



Made in Morocco 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 MADE IN MOROCCO 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: CRUNCHY KEFTA ROLLS
& EASY EATING ETIQUETTE
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **learn** the term *etiquette*.
- Students will **think, visualize, and share** their current understanding and experiences with eating etiquette in their family.
- Students will **watch** videos and **read** to learn about Eating Etiquette in Morocco.
- Students will **research** what the Eating Etiquette is in another country of their choice.
- Students will **demonstrate** their new knowledge with a choice of: **hosting** a meal in the style of that country, **filming** an instructional video, or **creating** an infographic.
- Optional, in the extension activities, students will **learn** about the history of where eating etiquette/table manners originated.
- Students will **read** and **practice** with Featured Culinary Skill - Working With Filo Dough.
- Students will **make** and **share** Crunchy Kefta Rolls.



EASY EATING ETIQUETTE

Notes for the Teacher:

- Would you like some help teaching students table manners/ eating etiquette?
 - Family Education Series: Learn Table Manners (3:46) <https://www.youtube.com/watch?v=mgZeziVUsZ0>
 - Kids Dining Etiquette; With an Expert Coach (4:52) <https://www.youtube.com/watch?v=fdF5LAmhG2Y>

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - Materials for Activity: Eating Etiquette Elsewhere (dependent on student choice)
 - Invite friends for a meal
 - recipes
 - groceries
 - eating utensils
 - decorations, etc.
 - Film a documentary/ how-to
 - Phone/camera
 - Planning tools (paper/pencil, computer)
 - Set design
 - Infographic (choose from below)
 - Computer for design
 - Magazines etc. for collage
 - Drawing/art materials

Lesson: EASY EATING ETIQUETTE

- Introduction: What rules do you follow at the table?
 - **Ask** students:
 - Do you have rules in your family about how to behave at the table?
 - Are the rules different depending on who is there? (grandparents, guests?)
 - Are the rules different if you are out at a restaurant?
 - **Support** students to **brainstorm** a list of table manners.
 - Allow these to be in any order and without criticism.
 - After the brainstorming session, ask the students to **review, reflect, and sort or rate** the rules by how important they are.
 - **Discuss:**
 - Why do we have rules around eating together?
 - Who makes up the rules?
 - **Tell** the students that today they will be learning more about the rules around eating together in Morocco, have an opportunity to **research** the eating rules in



other countries of their choice, and decide how to **share** that information with their friends and family.

- Background Information: Moroccan Manners -- One Form of Eating Etiquette
 - **Share** that the area of manners that relates to rules of the table is called *etiquette*.
 - “Eating etiquette are the rules used while eating, which may include the use of utensils, how much you eat, how you sit and so much more. Different cultures observe different rules for table manners. Each family or group of people then sets its own standards for how strictly these rules are to be used.”
 - **Ask:** What do you think the eating etiquette might be in Moroccan culture? Why?
 - **Read** the Fun Bite “Moroccan Manners” from the recipe guide.
 - **Discuss** the Food for Thought Question: “How do your family’s rules differ from those in Morocco?”
 - **Ask:**
 - What do you think of these Moroccan rules: removing shoes, sitting on the floor, not refusing food, or using your hands?
 - **Watch** the video OR read the article below pausing as necessary to point out, discuss, or add etiquette to the list.
 - <https://www.pilotguides.com/articles/etiquette-guide-eating-with-a-moroccan-family/>
 - Eating with Your Hands- Moroccan Style (3:34)
<https://www.youtube.com/watch?v=ikkejOgDjoU>
 - After the video, **discuss** what new information they learned and if they have any outstanding questions.
 - **Ask:** Why do you only use your right hand to eat?
 - The left hand is reserved for bathroom duties and other cleaning chores.
 - **Ask** the students what **differences or similarities** in etiquette between Morocco and their lives they found most interesting.
- Activity Instructions: Easy Eating -- Etiquette Elsewhere
 - **Ask:**
 - Now that they know that the etiquette changes from place to place, what other places are they curious about?
 - **Tell** the students that now they have a chance to **research and share** what they learn about eating etiquette around the world with their friends and family.
 - **Step 1- Choose** a country that you are curious about.
 - **Step 2- Research** their eating etiquette.
 - Helpful websites:
 - <https://www.americaninfographic.com/post/112625973077/infographic-dining-etiquette>



