Course Overviews MYP Thai Study, UWC Thailand

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

	Grade	Unit Number and Title Put in managebac	Inquiry Questions	Teaching and Learning (topics content/ culture /vocabulary / activity plan	
	6	**Unit 1** **Thai Language Basic in daily life**	**Factual:** What Thai language do we need in everyday life? **Conceptual:** How does speaking Thai help us connect with people and culture? **Debatable:** Does speaking Thai make a difference in daily life?	**Unit Overview:** Students develop basic Thai language skills for everyday communication. They learn essential vocabulary, sentence structures and cultural conventions for introducing themselves, asking questions, giving information and expressing basic needs. Students also explore appropriate **Thai Do's and Don'ts** in daily interactions. **Topics & Content:** • Thai greetings and introductions • Self-introduction: name, age, country, home and interests • Numbers and basic information • Colours and days • Directions and locations • Feelings and emotions • Body parts and basic health/illness • Food and ordering • Frequently used daily expressions • Thai manners: Do's and Don'ts **Learning Activities:** • Greeting and introduction role-play • Classroom Thai survival phrases • Number, colour and vocabulary games • Direction and map activities • Food ordering role-play • Health/doctor role-play • "Do & Don't" Thai culture scenarios • Daily-life conversation practice	**Culture:** • Appropriate greetings and polite expressions • ค่ะ / ครับ • Thai ways of showing politeness • Everyday communication norms **Key Vocabulary:** ชื่อ, อายุ, ประเทศ, บ้าน, กิน, ชอบ, สี, วัน, ตัวเลข, ซ้าย, ขวา, ตรงไป, ปวดหัว, ไม่สบาย, สบายดี **Key Sentence Structures:** คุณชื่ออะไร? คุณมาจากที่ไหน? คุณอายุกี่ปี? บ้านของคุณอยู่ที่ไหน? คุณชอบกินอะไร? คุณสบายดีไหม? ฉันไม่สบาย ปวดหัว ขอข้าวผัดผัก 1 ที่ค่ะ/ครับ **Final Product: My Thai Survival Guide**; students create a simple guide or multimedia resource with useful Thai language and cultural tips for everyday life.
	6	**Unit 2** **Thai Costumes & Loy Krathong**	**Factual:** What are traditional Thai costumes and how are they used? **Conceptual:** How do clothing and festivals express Thai culture? **Debatable:** How can we represent Thai culture in a modern way?costumes be changed for modern life?	**Unit Overview:** Students explore Thai traditional costumes and Loy Krathong as expressions of Thai culture. They investigate different costume styles, colours, patterns, materials and occasions, as well as the traditions and cultural meanings of Loy Krathong. Students then use their own perspectives to interpret Thai culture and create an original Thai costume design. **Topics & Content:** • Thai traditional costumes and regional styles • Types of Thai costumes and occasions • Colours, patterns, fabrics and materials • Traditional and contemporary Thai costume designs • Loy Krathong traditions and cultural meaning • Cultural symbols and visual representation • Designing a Thai costume from a personal perspective **Culture:** • Thai identity and clothing • Appropriate occasions for traditional dress • Cultural meanings of colours, patterns and materials • Loy Krathong traditions and beliefs • Respectful representation of Thai culture **Learning Activities:** • Explore and identify Thai traditional costumes • Research costume styles, materials and occasions • Explore colours, patterns and cultural meanings • Compare traditional and modern Thai designs	**Culture:** • Thai identity and clothing • Appropriate occasions for traditional dress • Cultural meanings of colours, patterns and materials • Loy Krathong traditions and beliefs • Respectful representation of Thai culture **Key Vocabulary:** ชุดไทย, เสื้อ, กระโปรง, กางเกง, ผ้า, สี, ลาย, สวย, ใส่, แต่งตัว, ออกแบบ, ประเพณี, ลอยกระทง, กระทง, เทศกาล, แม่น้ำ, ดอกไม้, เทียน **Key Sentence Structures:** นี่คือชุดอะไร? ชุดนี้สีอะไร? ชุดนี้ทำจากอะไร? ฉันใส่ชุด... ฉันชอบชุดนี้เพราะว่า... ฉันอยากออกแบบชุด... ฉันเลือกสี/ลายนี้เพราะว่า... ชุดนี้แสดงถึง... **Final Product: My Thai Costume Design Board** Students design and present their own interpretation of a Thai costume, showing their choice of colours, patterns, materials and cultural inspiration, with simple Thai descriptions explaining their design choices.

