/ France
 - pizza/ Italy
- **Ask**
 - When you look at a dish in front of you, do you ever think about its history?
 - Where did it come from?
 - Who first thought to cook it?
 - How did they decide what ingredients to put in it?
- **Provide** students the food images and ask them to:
 - Name the dish.
 - Say where they think it comes from.
 - Guess how it was invented.
 - Tell what ingredients they think it includes.



- **Tell** students that there is actually a job called a food historian.
 - Food history is an interdisciplinary field (meaning it includes different areas of knowledge) that examines the history of food and nutrition, and the cultural, economic, environmental, and sociological impacts of food.
- **Share** with students that today they are going to learn about the history of Thai Food and be able to try out being a Food Historian for a cuisine of their choice.

BACKGROUND INFO: A Food Historian's Investigation of Thai Cuisine

- **Share** the information from Characteristics of Thai Cuisine (*included – see page 27*)
 - Older Students can read and discuss the information.
 - For younger students, choose the details you believe to be most interesting to them.
- **Show** students this website:
 - https://kids.kiddle.co/Thai_food
 - It includes fantastic pictures to illustrate the information from Characteristics of Thai Cuisine (*included – see page 27*)
- **Read** the Flavors of Pad Thai section of the Pad Thai Noodles recipe guide.
- **Explore** the sight, smell, and taste of the Flavors of Pad Thai:
 - Soy Sauce or Fish Sauce
 - Lime
 - Sugar
 - Chili
- **Provide** students with maps and **challenge** the students to **trace** where the origin of these ingredients and flavors came from.

ACTIVITY INSTRUCTIONS: Be A Food Historian

- **Inform** students that now it is their turn to be a food historian.
- **Tell** them that they can **choose** a cuisine that interests them (suggestions and resources listed here)
 - Italy
 - https://kids.kiddle.co/Italian_cuisine
 - <https://www.lifeinitaly.com/history-of-food/the-history-of-italian-cuisine-i>
 - <https://italoamericano.org/story/2017-4-20/history-italian-cuisine>
 - France
 - https://kids.kiddle.co/French_cuisine
 - <https://easyscienceforkids.com/all-about-crepes-and-other-french-foods/>
 - <https://www.thespruceeats.com/history-of-french-food-1375346>
 - Brazil
 - <https://www.kids-world-travel-guide.com/brazil-facts.html>
 - <https://www.oddizzi.com/teachers/explore-the-world/country-close-up/brazil/rio-south-east/living-in/food-drink/>
 - Japan



- http://encyclopedia.kids.net.au/page/ja/Japanese_cuisine
- <https://www.kids-world-travel-guide.com/japan-facts.html>
- <http://www.foodbycountry.com/Germany-to-Japan/Japan.html>
- Mexico
 - <http://www.foodbycountry.com/Kazakhstan-to-South-Africa/Mexico.html>
 - <https://tastessence.com/mexican-food-history>
 - <http://www.facts-about-mexico.com/mexican-food.html>
- Have students **choose** a cuisine or single traditional dish.
 - Encourage students to be **curious** like an historian and **thoughtful** like a scientist.
 - Answer the questions below:
 - What cuisine/dish did you choose? Why?
 - What other countries are nearby? (Use a map!)
 - What big influences do you see in this cuisine/dish?
 - Who do you think invented or helped to shape this cuisine/ dish?
 - What ingredients or flavors are most used? Where do they grow or where are they raised or caught?
 - What methods of preparing/cooking are used?
 - How is this food eaten?
- Check out the websites provided above or other resources to help fill in the blanks.
- **Set up** an expert panel of Food Historians that **represent** their cuisines of choice.
- Have the Food Historians **present** their findings.

Extension:

- Curious about what a food historian does?
 - <https://www.kcet.org/food/what-does-a-food-historian-do>
- Trace the history or origins of one Thai dish:
 - What style of cooking was used?
 - What flavors are present?
 - What ingredients are used and where did they come from?
 - Optionally: find a recipe and try cooking it!