- Dining Etiquette around the world!
https://www.etiquettescholar.com/dining_etiquette/international_dining_etiquette.html
- Dining Manners Around the World
<https://www.parents.com/kids/responsibility/manners/dining-manners-around-the-world/>
- Nine Surprising dining customs around the world
<https://www.telegraph.co.uk/travel/lists/surprising-dining-customs-around-the-world/>
- **Step 3- Decide** how you want to share that information. Some ideas are:
 - **Invite** friends for a meal from that country in their eating etiquette style and demonstrate, explain and teach how and why they eat in this way.
 - **Film** a video explaining, demonstrating, and teaching how and why the eating etiquette is that way in that country.
 - **Create** an infographic to show the eating etiquette from that country. See examples below:
 - <https://www.americaninfographic.com/post/112625973077/infographic-dining-etiquette>

Extension:

- **Eat** the Crunchy Kefta Rolls using Moroccan Manners.
 - **Decorate and set up** a dining space to eat in the Moroccan style.
 - **Teach** your friends and family why people in Morocco eat this way.
- **Create** a Venn Diagram showing similarities and differences between eating etiquette of a variety of countries.
- **Learn** more about the history of etiquette. It goes back to the time of knights and castles!!!
 - https://www.etiquettescholar.com/dining_etiquette/potpouri/dining_etiquette_history.html



COOKING CRUNCHY KEFTA ROLLS

Kitchen Prep

- Read the CRUNCHY KEFTA ROLLS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - WORKING WITH FILLO DOUGH.**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare CRUNCHY KEFTA ROLLS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to brush, fill, and roll.
- When the CRUNCHY KEFTA ROLLS are ready, eat, taste and share!
- While your friends and family are eating, encourage them to eat using Moroccan Eating Etiquette. Demonstrate for them and explain why people in Morocco eat in this way.

RESOURCES

- **Books**
 - [A Kids' Guide to Manners: 50 Fun Etiquette Lessons for Kids \(and Their Families\)](#) by Katherine Flannery
 - [How Do Dinosaurs Eat Their Food?](#) by Jane Yolen
 - [I Want My Dinner](#) by Tony Ross
 - [Dinner With Olivia](#) by Emily Sollinger
 - [You've Got Manners!: Table Tips from A to Z for Kids of All Ages](#) by Louise Elerding
- **Websites**
 - <https://www.pilotguides.com/articles/etiquette-guide-eating-with-a-moroccan-family/>
 - <https://www.journeybeyondtravel.com/blog/morocco-etiquette.html>
 - <https://www.americaninfographic.com/post/112625973077/infographic-dining-etiquette>
 - Dining Etiquette around the world!
https://www.etiquettescholar.com/dining_etiquette/international_dining_etiquette.html
 - Dining Manners Around the World
<https://www.parents.com/kids/responsibility/manners/dining-manners-around-the-world/>
 - Nine Surprising dining customs around the world
<https://www.telegraph.co.uk/travel/lists/surprising-dining-customs-around-the-world/>
 - https://www.etiquettescholar.com/dining_etiquette/potpourri/dining_etiquette_history.html



- Videos

- Eating with Your Hands- Moroccan Style (3:34)
<https://www.youtube.com/watch?v=ikkejOgDjoU>
- Family Education Series: Learn Table Manners (3:46) <https://www.youtube.com/watch?v=mgZeziVUsZ0>
- Kids Dining Etiquette; With an Expert Coach (4:52) <https://www.youtube.com/watch?v=fdF5LAmhG2Y>



Lesson #2: ORANGE BLOSSOM TEA CAKES
& SAHARA DESERT
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **participate** in **guided imagery** to assist them in learning about the environment of a desert.
- Students will **reflect** on the guided imagery experience and **describe** their imagined deserts to one another.
- Students will **learn** about what qualities make a habitat a desert.
- Students will **identify** deserts in their area.
- Students will **use a map** to identify where in the world the Sahara Desert is.
- Students **explore** the idea of physiological and behavioral adaptation.
- Students will **choose to share** what they have learned about the Sahara or a desert of their choice through: dance, drama, art, or writing.
- Students will **read** and **practice** with **Featured Culinary Skill** - How to Zest.
- Students will **make** and **share** Orange Blossom Tea Cakes.