				• Explore Loy Krathong traditions and symbols • Discuss “What makes a costume Thai?” • Develop individual costume ideas and sketches • Create a Thai Costume Design Board • Present and explain design choices in Thai	
	6	**Unit 3** **Rice of Life** **From Beliefs to Products**	**Factual:** What role does rice play in Thai life and culture? **Conceptual:** How does rice connect people, beliefs and everyday life? **Debatable:** Is rice important to Thai culture beyond being food?	**Unit Overview:** Students explore the importance of rice in Thai life and culture, from traditional beliefs and farming practices to everyday food and modern products. They investigate how rice connects people, community, traditions and identity. Students then research, discuss and design a rice-based product or cultural concept for a class exhibition. **Topics & Content:** • Rice in Thai daily life • Rice farming and the rice-growing process • Rice and traditional beliefs • Rice-related traditions and ceremonies • Types of Thai rice • Rice-based food and products • Modern uses and creative rice products • From idea to product design **Learning Activities:** • Explore rice and its role in Thai life • Investigate rice farming and the journey from field to table • Explore traditional rice beliefs and practices • Research different types of Thai rice • Explore food and products made from rice • Discuss “What would Thailand be like without rice?” • Research and develop a rice-based product idea • Design product packaging / prototype / information board • Prepare and organise a class exhibition • Present and explain the product in Thai	**Culture:** • The cultural importance of rice in Thailand • Respect for farmers and rice • Rice-related beliefs and traditions • Rice as part of Thai identity and community • Changing uses of rice in modern life **Key Vocabulary:** ข้าว, ชาวนา, นา, ทำนา, ปลูก, เก็บเกี่ยว, เมล็ดข้าว, ข้าวเปลือก, ข้าวสาร, ข้าวเหนียว, ข้าวหอมมะลิ, อาหาร, ประเพณี, ความเชื่อ, ชุมชน, ผลิตภัณฑ์, ออกแบบ, นิทรรศการ **Key Sentence Structures:** ข้าวมีความสำคัญอย่างไร? ข้าวมาจากไหน? ชาวนาทำอะไร? คนไทยกินข้าวกับอะไร? ข้าวใช้ทำอะไรได้บ้าง? ฉันคิดว่าข้าวสำคัญเพราะว่า... ฉันออกแบบผลิตภัณฑ์... ผลิตภัณฑ์นี้ทำจาก... ผลิตภัณฑ์นี้มีประโยชน์เพราะว่า… **Final Product: Rice of Life Exhibition** Students research and design a rice-based product or cultural concept, then create an exhibition display explaining its ingredients/materials, purpose, cultural connection and design.