COOKING PAD THAI NOODLES

Kitchen Prep

- Read the PAD THAI NOODLES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Whisk**
- Discuss kitchen safety. Specifically, Knife safety (Visit Raddishkids.com/pages/safety).

Prepare PAD THAI NOODLES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to slice, mince, and whisk.
- When the PAD THAI NOODLES are ready, eat, taste and share!
- While your friends and family are eating, show them on a map where the flavors that they are eating in their Thai food travelled from!

RESOURCES

- Websites
 - <https://restaurant-in-pattaya.com/thai-food/history-of-thai-food/>
 - <http://blog.oxfordseminars.ca/the-secret-to-thai-food-why-you-have-to-experience-it/>
 - <https://www.pattayaunlimited.com/history-of-thai-food/>
 - <https://phuketthaicookingacademy.com/the-history-of-thai-food/>
 - https://kids.kiddle.co/Thai_food
 - Italy
 - https://kids.kiddle.co/Italian_cuisine
 - <https://www.lifeinitaly.com/history-of-food/the-history-of-italian-cuisine-i>
 - <https://italoamericano.org/story/2017-4-20/history-italian-cuisine>
 - France
 - https://kids.kiddle.co/French_cuisine
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COUNTRY NAME CARDS

TIBET	MALAYSIA
PHILLIPINES	INDIA
THAILAND	GREENLAND
NEW ZEALAND	MICRONESIA
CHINA	USA
ZAMBIA	NIGER

SCUBA GEAR



- **Mask** – a window into the underwater world. It keeps water out of your eyes and makes the view much clearer.
- **Snorkel** – like a straw you use to breath when you are at the surface.
- **Dive Booties and Fins** – like a fish's tail, but for a human. It helps the diver to move more easily underwater.
- **Wetsuit** – keeps the diver warm, by trapping a layer of water against the skin. The water warms up because of body heat and acts as an insulator.
- **Tank** – where the air a diver breathes is stored.
- **Buoyancy Compensator (BC)** – a vest that the tank is strapped into. It is connected by a hose to the tank and has air pockets that can be inflated or deflated with the push of a button. This helps the diver to control their depth in the water.
- **Weight Belt** – makes the diver heavier and less floaty so that they can descend underwater and stay down.
- **Regulator** – allows the diver to breathe underwater. It attaches to the top of the tank and connects it to a mouthpiece by a hose, allowing the diver to inhale air while underwater.
- **Pressure Gauge** – connected to the tank to let the diver know how much air is left in the tank.

<https://www.leisurepro.com/blog/scuba-gear/basic-scuba-gear-and-equipment-guide-for-beginners/>

Guided Imagery of a scuba Dive to the Coral Reef

With your Buoyancy Control Vest fully inflated, you step into the water from the boat. You float with no effort at the surface until everyone is gathered together in the calm, clear, warm water.

When you are ready, you begin to descend right beside the Instructor, by slowly letting air out of your Buoyancy Control, until you are just 3 feet under the water. Here you stop, so you can practice breathing through your regulator- simply in and out through your mouth. It takes a few breaths to get used to not going up to the surface for a breath of air. This sensation is incredible! You feel like you are living in one of the dreams that you have had of adventures with dolphins, or being friends with mermaids.

You pause and look up at the surface of the water. It is like a ceiling to the watery room that you are now in. You see the rays of sunshine sparkling and bouncing off the surface of the water above you.

Once you are comfortable, you descend another few feet and stop again, to become familiar with your new surroundings. The first thing that you notice is the bright colors. It is like a watercolor set but with every hue and brightness in between.

Once you get the hang of your buoyancy and are breathing comfortably, remember to look around and take in the scenery – it's mind blowing! You'll notice intricate detail in things you could have never seen from the surface and appreciate the reef from a whole new angle.

You relax further, breathe slowly in and out through your mouth, and float weightless in the warm hug of the ocean. You look down at the reef and see a bright yellow ball (about 4 times the size of a basketball, with a grooved surface - this is brain coral. Then you see a vibrant orangey red shape that looks like the stem, veins, and structure of a large leaf – this is fan coral.