SAHARAN DESERT

Notes for the Teacher:

- How does guided imagery activate prior knowledge?
 - Guided imagery engages the right brain processes such as imagination, emotion, creativity, and intuition. While much instruction is concerned with left brain activity, (that is, 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 the image 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
 - Atlas, map of the African continent, or world map
 - Books, images of deserts
 - <https://www.gettyimages.de/fotos/sahara-desert?mediatype=photography&phrase=sahara%20desert&sort=mostpopular>
 - Activity Materials (depends on choice)
 - Art materials for painting, or diorama
 - Writing materials for skit, poem, or short story
 - Music and space for dance
 - Costumes or sets for skit
- **Watch**
 - Amazing Ways to Live in the Desert (4:39)
<https://www.youtube.com/watch?v=gaZKEc59gIw>



Lesson: SAHARAN DESERT

- Introduction: IMAGINE A DESERT
 - Ask the students to get comfortable. They may lay their heads on the table and close their eyes.
 - **Tell** the students to relax and let the pictures in their minds roll by like a movie on the insides of their eyelids. **Inform** them that you are going to ask them a series of questions to **help** them paint a fuller picture in their heads but they should not answer the questions out loud.
 - **Say**
 - **Imagine** that you are walking through a desert.
 - Turn your head to the left/right/up/down (one at a time) what do you see? What do you not see?
 - How does the air feel on your skin?
 - As you move through the landscape do your steps make a sound? What else do you hear?
 - Are there any tastes or sensations in your mouth?
 - Standing in the middle of your desert, take a deep breath through your nose.
 - How does it feel?
 - What do you smell?
 - What sort of feeling/emotions does being in this environment evoke in you?
 - Relax in your desert for another minute and then when you are ready you can open your eyes and sit up.
 - **Reflect** on the guided imagery experience.
 - **Ask:** Did you find it difficult to picture a desert? Did the questions help you to see more or was it distracting? Etc.
 - Have students **describe** their deserts to one another.
 - **Discuss** similarities and differences between their imagined deserts.
 - **Tell** the students that today they are going to **learn** about what makes an environment a desert and learn specifically about a desert in Morocco called the Sahara. Finally, they will be able to **share** what they learned about deserts to their friends and family.
- Information: WHAT MAKES A PLACE A DESERT?
 - **Ask:** What do you think makes a place a desert?
 - **Record** answers.
 - **Tell** the students that there are deserts all over the world.
 - **Use** an atlas or the web to find deserts near where you live.
 - **Look up** photos of these deserts, **compare and contrast** the deserts from one another and **refer back** to the list of things that the students created earlier.



- **Share** that the largest and hottest desert in the world is found on the continent of Africa. It is called the Sahara.
 - **Encourage** students to find the Sahara desert in an atlas or on map of Africa.
 - **Show** pictures of the Sahara.
 - <https://www.gettyimages.de/fotos/sahara-desert?mediatype=photography&phrase=sahara%20desert&sort=mostpopular>
- **Explain** to students that as they can probably already tell from the different deserts they have looked at that not all deserts are the same.
- **Deserts have in common:**
 - dry air
 - little rain (less than 10 inches a year)
 - high daytime temperatures
 - lots of wind
- **The Sahara Desert**
 - The Sahara is one of 22 deserts on the earth.
 - In Arabic, Sahara means wilderness.
 - It is 3.5 million square miles and stretches from the Atlantic Ocean to the Red Sea.
 - The world's highest recorded temperature was here where it reached 136.4° F.
- **Plants and animals in the desert**
 - Rainfall in the desert is rare so plants can only survive if they are able to absorb and store water for periods of time -- like cacti, palms trees, and some shrubs.
 - Animals have evolved *physiologically* (in their body) and *behaviorally* (what they do) to live in desert habitats. Not only do they have a hard time finding water but they also have to deal with the temperature extremes from very hot to very cold.
 - For example, most desert animals are nocturnal (behaviorally changing from being up during the hot of the day to being awake in the cool of the night). Animals sleep in a cool den or cave during the day and carry out their survival activities at night.
 - How does this help them?
 - Other animals hibernate (a *physiological* change) through the hottest part of the summer when the days become too hot and the vegetation too dry to give them the water that they need.
 - Most animals found in the desert are from the reptile family.
 - How is this a physiological advantage?
 - Other animals found in the Sahara are the desert iguana, Arabian camel, Costa hummingbird, the masked quail, and the bark scorpion.
 - What other desert animals could you find?