	6	**Unit 4** Senses of Thainess Experiencing Thai Culture	**Factual:** What places and communities can we find in Thailand? **Conceptual:** How do places reflect the people and culture of a community? **Debatable:** What makes a place feel like home?	**Unit Overview:** Students explore Thai culture through the five senses; sight, sound, smell, taste and touch. They investigate everyday experiences, objects, foods, sounds, colours, places and traditions that can be connected to Thai culture. Students use Thai to describe sensory experiences and develop their own interpretation of what “Thainess” means **Topics & Content:** • The five senses: sight, sound, smell, taste and touch • Thai food and flavours • Thai music, language and everyday sounds • Thai colours, architecture, festivals and visual culture • Thai flowers, herbs and traditional smells • Thai textiles, crafts and cultural objects • Everyday experiences of Thai culture • Personal perspectives on “Thainess” .**Learning Activities:** • Introduce and practise the five senses in Thai • Sensory vocabulary games • Explore Thai food, sounds, colours, smells and textures • Sensory observation stations • Identify objects and experiences connected to Thai culture • Discuss “What feels Thai?” • Create a personal Senses of Thainess Map • Collect and organise sensory examples • Present and explain personal interpretations of Thainess	**Culture:** • Thai food and eating culture • Sounds of everyday Thai life • Colours, patterns and visual symbols • Thai flowers, herbs and natural materials • Traditional textiles and crafts • Different perspectives of Thai culture **Key Vocabulary:** ตา, หู, จมูก, ลิ้น, มือ, เห็น, ฟัง, ได้ยิน, ได้กลิ่น, ชิม, รสชาติ, หอม, หวาน, เค็ม, เปรี้ยว, เผ็ด, นุ่ม, แข็ง, เสียง, สี, กลิ่น, สัมผัส, รู้สึก **Key Sentence Structures:** นี่คืออะไร? คุณเห็นอะไร? คุณได้ยินเสียงอะไร? มีกลิ่นอะไร? รสชาติเป็นอย่างไร? รู้สึกอย่างไร? ฉันเห็น... ฉันได้กลิ่น... ฉันชอบ...เพราะว่า... สิ่งนี้ทำให้ฉันคิดถึงประเทศไทยเพราะว่า… **Final Product: Thai Garden “Senses of Thainess”** Students design a sensory Thai garden that represents Thai culture through sight, sound, smell, taste and touch, using plants, colours, objects, sounds and cultural elements. They create a visual garden plan and explain the cultural meaning of their choices in Thai.
	Grade	**Unit Number and Title**	**Inquiry Questions**	**Content (topics / knowledge/ subject specific skills)**	
	7	**Thai Beliefs**	**Factual:** What do Thai people believe?	• Research three aspects beliefs in thailand	**Vocab:** Temple wad วัด Church bode โบสถ์

			Conceptual: In what ways have the Thai people expressed their social values and religious beliefs? **Debatable:** Is it true that Thai beliefs affect The Way of living?	• Jigsaw activity • Thais are a Multicultural group. • There are three aspects from which Thai beliefs and values are rooted • Beliefs of supernatural spirits, Brahman, Buddhism. Many Thai people mix all these three aspects of beliefs into their lives.	Wai ไหว้ Believe chuea เชื่อ Muslim มุสลิม Mosque mas-yid มัสยิด Middle Man maa-song ม้าทรง **Sentences Structure:** Where do you come from? Khun maa-jak tee-nai ka คุณมาจากที่ไหนคะ Thai people go to temples kon Thai bpai wad คนไทยไปวัด Muslim people go to mosques kon mussalim bpai mas-yid คนมุสลิมไปมัสยิด Australians go to church kon Australia bpai bode คนออสเตรเลียไปโบสถ์