You lazily kick your legs once, then twice, with the additional length of the flippers on your feet you surge gracefully forward. You make your way closer to the reef to inspect the creatures making a home there.

You spot the purple/pink waving translucent fingers of a sea anemone, you look closely to see if there are any clown fish nearby, and you are in luck! One swims a tiny way out of its home and then ducks back in.

Just then you take a moment to listen. You've been so overwhelmed by all that you are seeing that you forgot to pay attention to your other senses. Now you hear a sound that is like tapping and grinding and swishing all at once. There to your left you see a few parrot fish. One is blue and orange, and another shimmers like an iridescent glow in the dark. They both have strong looking beaks that they are scraping at the corals with – Oh, that was the sound you were hearing!

They draw your attention to the surface of the coral. You see a number of small spiky dark purple sea urchins, waiting for their supper to come within reach - it makes you think of a Venus Flytrap!

You keep your hands to yourself, not only so that you stay safe but also to protect the reef for others to enjoy.

Next, a shiny silver glint catches the corner of your eye and you easily move yourself in the gravity-free feeling of the water. You wonder to yourself... Is this what it would feel like to be in outer space? That bright silver flash was a big school of tiny fish all moving together, as if performing a complicated dance. They remind you of a flock of birds, as they dart first one way and then the next.

You and your instructor check your pressure gauge to see how much air you have left. She uses hand signals to let you know that you have a few more minutes before you need to begin your ascent back up to the world above the water.

Take the next minute or so to look around in your minds' eye. What do you see? Paint in colors, shapes, movements, and sounds that you imagine are living in and around the reef. I will let you know when it is time to go up.

(judge for yourself how long this time should be for your students)

Your instructor gets your attention by tapping on her tank, it makes a clanging sound that easily alerts you to where she is. Keeping your arms still by your side, you kick over to her side. She gives you the ok sign and a shrug of her shoulders to let you know that she is asking a question. You enthusiastically show two thumbs up! She nods and then points up to the surface.

Sadly, it is time to leave this vibrant environment, for the world that you know above the waves. As you slowly kick your way to the surface, you look down for one last impression of the beauty of this reef that took ages to grow and promise yourself that this is only the first of many visits that you will make to this underwater landscape.

Your head breaks through the surface of the ocean. You push the button to fully inflate your Buoyancy Control Vest and take the regulator from your mouth to breathe in the moist air of the world above. This has been a dream come true!

Tell students to take their time opening their eyes, sitting up and coming back to the world of the classroom.

“Exploring the Coral Reef” – Discussion Questions

1. Where are coral reefs found?
2. What are coral reefs made of?
3. How is a coral reef like a jelly fish?
4. How long do coral reefs take to form?
5. What creatures live in coral reefs?
- 6. How do coral reefs help turtles?**
- 7. How do turtles help coral reefs?**
- 8. How do anemones help clown fish?**
- 9. How do clown fish help anemones?**
- 10. What do parrot fish and beaches have to do with one another?**
11. How is a coral reef like a rainforest?
12. How are coral reefs threatened today?
13. What can you do in particular to help protect coral reefs? What can humans do in general?

Note: The bolded questions can lead to a further discussion on symbiotic relationships.

Why are Coral Reefs Important to Thai People?

Thailand is a country with over 1,800 miles of coastline, hundreds of islands, mangroves, coral reefs, and relatively tranquil seas. The country's fishing industry has long been important, not just for feeding the nation but also economically.

Thailand is the world's third-largest supplier of seafood, and the industry is worth more than 200 billion Baht a year (6.3 billion US dollars).

People mainly travel to Thailand to experience the beaches and warm clear waters. Tourism makes up almost 20% of Thailand's Gross Domestic Product (the value of economic activity in a country).

The Thai Gulf and Andaman Sea are rich with fish, squid, shrimp, lobster, and scallops. But perhaps the most ubiquitous of fish is the small but tasty Pla Tu, a small mackerel which is salted and can be bought in nearly every town and village in Thailand, however far from the sea they might be.