- Some birds escape the hot midday temperatures by flying high through cooler air.
- Several million human beings live in the Sahara, mainly along the edges of the desert.
 - How do you think they make their living and survive?
- Optionally, watch the following video:
 - Amazing Ways to Live in the Desert (4:39)
<https://www.youtube.com/watch?v=gaZKEc59gIw>
- Activity Instructions: SHARE THE SAHARA OR ANOTHER DESERT
 - Encourage students to **research** further an aspect of the Sahara or another desert that they are interested in. Some helpful websites:
 - www.Dkfindout.com/us/earth/deserts/
 - www.livescience.com/23140-sahara-desert.html
 - www.britannica.com/place/Sahara-desert-Africa
 - www.ducksters.com/history/africa/sahara_desert.php
 - www.desertusa.com/du_sahara.html
- Tell students that they can choose how they would like to share what they have learned about deserts:
 - **Paint or draw** a picture that shows what they habitat does and does not include.
 - **Perform** a play or skit about life of an animal or plant in the desert.
 - **Choreograph** a dance that demonstrates attributes of the desert.
 - **Create** a 3 dimensional diorama of a desert including landscape, plants and animals.
 - **Write** a poem or short story inspired by the guided imagery or further desert research.

Extension:

- **Research** the effects of climate change on deserts.
- **Plan** a visit to a desert.
 - Is there one near you?
 - What desert do you think would be most interesting to visit and why?
- **Teach** a lesson on homophones- words that sound the same but have different meanings and are spelled differently. Desert/ dessert, marry/ merry, bare/bear etc.
 - www.readwritethink.org/classroom-resources/lesson-plans/developing-understanding-homophones-284.html?tab=3#



COOKING ORANGE BLOSSOM TEA CAKES

Kitchen Prep

- Read the ORANGE BLOSSOM TEA CAKES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Zest**.
- Discuss kitchen safety. Specifically, HANDWASHING safety (Visit Raddishkids.com/pages/safety).

Prepare ORANGE BLOSSOM TEA CAKES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to set molds, crack eggs, and juice oranges.
- When the ORANGE BLOSSOM TEA CAKES are ready, eat, taste and share!
- While your friends and family are eating, share the Sahara with them in whatever form you chose.

RESOURCES

- **Books**
 - [The Seed and the Giant Saguaro](#) by Jennifer Ward
 - [Why Oh Why are Deserts Dry?](#) by Tish Rabe
 - [Desert Night, Desert Day](#) by Anthony Fredericks
 - [The Magic School Bus Gets All Dried Up](#) by Joanna Cole
 - [Creatures of the Desert World](#) by National Geographic Action Book
 - [A Walk in the Desert](#) by Rebeca Johnson
- **Websites**
 - www.Dkfindout.com/us/earth/deserts/
 - www.livescience.com/23140-sahara-desert.html
 - www.britannica.com/place/Sahara-desert-Africa
 - www.ducksters.com/history/africa/sahara_desert.php
 - www.desertusa.com/du_sahara.html
 - <https://www.gettyimages.de/fotos/sahara-desert?mediatype=photography&phrase=sahara%20desert&sort=mostpopular>
- **Videos**
 - Amazing Ways to Live in the Desert (4:39)
<https://www.youtube.com/watch?v=gaZKEc59gIw>



Lesson #3: MOROCCAN CHICKEN TAGINE
& MOROCCAN SPICES
Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **play** at being scent detectives.
- Students will **smell** and try and blindly **identify** spices.
- Students will **look** at and try and **identify** spices.
- Students will **develop** their palates and **broaden** their vocabulary to describe spices.
- Students will **graph** the spices according to how appealing they find them.
- Students will **learn** about popular spices used in Moroccan cuisine.
- Students will **create** their own spice blend and use it in a recipe.
- Optional – students will go on a **field trip** to a bulk store or spice store to explore.
- Students will **read** and **practice** with Featured Culinary Skill - How to Braise.
- Students will **make** and **share** Moroccan Chicken Tagine.



MOROCCAN SPICES

Notes for the Teacher:

- If you are going to take your students on a field trip to a bulk or spice store, research where to go and reach out to make a contact there. Some stores may be willing to have a manager or purchaser meet and speak with the students. They may also offer you a discount!
- If you are going to shop before the class then decide which spice blend or blends that the students have to choose from and shop accordingly.
- If you are going to use a coffee grinder to mill your spices be warned that it will leave its aroma and coffee drinkers may not be pleased.