	7	**Thailand**	**Factual:** Where is Thailand located? **Conceptual:** Why should we visit Thailand? **Debatable:** Does the original Thailand still exist?	• Research history of Thailand • Presenting 10 facts about Thailand • Tourist places in Thailand province • Map of province • To create a wider and deeper understanding about the Map / provinces in Thailand. • Inquiry question - Why should we visit Thailand? Activity: • Geography • Watch the video “I hate Thailand” discussion - situation of students which is similar to the video? Before I think, now I think…..activity • TAT (Tourist authority of Thailand) situation (to win 1 million baht project)	**Vocab:** Country bpra-ted ประเทศ Province jang-wad จังหวัด Beautiful suay สวย Like chob ชอบ Travel tiew เที่ยว Fun sanook สนุก Tired nuay เหนื่อย Hot ron ร้อน **Sentences Structure:** Where are you camo from? Khun maa jaak tee-nai ka คุณมาจากที่ไหนคะ Where do you like to go? Khun chob bpai tiew tee nai ka คุณชอบไปที่ไหนคะ In Chiang Mai, delicious Sausages tee Chiang Mai Sia-ow aroi ที่เชียงใหม่ ไส้อั่วอร่อย In Phuket, delicious seafood tee Phuket a-haan talay aroi ที่ภูเก็ต อาหารทะเลอร่อย In Chiang Khan, the weather is cold. tee Chiang Khan a-gaad now ที่เชียงคาน อากาศหนาว Surin Island, beautiful sea koh Surin talay suay mak เกาะสุรินทร์ ทะเลสวยมาก
	7	**Thai Language in daily school life**	**Factua**l: What is the purpose of the Thai language in school? **Conceptual**: How is the Thai language necessary for you in school? **Debatable**: Does it make a difference if you speak Thai in school?	• Understand Thai language and the culture • Can use Thai language in the daily life in school • Can greeting to another people in school - canteen - restaurant - place - stationary - subjects - taxi - direction - asking question	**Vocab:** Food a-haan อาหาร Can I have? Kor ขอ To Eat gin กิน To Buy suue ซื้อ To Go bpai ไป Where tee-nai ที่ไหน What a-rai อะไร Why tam-mai ทำไม When muea-rai เมื่อไร **Sentences Structure:** Can i have this one? Chaan kor an-nee dai mai ฉันขออันนี้ได้ไหมคะ Can i borrow this one? Chaan kor yuuem an-nee dai mai ฉันขอยืมอันนี้ได้ไหมคะ Where is the bathroom? Hong-naam bpai taang nhai ka? ห้องน้ำไปทางไหนคะ I want to go read a book at the library Chaan yaak bpai aan-naangsuue tee hong samud. ฉันอยากไปอ่านหนังสือที่ห้องสมุด I forgot to bring my student card. Chaan luuem aw bud nak-rian maa ka, ฉันลืมเอาบัตรนักเรียนมาค่ะ School is closed tomorrow Proong-nee ronrian yood พรุ่งนี้โรงเรียนหยุด
	7	**Local Products OTOP**	**Factual:** What is OTOP? Where can we find local products in Thailand? **Conceptual:** Why should we buy local products?	• Local product in thailand: Phuket (Pineapple) • OTOP stand for One Tambon One product - History • Cooking from pineapple • Activity: One team one Product	**Vocab:** Product sin-kaa สินค้า Sell kaai ขาย Buy suue ซื้อ Fruit pollamai ผลไม้ Vegetable pak ผัก

			Debatable: Is buying local products beneficial to yourself and others?		Local tong-tin ท้องถิ่น **Sentences Structure:** What to buy? Suue arai ซื้ออะไร Where to buy? Suue tee-nai ซื้อที่ไหน cheap products sin-kaa rakaa took สินค้าราคาถูก good quality sin-kaa kun-na-pap dee สินค้าคุณภาพดี