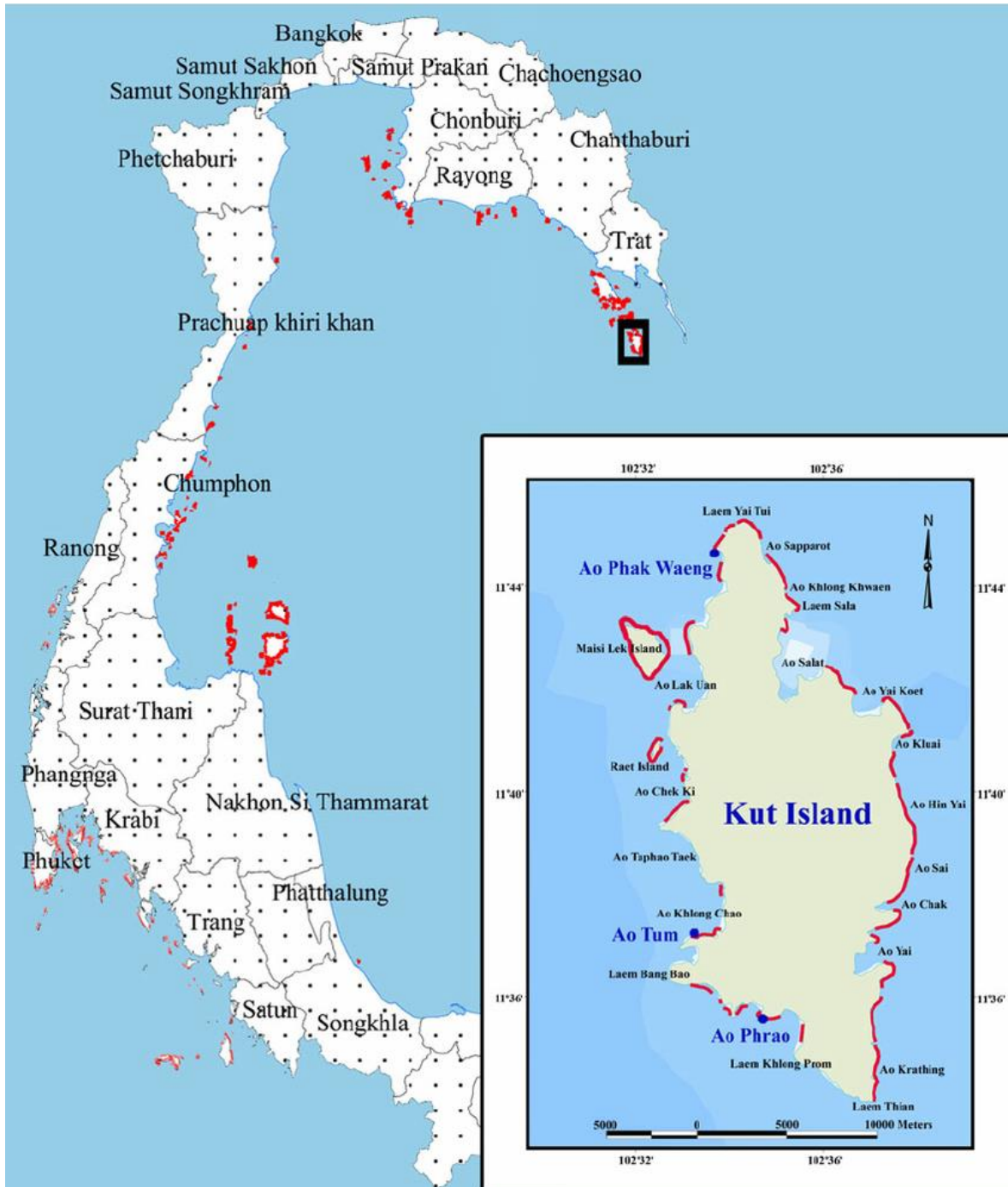
Some of Thailand's most popular dishes are fish or seafood based, including Tom Yam soup, fish cakes, and crab fried rice. Fish is so important to the Thai diet that, in times past, when people were too poor to afford fish to eat with their rice, they'd hang a small model cut-out of a fish in their home while eating.