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - Atlas or world map to point out where spices originate from
 - For introduction:
 - A blindfold
 - A variety of spices. (Whatever you have available in your house will be good. Ideal options include the spices below.)
 - Moroccan spices include:
 - cardamom
 - allspice
 - clove
 - cinnamon
 - nutmeg
 - cumin
 - ginger
 - mace (the outside of nutmeg)
 - pepper
 - turmeric
 - A list of the spices that the students will be smelling in the order you are having them guess. **For your eyes only!**
 - “Spice Guessing Record Sheet” (included – see page 20)
 - Chart paper, markers to create a bar graph of spice appeal
 - “Benefit and Types of Spice Blends” (included – see page 21)
 - For Activity:
 - Spices as needed for blending
 - Measuring spoons
 - Clean glass jar with tight-fitting lid
 - Coffee grinder or mortar and pestle
 - Funnel (alternative: coffee filter or piece of paper)
 - Labels



- Marker for labelling
- Recipe for using the spice blend and necessary ingredients
- Watch
 - Optional Videos- take a look to see if any would be useful for your students.
 - Spice Market in Marrakech Morocco -start around 2 minutes (4:10) <https://www.youtube.com/watch?v=mKAlyvmnWnA>
 - History of Ras El Hanout (4:41) <https://www.youtube.com/watch?v=XPcBrwHLMQ0>
 - How to make Ras El Hanout (1:28) <https://www.youtube.com/watch?v=L2qHlzmrscx>

Lesson: MOROCCAN SPICES

- **Tell** the students that today they are going to be learning about spices. The first thing they need to do is **train** their noses.
- Ask students to sit comfortably in their chairs. Tell them that you are going to have them first smell a certain number of spices (the number is up to you).
 - **Charge** your students with naming what spice they smell without looking. If they don't know the name of the spice, have them describe what they are smelling.
 - Ask:
 - Is it spicy? Earthy? Bitter? Grassy etc.
 - Do you think you've ever eaten before? In what kind of dish?
- **Have** the students **record** their guesses in the first column "Spice Guessing Record Sheet" (included – see page 20).
- **Repeat** the experiment with the same spices in the same order as before but this time have the students look at the spices.
- **Have** the students **record** their guesses in the second column of the "Spice Guessing Record Sheet" (included – see page 20).
- **Ask:** What information did you find more helpful: smell or sight? Why?
- **Reveal** to your students how they did.
 - Was one type of spice easier to guess? Why?
 - Did you have any memories or reactions to any of the spices?
- **Graph** the appeal of the spices. **Using** the list of spices from the activity, **have** the students **place** a checkmark/smiley face/ etc. next to the spices they find appealing.
- Have students **tally** all of the class marks to discover which spice had the most appeal, and least appeal.
 - Are they surprised by the results?
 - Why do they think some spices are more appealing than others?
- **Inform** the students that spices work well together to create a fuller taste in your food. Therefore, chefs and the food industry create spice blends. Today you are going to **learn** about Moroccan Spice Blends and even have a go at **making** your own spice blend and **using** it in a recipe.



- Background Information: Spices and Moroccan Spice Blends
 - Share the difference between Herbs and Spices.
 - Spices
 - Spices are usually made from dried seeds, roots or flower buds, or (in the case of chillies) dried fruits. Pretty much any part of the plant that is not a leaf is a spice.
 - Most spices need to be ground to release their flavors.
 - Garlic and onion powder come from these things being dried and then ground up.
 - Spice Blends
 - Read the “Moroccan Spices” section of the Moroccan Chicken Tagine Recipe Guide.
 - Optional Videos:
 - Spice Market in Marrakech Morocco -start around 2 minutes (4:10) <https://www.youtube.com/watch?v=mKAlyvmnWnA>
 - History of Ras El Hanout (4:41) <https://www.youtube.com/watch?v=XPcBrwHLMQ0>
 - How to make Ras El Hanout (1:28) <https://www.youtube.com/watch?v=L2qHlzmrxc>
 - Ask: Can you name any other spice blends?
 - Pumpkin Pie Spice - cinnamon, ginger, nutmeg, allspice, cloves.
 - Italian Seasoning - basil, oregano, thyme, rosemary, marjoram
 - TIP- If you are grinding your spices, it is good to know that 1 Tbsp of seeds produces about 1 ¼ Tbsp of ground spice.
- Activity Instructions: Make Your Own Spice Blend
 - Collect:
 - Spices as needed for blending
 - Measuring spoons
 - Clean glass jar with tight-fitting lid
 - Coffee grinder or mortar and pestle
 - Funnel (alternative: coffee filter or piece of paper)
 - Labels
 - Marker for labelling
 - Inform the students that now it is their chance to **research** (and **create** a spice blend.
 - **Optionally**, provide the “Benefit and Types of Spice Blends” information sheet (included – see page 21) for your students to use.



