



### **Ticket to Japan Lesson Plan for Homeschool 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 Ticket to Japan box, this lesson plan divides your box into 3 45-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity cards, skill card, and introduction card. Happy cooking! Happy learning!

### **Lesson 1: Sushi Maki Rolls and How Condiments are Made**

Activity Time: 45 minutes

#### **Learning Outcomes**

- Students will learn what a condiment is.
- Younger students will participate in condiment taste testing.
- Younger students will learn about similes and use them to describe flavors.
- Older students will demonstrate listening comprehension of non-fiction videos.
- Older students will research how condiments are made.
- Older students will learn about fermentation.
- Students will demonstrate new learning through teaching.
- Students will make and share Sushi Maki Rolls.

#### **Materials**

- Recipe guide, ingredients, and tools listed within.
- Chart paper and markers
- Younger Students
  - Condiments you have on hand (ketchup, mustard, soy sauce, mayo, etc)



- A plate
- Spoons or a clean finger
- Tasting Notes worksheet (included)

- **Older Students**

- Condiment research worksheet (included)
- YouTube videos
  - How it's Made Soy Sauce (5:00) <https://www.youtube.com/watch?v=queVIA4xLgl>
  - How it's Made Mustard (4:51) [https://www.youtube.com/watch?v=FLU4l6d\\_eCE](https://www.youtube.com/watch?v=FLU4l6d_eCE)
  - How it's Made Ketchup (4:58) <https://www.youtube.com/watch?v=pzKdUYtIXSQ>
  - How it's Made Worcestershire Sauce (4:51) [https://www.youtube.com/watch?v=Mcnccu8t\\_Z0](https://www.youtube.com/watch?v=Mcnccu8t_Z0)
  - How it's Made Mayo (4:59) [https://www.youtube.com/watch?v=f\\_Qub8su-vk](https://www.youtube.com/watch?v=f_Qub8su-vk)
- Helpful Websites
  - Ketchup <http://theplate.nationalgeographic.com/2014/04/21/how-was-ketchup-invented/>
  - Mustard <http://www.thenibble.com/reviews/main/condiments/history-of-mustard.asp>
  - Similes <https://www.youngwriters.co.uk/terms-simile>

## **1. Introduction**

- a. Ask students: what do they know about condiments? Record findings on chart paper.
  - i. What is a condiment?
  - ii. Do you have a favorite?
  - iii. Why do you use condiments?
  - iv. Why are there so many different kinds?
- b. A condiment is a spice, sauce or other ingredient that is added to food to impart a particular flavor, to enhance its flavor, or in some cultures, to complement the dish. The term originally described pickled or preserved food, but has shifted meaning over time.
- c. Tell students that they will have the opportunity to learn more about condiments.

## **2. Condiment Research**

### Younger Students

- a. Play Flavor Similes- a simile is a figure of speech that compares two things using the words "like" or "as".
  - i. Provide your students with the first half of a flavor simile and have them complete the sentence.
  - ii. Examples:
    - Minty like Dad's toothpaste.



- Fluffy as a swimming pool full of whipped cream.
  - As sour as tart a lemon
  - Zesty as \_\_\_\_\_
  - As sweet as \_\_\_\_\_
  - Salty like a \_\_\_\_\_
  - Tangy as a \_\_\_\_\_
- iii. Try other flavor words: bitter, smooth, sharp, spicy etc.
- b. Provide students with a plate with a small amount of each condiment you want to taste test.
- c. Have students taste each condiment (using finger or spoon) and help them to complete the Tasting Notes worksheet.
- d. Optional Extensions
- i. Rank the condiments from most favorite to least favorite.
  - ii. Create a commercial for one of the condiments.
  - iii. Write a Haiku poem about one of the condiments (see Kitchen Haiku activity card).

