THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas with IMPACT

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We All Eat Noodles!

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Background

During COVID, many Asians had to endure difficult times since thE pandemic started in one of the countries in Asia.
As the only Asian teacher in my school, I thought this was the perfect opportunity to teach my students that we are different but still the same in many ways. For example, many Asians look alike, but we have to use English to communicate. Many students didn't know that each Asian country speaks its own language.

I selected the food my students were familiar with; Cup of noodles! They were invented in Japan. I wanted my students to learn the diversity of Asian cultures by studying culturally relevant food practices, and noodle dishes from different Asian

countries. As I introduced different kinds of noodles from Asian countries, I also wanted my students to learn about my culture; eating with chopsticks!

As a Garden Lead Teacher, I also wanted to teach that we grow Asian vegetables in our garden, such as Okinawa Spinach.

To learn about working out and overcoming differences, I picked the book called "How My Parents Learned to Eat" by Ina R. Friedman.

Goals and Objectives

The project's goal is for students to acknowledge the differences in the classroom and learn to embrace those differences. So, students can think and act with fairness and justice and appreciate different cultures.

Standards

World Languages

WL.K12.IL.6.2
The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Social Studies

SS.912.S.2.4 Give examples of subcultures and describe what makes them unique.

SS.912.S.2.1 Define the key components of a culture, such as knowledge, language and communication, customs, values, norms.

SS.912.S.2.6 Identify the factors that promote cultural diversity within the United States.

SS.912.S.2.7 Explain how various practices of the culture create differences within group behavior.

Materials

-Book, “How My Parents Learned to Eat” by Ina R. Friedman (Classroom sets or 1 per group)

-Disposable chopsticks (2 to 3 sets per student)

-Cup Noodles (⅓ per student)

-Instant rice noodles (Your choice of flavor/ ⅓ of packet per student)

-1 package of Dried buckwheat Soba noodles 720g/25.40 oz

-1 bottle of Ninben no Tsuyu no moto (1000 ml)

-1 package of Sweet potato glass noodles (450 g)
-1 bottle of Homemade Style Korean Sauce (480 g)

-1 bottle of sesame oil (5.5 oz)

-50 4oz paper cups

-50 12oz paper bowls

-cooking utensils such as chopsticks, tongs, large spoons

-a big pot or an electric skillet to cook noodles

-a slow cooker to keep the food warm

-an electric pot to heat water

Course Outline/Overview

This project can be done over two days. The first day, the teacher can read the book and show students how to use chopsticks. The second day, the teacher can cook noodles and let students eat noodles with chopsticks.

To save time, I prepared some noodles at home. (Soba noodles are served cold. Korean sweet potato noodles were cooked and kept in a slow cooker to keep warm.) I also harvested vegetables for noodles the morning of the project.

A few volunteers to help serve noodles and record activities will help the project move smoothly.

This project is easily adapted to many different kinds of food.

You can select things from your heritage. It is best to pick something your students are familiar with such as rice, bread, and potatoes.

Let your students discuss if they eat the food. If they do, how do they cook and eat them?

For example, there is a book, "Everyone Cooks Rice" by Norah Dooley.
In most Asian countries, rice is cooked without adding any salt and oil. Even the types of rice we cook are different. In Japan, we eat rice with chopsticks. So, we prefer stickier short grains over long grain rice.

Lesson Plans

Day 1:

Ask students if they are familiar with cup noodles. Explain that cup noodles were invented in Japan. Ask students if they know the country, Japan. Ask students to come to the map and point to Japan. (You can have a map on an interactive smartboard or the globe.)

Then, explain to students that people in Japan use chopsticks to eat noodles. Take out chopsticks and pass them out to each student.

Show students how to hold and use chopsticks.
(You may want to put some examples on an interactive smartboard.)

Ask them to move chopsticks like they are eating.

Collect chopsticks and read the book, "How My Parents Learned to Eat." (You can distribute one book for each group or be projected on an interactive smartboard. There is a read aloud available on YouTube. https://youtu.be/S1Lt8HbVVZ8)

Day 2:
The night before Day 2, prepare food you can cook and chop things ahead of time. (I used a slow cooker to keep food warm.)

(Before students come into the room, prepare things for cooking noodles, such as boiling water and heating the electric skillet.)

Explain to students that they are going to try different types of noodles. Before passing out the noodles, explain the origin of the noodles and what's in them. You can let them guess too.

Pass the chopsticks and pass cooked noodles one kind at a time. Let students enjoy themselves and ask them if they like them.

While students are enjoying noodles, record their reactions with a camera or video.

Repeat the process with other noodles.
I suggest presenting at least two to three kinds of noodles to compare.

If you have volunteer/volunteers, you can ask them to take pictures or videotape

students' reactions. Or help you with serving and passing out the noodles.

If you don't have anyone to help you, I suggest preparing food as much before the lessons.

For easy clean-up, I had a placemat on each student's desk. You can use any paper as a placemat. *I used the felt fabric I got from Ocean Bank.

Additional Activities/Assessment

Students can draw their experiences and label their pictures. Or if students are old enough to write, students can write which noodles were their favorite and why. Another idea is to create a map to show where each noodle is from or learn to say hello in the country where the noodles are from.

If students' parents are willing to help, have the International Night where you can dress up with native dress and do a show which includes dance and songs with food from different countries.

Resources

Asian food items can be bought from Amazon. However, if you live close to Asian grocery market, the prices are usually cheaper.

There are a lot of Asian grocery markets in the North Miami Beach area.