	7	**Thai ceremony**	**Factual:** What is the purpose of the festival? **Conceptual:** How do Thai events reflect/ express your belief? **Debatable:** Do you think tourists affect the celebration in Thailand?	• understand the different between the wai kru ceremony and Teacher's day in thailand • explain and demonstrate "Wai" and "Graab" gesture appropriately • know the significant of the symbolic of Wai Kru days and create my own meaning object for give teacher and tell the reason • share their empathy to teachers as a purpose of the day • Thai language which relate to Day – wan teacher – kru respect – kao rob เคารพ Must , should , important	Vocab: ไหว้ ครู นักเรียน เคารพ ดอกไม้ พาน ให้ Sentences Structure: สวัสดีคุณครู คุณครูชื่ออะไร วันนี้เรียนอะไรคะ
	Grade	**Unit Number and Title**	**Inquiry Questions**	**Content (topics / knowledge/ subject specific skills)**	
	8	**Thai society**	**Factual:** What represents society? **Conceptual:** How does society in the way you live look in the present day ? **Debatable:** Do you think society has changed from time to time?	• Thai house - How many kind of Thai house สร้างบ้านเรือนไทยด้วยไม้ไอดิม • Thai Games - การละเล่นของไทย • Thai dance , The basic Thai dance รำวงมาตรฐาน 10 เพลง 10 ท่า • Thai pop dance , covered Thai pop dance • Thai cooking • Thai handicraft	**Vocab:** House baan บ้าน Kitchen krau ครัว Bedroom hong-non ห้องนอน Bahtroom hong-nam ห้องน้ำ North, South, Central, Northeast park: nuea , dtai , glaang , i-saan ภาค: เหนือ ใต้ กลาง อีสาน Thai dance ram-wong รำวง Cooking tam-a-haan ทำอาหาร Vegetable pak ผัก Meat nuea-sad เนื้อสัตว์ **Sentences Structure:** What is your name? khun chuue arai คุณชื่ออะไร Where do you come from? khun maa jaak tee-nhai คุณมาจากที่ไหน Thai people are kind kon Thai jai-dee คนไทยใจดี Phuket people kon Puket คนภูเก็ต Phuket food a-haan Phuket อาหารภูเก็ต Do you like it? Khun chob mai คุณชอบไหม Is it beautiful? Suay mai สวยไหม
	8	**Let's get back to World Heritage Site**	**Factual:** What is Ayutthaya? **Conceptual:** Why should we visit Ayutthaya? **Debatable:** Does the original Ayutthaya still exist?	• Students understand the history of Ayutthaya. • Students acknowledges geography of Ayutthaya • Students are able to know about Feudal System and the money in Ayutthaya period • Students are able to know about Temple in Ayutthaya • Students are able to know about The settler in Ayutthaya • Activity: Top 7 Fun Things to Do in Ayutthaya for Travelers	**Vocab:** Travel tiew เที่ยว trave l dern taang เดินทาง Airplane krueang-bin เครื่องบิน Car rodyon รถยนต์ Ticket dtua ตั๋ว Make a reservation jong tee-pak จองที่พัก Rent car chao-rod เช่ารถ old town mueang gao เมืองเก่า Temple wad วัด Buddha pra พระ **Sentences Structure:** How much to go to Ayutthaya? Bpai Ayutthaya gee baht ไปอยุธยากี่บาท How much to go to Grungthep? Bpai Grungthep gee baht ไปกรุงเทพกี่บาท Do you have a ticket? Khun mee dtua mai คุณมีตั๋วไหม Can I book the ticket? Kor jong dtua krueang-bin ขอจองตั๋วเครื่องบิน

					Is there a boat to? Mee ruea bpai Ayutthaya mai มีเรือไปอยุธยาไหม Why do you like to go to Ayutthaya? Tam-mai chob bpai Ayutthaya ทำไมชอบไปอยุธยา