### Older Students

- a. Provide students with the Condiment Worksheet. Read through the questions with them to ensure understanding.
- b. Watch the How it's Made Soy Sauce video together help to answer as many research questions as possible.
- c. Students may need to watch the video more than once, pause or rewind to capture information.
- d. Have students choose one or more of the other condiments (ketchup, mustard, mayonnaise, Worcestershire) to research.
- e. Optional Extension
- i. Research a recipe for one of the condiments and make it from scratch.
  - ii. Brainstorm a list of condiments. How many can you name?
  - iii. Write a Haiku poem about one of the condiments (see Kitchen Haiku activity card).

### 3. Kitchen Prep

- a. Read the Sushi Maki Rolls recipe card together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Watch Raddish YouTube video to learn how to roll sushi:  
<https://www.youtube.com/watch?v=Cb8khXhV4Dg>
- e. Discuss kitchen safety. Specifically, stove top safety- turn pot handle in. (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety))

### 4. Prepare Sushi Maki Rolls!

- a. Ask children to read or describe each step.



- b. Together, follow the steps in the recipe.
- c. While the rice is cooking read the Ingredient Spotlight on Sushi Sidekicks. What condiments are traditional with sushi?
- d. Complete the steps in the recipe and present your Sushi Maki Rolls to your family and friends.
- e. Optional- recite your Condiment Haiku, or have your family participate in a condiment taste test, or teach them how soy sauce is made.
- f. When the Sushi Maki is ready, eat, taste and share!

## **Lesson 2: Japanese Soup and Salad and Greetings from Around the World**

Activity Time: 60 minutes

### **Learning Outcomes**

- Students will learn the terms: etiquette, greeting, formal and casual.
- Younger students will learn how to say hello in different languages.
- Younger students will match different language greetings to countries on a world map.
- Older students will research and practice greetings from around the world.
- Students will create a personalized greeting.
- Students will make Japanese Soup and Salad.

### **Materials**

- Recipe guide, ingredients, and tools listed within.
- Younger students
  - World map
  - Index cards or small pieces of paper
  - Tape or tacks
- **Older Students**
  - Internet access and or books about different cultures
  - Suggested websites:
    - <http://pocketcultures.com/2010/07/14/kiss-hug-or-shake-hands/>
    - <http://www.factmonster.com/ipka/A0769343.html>
    - <https://www.moveoneinc.com/blog/relocations/greeting-customs-around-the-world/>
    - [http://www.brucevanpatter.com/world\\_greetings.html](http://www.brucevanpatter.com/world_greetings.html)

*Sites Consulted for this lesson plan*

- [www.scholastic.com](http://www.scholastic.com)



## 1. Introduction

- Walk into the room and greet your students as you normally would. Then walk back out and return using a greeting from another country. For example, in India people place their hands together like in prayer and bend or nod and say *Namaste* (literally translated means I am bowing to you).
- Have students share other greetings that they know. Do they know where the greeting comes from? Can they find that place on a map? Are the greetings formal (How do you do?) or casual (Hey, what's up?)? Who would you greet formally? Casually?
- Using the Fun Bites- Japanese Etiquette section of the recipe guide, read together about how Japanese greet one another. Have students practice this style of greeting.
- Ask students what they think etiquette is? See if they can create their own definition. Etiquette is the customary code of polite behavior in society.

## 2. Greetings Around the World

### Younger students

- Ask: Do you know how to say hello in any other languages?
- Have students write the word for hello on an index card- or assist them.
- Have students find a country on the world map where this greeting is used. Place card there. Ask students if they know anything else about that country?
- Have students teach you or one another greetings that they know.
- Using the World Hello List (included) teach as many other greetings as you like.
- Extensions
  - Have students put on skits like they are visiting other countries.
  - Have one student a day choose the language of the morning greeting.
  - Challenge students to learn greetings from other countries.