Today Thai people enjoy food from all over the world, and chicken and pork dishes are on every menu. But there's still a special place in the heart of Thai people for fish. At a restaurant, most dishes are brought to the table when ready, and rarely attract comment from diners. But the fish dish, be it steamed in lemon or fried with garlic, is always given special treatment. It is presented by serving staff with a flourish, and is met with appreciative exclamations from the diners. When it comes to Thai cuisine, fish remains the centrepiece of the feast.

Another important Thai ingredients is Nam Pla, or fish sauce. This smelly, salty sauce is as common on Thai tables as salt and pepper is in the West. It serves much the same purpose – to impart flavour and enhance the taste of dishes. There are many types of fish sauce found across Southeast Asia. Most are made with small fish; such as anchovies, which are cleaned and mixed with salt in large jars. These jars are left in the sunshine for the fish to ferment. After a few months, the fish liquefies and the result is fish sauce!

In summary, the importance of fish to Thai culture cannot be underestimated. For centuries, fish have not just been another ingredient, but the main source of protein for the people – an important cultural and culinary tradition.

Map of Coral Reefs Around Thailand



*Coral reefs are marked in red

Characteristics of Thai Cuisine

Influences on Thai Cuisine

- **Other Countries (Note: Find these places on a map!)**
 - Thailand's food history dates back to the 6th century when Thai people originally migrated from what is modern day Yunnan province in China.
 - Cooking methods at that time were:
 - Boiling, grilling, preserving, and drying foods
 - First immigrants from **China** brought:
 - pigs, chickens, ducks, and cows
 - Southwest Thai cuisine is influenced by its **Malaysia and Java** with the flavors of curry and coconut.
 - Northern Thai cuisine is influenced by **Burma and China** with lots of noodles, pork, and steamed rice.
 - Northeast Thailand cuisine is influenced by **Laos**, with very spicy and often bitter dishes like Somtam (green papaya salad).
 - **Portuguese** missionaries brought chili spices to Thailand in the 16th century.
 - During the height of the spice trade; **British, Dutch, and Spanish** traders brought saffron, cumin and turmeric.
 - Many of the herbs and spices used today are of **Indian** origin, especially Basil.
- **Soil, Climate, and Geography**
 - Thailand has rich, fertile soil, so they are able to grow a wide range of fruits, vegetables, and rice.
 - Rice is a staple food and is eaten with most meals.
 - Thailand is a country with over 1,800 miles of coastline, so fishing has long been an important source of food.

Key Characteristics of Thai Food

- The ideal Thai meal is a harmonious blend of flavors, and is meant to be equally pleasing to the eyes, nose, and palate.
- Based on a balance of flavors:
 - Sweet
 - Sour
 - Salty
 - Spicy
 - Umami
 - Umami flavors come from Thai fish sauce is in most dishes.
 - Traditional fish sauce is the water that is extracted from fish in the process of salting and fermentation.
 - It can be used like salt or soy sauce and provides an umami flavor.
- Family style meals are common
 - "Family style" means that dishes are passed around and everybody takes some.
 - Thai diners usually order the same number of dishes as people. That way there is lots to share.

- Thai people are generally very social so eating meals is most often a group event. (In fact, it is even considered bad luck to eat alone!)
- Serving and eating meals
 - Thai meals are served all at once, so that diners can enjoy the complementary combinations of different tastes.
 - A proper Thai meal should have a soup, a curry dish with condiments, and a dip with fish and vegetables.
 - Thai food is served with a fork and spoon (not chopsticks)
 - Desert is usually fresh fruit such as mangoes, durian, jackfruit, papaya, grapes or melon.
 - No leftovers!
 - Very few Thai people have refrigerators. So, they make daily trips to the local markets for fresh seasonal ingredients.
 - Clean plates after a meal are important.
 - Mae Pho Sop, the god of rice, watches over everyone to make sure they have enough food. She is said to get angry if you through away your leftovers, causing bad luck or even famine!

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