	8	**Thai Cuisine** **Masterchef** **Famous dish/ street food** **(To be reviewed)**	**Factual**: What is Thai cuisine? **Conceptual:** How and why does cuisine represent culture? **Debatable:** Is Thai cooking more complex than others?	• Research Thai food and ingredients • Thai herbs • Create menu using Thai ingredient and herbs • Cook 3 dishes (food and dessert) • Create Video how to cook	**Vocab:** Cooking tam-a-haan ทำอาหาร Vegetable pak ผัก Meat nuea-sad เนื้อสัตว์ **Sentences Structure:** Is this vegetarian food? Nee a-haan jay mai นี่อาหารเจไหม How much is this ? jaan nee gee baht จานนี้กี่บาท spicy thai food a-haan Thai ped อาหารไทยเผ็ด
	8	**Right and responsibility**	**Factual:** What is the right and responsibility in Thailand? **Conceptual:** How do you Know the difference between urban society and rural society? **Debatable:** Is city life better than rural life? Do you think Phuket is a rural city?	Right and responsibility - respect elders (Teacher and Family) - society สังคมเมือง สังคมชนบท Do and Don't -Know the difference between urban society and rural society. - right of people in Thailand - norm/ value -human right - Know how to take responsibility for the community	**Vocab:** Life - cheewit ชีวิต เมือง ชนบท สบาย ลำบาก ร้อน เย็น **Sentences Structure:** คุณอยู่ที่ไหน ฉันมาจากจังหวัด…. ที่กรุงเทพฯมีรถไฟฟ้า ที่ภูเก็ตมีทะเล

	Grade	Unit Number and Title	Inquiry Questions	Content (topics / knowledge/ subject specific skills)	
	9	**Unit 1** **Muay Thai**	**Factual:** What are Muay Thai and Wai Kru? **Conceptual:** How does Muay Thai reflect Thai culture and values? **Debatable:** How can Muay Thai become Thailand's soft power?	**Unit Overview:** Students explore Muay Thai as more than a sport, focusing on its cultural meaning, rituals, values and growing international influence. They investigate how Wai Kru Muay Thai expresses respect for teachers and cultural traditions, and explore how Muay Thai can contribute to Thailand's soft power, tourism and business. **Topics & Content:** • History and development of Muay Thai • Muay Thai as sport, art and cultural identity • Wai Kru Muay Thai: purpose, rituals and meaning • Respect for teachers, trainers and opponents • Mongkol and Pra Jiad • Values: respect, discipline, courage, self-control and sportsmanship • Muay Thai as Thai soft power • Muay Thai, tourism and international audiences • Muay Thai as a business and cultural product Trip: Watching the fight **Learning Activities:** • Explore Muay Thai history and key vocabulary • Decode the Wai Kru: students investigate gestures, music, Mongkol and their meanings • Discuss how Wai Kru demonstrates respect • Watch and analyse Muay Thai/Wai Kru performances • PE + Thai Studies IDU: learn basic Muay Thai movements and Wai Kru • Explore Muay Thai as Thailand's soft power through tourism, media and international gyms • Examine how Muay Thai can become a cultural business	Vocab: 1. ตั้งการ์ด tang gard gard+standing 2. หมัดหน้า/หมัดแย็บ mud nar mud jab Jab punch. 3. หมัดฮุค mud hook Hook punch 4. ตีศอก tee sok elbow strike or elbow 5. ถีบ teeb foot jab 6. เตะ dtae kick 7. ตีเข่า dtee kao knee strike or knee 8. ชก chok punch 9. นวม naum mitt 10. มงคล mongkol 12. ประเจียด pra jead 13. กระสอบทราย kra sob sai sand bag 14. เวทีมวย wetee muay Muay Thai ring 15. พี่เลี้ยงนักมวย pee leang nak muay boxer trainer 16. ฟันยาง fun yang gum shield **Project: Muay Thai Soft Power Business Plan**: students design a Muay Thai-related product, service or experience for an international audience and explain its cultural value, target audience, activities, marketing and business potential.