### Older Students

- People around the world use different physical ways of greeting one another. For example, in Japan, they bow described in the Fun Bites- Japanese Etiquette section of the recipe guide. In North America, we most often shake hands.
- Do you know of any other physical greetings?
- Using some of the suggested websites above, books, or other resources research how some other cultures greet one another.
- Some questions to think about
  - Why do they use that part of their body in greeting?
  - Is it a formal or casual greeting? Why do you think so?
  - Do you think that greeting would be accepted in your culture? Why or why not?
- Extensions
  - Search for greetings in movies, videos, or commercials from different cultures.
  - Locate country of origin for different greetings on a world map.



### 3. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Discuss kitchen safety, in particular box grater safety. (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety))

### 4. Prepare Japanese Soup and Salad

- Ask children to read or describe each step.
- Give each child a turn measuring, mixing, etc.
- Greet your family and friends in the Japanese manner.
- Eat, taste and share!

### Bonus Activity Create Your Own Greeting

- Decide: will your greeting be formal or casual? Physical or verbal?
- Watch a couple of videos for inspiration.
  - Big Hero 6 fist bump <https://www.youtube.com/watch?v=zVLA8fvBczg>
  - The Fonz <https://www.youtube.com/watch?v=gUAWDimAgiA>
  - Mork (Robin Williams) Goodbye for now- Nanu Nanu (1:26) [https://www.youtube.com/watch?v=0\\_GSU5pj\\_Rc](https://www.youtube.com/watch?v=0_GSU5pj_Rc)

## Lesson 3: Chicken Yakitori and Street food From Your Region

Activity time: 90 minutes

### Learning Outcomes

- Students will learn what street food is.
- Students will investigate a regional map of Japan that shows where different foods are grown and raised.
- Students will investigate a map of the USA that shows where different foods are grown and raised.
- Students will choose a region and create a street food for that region.
- Students will make and enjoy Chicken Yakitori, a Japanese street food.

### Materials

- Recipe guide and ingredients and tools listed within.
- USA Food Map (included)
- Paper or poster board



- Pencil

*Sites consulted for this lesson plan*

- Mexican Street Food <http://www.travelfreak.net/mexican-street-food/>
- Street Food in Developing Countries <http://www.fao.org>
- Street Food of Mumbai (India) [https://en.wikipedia.org/wiki/Street\\_food\\_of\\_Mumbai](https://en.wikipedia.org/wiki/Street_food_of_Mumbai)

## **I. Introduction**

- Ask your students:
  - Have you ever eaten food on the street?
  - Where were you? (A different city? A different country? A fair? A market?)
  - What did you eat?
  - Was that food special to the area you were in?
- What is street food?

The term “street food” describes ready-to eat food and drinks sold and prepared in public places. Street foods often reflect traditional and local cultures because they usually use local ingredients and flavors. Street foods are usually cooked using simple quick techniques. For instance, over a coal fire, or cut and mixed in a mortar and pestle. Street food advertising is usually all about location and word of mouth.
- Optional videos to watch- street foods made around the world.
  - Thai Spicy Papaya Salad Bangkok Som Tum (1:36)  
<https://www.youtube.com/watch?v=S9mT3jIHcSk>
  - Motichur Laddu- Famous Sweet in India- Rajahmundry Street Food (6:00)  
<https://www.youtube.com/watch?v=IzxIjDE9MtU>
  - Best Food Carts in New York City (4:08)  
<https://www.youtube.com/watch?v=o3zjZcapsQo>

## **2. Maps About Food**

- Japan Food Regions- Read the Fun Bites- Regional Japan section of the recipe guide. Have students point to each section on the map as you read about it.
- USA Food Region- Use the Food Map USA (included). It's a fun map to generalize a food that is grown, made, or eaten in that state.
  - Can you find your state and region?
  - Do you eat the food associated with that region?
  - Have you traveled to any of the other states and eaten their foods?
  - Can you name other foods from your state?
  - Have you ever eaten street food using any of those ingredients?
  - If you don't live in the USA can you find a map of different foods for your country? What foods grow or are raised in the region where you live?