- Some helpful websites for **learning** more about spice blends and how they are used:
 - Spice blends listed by country of origin <https://www.thekitchn.com/spice-mixes-189368>
 - https://en.wikipedia.org/wiki/Spice_mix
 - Spice Blends with pictures and recipe <https://www.nytimes.com/interactive/2014/05/04/magazine/mag-04Eat-Spices.html>
- Optionally, **go on a field trip** to a bulk food store.
 - collect spices
 - Interview employees to find out where they get their spices from, how they store them, etc.
- Create your spice blend -- **blend, pour, and label.**
- **Create or choose** a recipe to make with your spice blend.
- **Cook, taste and share!**

Extension:

- **Create** a gift box with a selection of spice blends or a complete meal kit with spice blend, dry ingredients, and recipe.
- **Research** how different spices are grown, harvested and brought to market.



COOKING MOROCCAN CHICKEN TAGINE

Kitchen Prep

- Read the MOROCCAN CHICKEN TAGINE recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Braise**.
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare MOROCCAN CHICKEN TAGINE

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, flip, and add.
- When the MOROCCAN CHICKEN TAGINE are ready, eat, taste and share!
- While your friends and family are eating, teach them about Ras El Hanout, and see if they can guess any of the spices that go into it. Invite them to come back for another snack/meal that features your very own spice blend!

RESOURCES

- **Books**
 - [My Five Senses](#) by Alikei
 - [Smell \(The Five Senses\)](#) by Jose Maria Parramon
 - [What's that Smell?](#) by Janelle Cherrington
 - [The Yummy Alphabet Book: Herbs, Spices and Other Natural Flavors](#) by Jerry Pallotta
 - [The Spices of Morocco: The Most Aromatic Country in Africa](#) by Baby Professor
 - [The Complete Book of Spices- A practical guide to spices & aromatic seeds](#) by Jill Norman
 - [The Herb and Spice Book for Kids](#) by Alice Siegel and Margo McLoone
- **Websites**
 - <https://www.thekitchn.com/spice-mixes-189368>
 - https://en.wikipedia.org/wiki/Spice_mix
 - Spice Blends with pictures and recipe <https://www.nytimes.com/interactive/2014/05/04/magazine/mag-04Eat-Spices.html>
 - Lesson plan adapted from www.scholastic.com
- **Videos**
 - Spice Market in Marrakech Morocco -start around 2 minutes (4:10) <https://www.youtube.com/watch?v=mKAlyvmnWnA>
 - History of Ras El Hanout (4:41) <https://www.youtube.com/watch?v=XPcBrwHLMQ0>
 - How to make Ras El Hanout (1:28) <https://www.youtube.com/watch?v=L2qHlzmrxc>

Spice Guessing Record Sheet

Spice Number	Smell	Look	Description
<i>Example</i>	pepper	white	spicy, powdery, tickle my nose
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

BENEFITS AND TYPES OF SPICE BLENDS

Benefits of making your own spice blend:

- It ensures consistency. If you mix up a batch of spice blend once, the proportions (or amounts of each) of spice stay the same every time you use it.
- It makes it easier to prepare a meal. Instead of taking out 4 jars of spices, you only need one!
- It tastes better than store bought blends and won't include unnecessary ingredients like preservatives.
- They will stay fresh longer than the ones you buy in a store. Herbs and spices go stale. If you make one at home, it won't stay fresh forever, but the ones you buy in the store have probably already been in the bottle a long time.
- You may or may not save money, but you will probably taste the difference. It is also nice knowing exactly what you are putting into your recipe.

Popular Spice Blends

- **Chili Powder**- did you know that this was a blend? It is used in recipes to make chili, tacos and more!
 - Cumin, garlic powder, cayenne pepper, paprika, oregano
- **Curry Powder**- also a mix of a bunch of spices
 - Turmeric, coriander, cumin, cinnamon, ginger, mustard powder, cardamom, cloves, black pepper, cayenne pepper
- **Chinese Five-Spice**- you guessed it! It includes 5 spices.
 - Star anise, fennel, cinnamon, cloves, Sichuan peppercorns
- **Adobo**- an all-purpose Latin spice mix used in lots of ways
 - Garlic powder, onion powder, cumin, black pepper, citrus peel, and Mexican oregano
- **Za'atar**- Middle Eastern spice and seed blend.
 - How to Make Za'atar (1:34) <https://www.youtube.com/watch?v=M2ENPPzfoDY>