	9	**Unit 2** **Celebration**	**Factual:** What is the purpose of festivals and celebrations in Thailand?	**Unit Overview:** Students explore Songkran as a Thai cultural tradition and New Year celebration, investigating its history, beliefs, values and traditions. They compare celebrations around the world and consider the impact of tourism and responsible water use.	**Vocabulary:** สงกรานต์, ปีใหม่ไทย, เทศกาล, ประเพณี, เล่นน้ำ, รดน้ำ, ผู้ใหญ่, ครอบครัว, ชุมชน, ความเชื่อ, วัฒนธรรม, นักท่องเที่ยว, น้ำ, อากาศร้อน

			Conceptual: How do celebrations express beliefs, values and identity? **Debatable:** How does tourism affect the way festivals are celebrated?	**Topics & Content:** • Songkran: history, traditions and beliefs • Thai New Year and cultural values • Family, community and respect for elders • Water and its cultural significance • New Year celebrations around the world • Tourism and cultural change • Responsible water use **Learning Activities:** • Explore Songkran through images, videos and discussion • Research the history and meaning of Songkran • Compare Songkran with New Year celebrations around the world • Explore the role and meaning of water in Songkran • Discuss responsible water use during celebrations • Investigate how tourism influences Songkran • Create a clay model representing a Thai celebration • Write a description explaining the celebration, its meaning and cultural significance • Create a **Blog, Vlog or Comic** introducing Songkran to an international audience	**Language Structures:** คุณชอบเล่นน้ำไหม? คุณไปเล่นสงกรานต์ที่ไหน? สงกรานต์สนุกไหม? อากาศร้อน ไม่เล่นน้ำค่ะ/ครับ ฉันชอบ...เพราะว่า... คนไทยมักจะ... ในช่วงสงกรานต์… **Final Product:** Create a narrative about a Thai festival through a Blog, Vlog, or Comic, highlighting its traditions, meaning, and cultural significance.
	9	**Unit 3** **Water and Ways of Life** **+** **Songkran**	**Factual:** What is Songkran, and why is water important in Thai culture? **Conceptual:** How does water shape Thai ways of life, traditions and cultural identity? **Debatable:** How can Songkran preserve Thai cultural traditions while responding to environmental and social change?	**Unit Overview:** Students explore the relationship between **water, Thai ways of life and cultural identity**, using Songkran as a key cultural case study. They investigate how water has shaped Thai communities, agriculture, livelihoods, beliefs and traditions, and examine how Songkran has developed from a traditional New Year celebration into a major cultural and tourism event. Students consider different perspectives on Songkran, including family traditions, community practices, tourism, water consumption and environmental sustainability. **Topics & Content:** • Water and Thai ways of life • Traditional uses and meanings of water • Thai New Year and the origins of Songkran • Songkran rituals and traditions • Water pouring for elders and asking for blessings • Respect, family and community during Songkran • Regional variations of Songkran • Songkran as cultural heritage • Songkran, tourism and Thailand's soft power • The transformation of traditional Songkran into a modern water festival • Water consumption and environmental impact • Responsible and sustainable Songkran celebrations **Learning Activities:** • Explore the role of water in Thai communities and everyday life • Investigate traditional Songkran practices and their meanings • Compare traditional and modern Songkran celebrations • Analyse photographs, videos and other representations of Songkran • Explore regional Songkran traditions in Thailand • Interview family/community members about Songkran memories and practices • Investigate the relationship between Songkran, tourism and soft power • Discuss the environmental and social impacts of large-scale water celebrations • Design ideas for a more sustainable Songkran celebration • Develop and present a cultural proposal for Songkran	**Key Vocabulary:** 1. **สงกรานต์** – Songkran 2. **วันขึ้นปีใหม่** – New Year's Day 3. **รดน้ำดำหัว** – pouring water and asking elders for blessings 4. **ขอพร** – ask for blessings 5. **ผู้ใหญ่** – elder / respected adult 6. **ประเพณี** – tradition 7. **วัฒนธรรม** – culture 8. **วิถีชีวิต** – way of life 9. **ชุมชน** – community 10. **แหล่งน้ำ** – water source 11. **แม่น้ำ** – river 12. **คลอง** – canal 13. **การเกษตร** – agriculture 14. **การท่องเที่ยว** – tourism 15. **มรดกทางวัฒนธรรม** – cultural heritage 16. **สิ่งแวดล้อม** – environment 17. **ความยั่งยืน** – sustainability 18. **การใช้น้ำ** – water use 19. **ประหยัดน้ำ** – conserve water 20. **รับผิดชอบ** – responsible **Project: Reimagining Songkran:** A Sustainable Cultural Experience Students design a Songkran event, product or cultural experience that preserves the cultural meaning of Songkran while addressing environmental and social concerns. They identify the target audience, explain the cultural significance, propose activities, consider water use and sustainability, and present their idea as a cultural/tourism proposal.