3. **Create your Own Street Food Cart/Restaurant**- *this is designed to be an imaginary project but can be realized depending on time and budget.*

- a. Create or find a recipe that not only highlights that ingredient, but also is easy to prepare street side.
- b. What is the name of your dish? What is the name of your street food cart?
- c. Where in your neighborhood would you locate your street food cart? Why would that be a good spot?
- d. Make a poster or signage for your cart.

4. **Kitchen Prep**

- a. Read the title page together.
- b. Identify and gather ingredients and tools.
- c. Discuss kitchen safety, in particular oven safety, and the importance of washing hands after handling raw chicken. (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety))

5. **Prepare Chicken Yakitori**

- a. Ask children to read or describe each step.
- b. Give each child a turn measuring, cutting, skewering etc.
- c. Gather together with your friends and family and share your ideas for your regions Street Food Cart/Restaurant. Would they like to eat your food? Do they have any ideas for where you should set up shop?
- d. Serve Chicken Yakitori, a street food of Japan. Eat, taste and share!



# Ticket to Japan:

## Condiment Tasting Notes

<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>Condiment _____</p> <p>Flavor _____</p> <p>Foods to eat with it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>



# Condiment Research Worksheet

Choose a favorite condiment to research. Watch video or research from a website, book, or ask an expert about condiments. Helpful sites:

## YouTube videos

- How it's Made Soy Sauce (5:00)  
<https://www.youtube.com/watch?v=queVIA4xLgl>
- How it's Made Mustard (4:51)  
[https://www.youtube.com/watch?v=FLU4l6d\\_eCE](https://www.youtube.com/watch?v=FLU4l6d_eCE)
  - How it's Made Ketchup (4:58)  
<https://www.youtube.com/watch?v=pzKdUYtIXSQ>
  - How it's Made Worcestershire Sauce (4:51)  
[https://www.youtube.com/watch?v=Mcnccu8t\\_Z0](https://www.youtube.com/watch?v=Mcnccu8t_Z0)
  - How it's Made Mayo (4:59)  
[https://www.youtube.com/watch?v=f\\_Qub8su-vk](https://www.youtube.com/watch?v=f_Qub8su-vk)



## Helpful Websites

- Ketchup  
<http://theplate.nationalgeographic.com/2014/04/21/how-was-ketchup-invented/>
- Mustard  
<http://www.thenibble.com/reviews/main/condiments/history-of-mustard.asp>
- Similes <https://www.youngwriters.co.uk/terms-simile>

## Research Questions

1. What is the history of the condiment? Where was it created? Did it have an inventor? Show on a map where it originated.
2. What are the ingredients are used to make it?
3. What tools are used?
4. How long does it take to make from start to table?
5. How long does it last? What allows it to last as long as it does?
6. Does the condiment require fermentation? Describe what fermentation is.
7. What color is it? What gives it its color?
8. What foods do you pair with it?
9. Is there a particular world cuisine that it goes well with?
10. Are there many different brands? Is there one that is most popular? If so, why do you think so?

# HELLO

## WORD LIST

Greeting	Pronunciation	Country
Hello	HEH-lo	USA, UK, Canada, Australia
Apa kabar	AH-pa-KAH-bar	Indonesia
Ciao	Chow	Italy, casual
Buon Giorno	Bohn Jor No	Italy, formal
Bonjour	Bon-zhoor	France, formal
Salut	Sa-LEW	France, casual
Tag, wie geht's	TAG vee-GETS	Germany
Hola	OH-la	Spain, Mexico
Kia ora	KEE-ah OH-ra	New Zealand (Maori)
Chao	Chow	Vietnam
Szervusz	SAIR-voos	Hungary
Goede dag	GOO-tuh DAHG	Netherlands

→ Can you add more greetings to the list?

# Food Map USA



source: [http://web.mit.edu/puzzle/www/2014/puzzle/puzzle\\_with\\_answer\\_garciaparra/](http://web.mit.edu/puzzle/www/2014/puzzle/puzzle_with_answer_garciaparra/)