	9	**Unit 4** **Tourism:** Exploring Thailand Responsibly	**Factual:** What types of tourism are found in Thailand, and what makes each type different? **Conceptual:** How does tourism shape the way people experience Thai culture, communities and places? **Debatable:** How can tourists explore Thailand while respecting local culture, communities and the environment?	**Unit Overview** Students explore types and trends of tourism in Thailand, focusing on Eco-tourism, Cultural Tourism and Community-Based Tourism. They examine how tourism connects visitors with Thai culture, local communities and the environment. Students develop intercultural awareness by learning cultural tips, appropriate behaviours and useful Thai language for foreign visitors. They consider the positive and negative impacts of tourism and explore how tourists can make responsible and sustainable choices. **Topics & Content:** • Tourism types and trends in Thailand • Eco-tourism, Cultural Tourism and Community-Based Tourism • Thai culture, local communities and ways of life	**Key Vocabulary:** 1. **การท่องเที่ยว** – tourism 2. **นักท่องเที่ยว** – tourist 3. **สถานที่ท่องเที่ยว** – tourist attraction 4. **จุดหมายปลายทาง** – destination 5. **การท่องเที่ยวเชิงนิเวศ** – Eco-tourism 6. **การท่องเที่ยวเชิงวัฒนธรรม** – Cultural Tourism 7. **การท่องเที่ยวโดยชุมชน** – Community-Based Tourism

				• Cultural heritage, food and local experiences • Cultural tips for foreign visitors • Wai, greetings and respectful communication • Temple etiquette, dress and photography • Tourism's environmental and social impacts • Responsible and sustainable tourism • Supporting local communities and businesses **Learning Activities:** • Explore and classify different types of tourism in Thailand • Compare Eco-tourism, Cultural Tourism and Community-Based Tourism • Investigate examples from different regions of Thailand • Analyse tourism advertisements, photos and videos • Explore cultural tips and etiquette for foreign visitors • Practise useful Thai phrases for tourist situations • Role-play tourist–local interactions • Discuss the benefits and impacts of tourism • Evaluate responsible and irresponsible tourist behaviours	8. **การท่องเที่ยวอย่างยั่งยืน** – Sustainable Tourism 9. **ชุมชน** – community 10. **ท้องถิ่น** – local / local area 11. **วัฒนธรรม** – culture 12. **วิถีชีวิต** – way of life 13. **ประเพณี** – tradition 14. **มรดกทางวัฒนธรรม** – cultural heritage 15. **ธรรมชาติ** – nature 16. **สิ่งแวดล้อม** – environment 17. **ผลกระทบ** – impact 18. **เคารพ** – respect 19. **ขออนุญาต** – ask for permission 20. **แต่งกายสุภาพ** – dress appropriately **Useful Language:** • **ฉันแนะนำให้…** – I recommend… • **นักท่องเที่ยวควร…** – Tourists should… • **นักท่องเที่ยวไม่ควร…** – Tourists should not… • **ขอถ่ายรูปได้ไหมครับ/คะ** – May I take a photo? • **ขออนุญาตครับ/ค่ะ** – May I? • **เพราะว่า…** – because… **Project: Explore Thailand Responsibly: A Responsible Travel Guide** Students create a travel guide for a foreign visitor, featuring a Thai destination, tourism type, cultural tips, useful Thai language, and responsible travel practices that support local communities and the environment.
	Grade	**Unit Number and Title**	**Inquiry Questions**	**Content (topics / knowledge/ subject specific skills)**	
	10	**Unit 1** **Indigenous Peoples in Thailand** (Diversity & Civil Rights)	**Factual:** Who are the Indigenous Peoples of Thailand, and where do they live? **Conceptual:** How does cultural and linguistic diversity shape identity and belonging? **Debatable:** How can societies protect the rights of Indigenous Peoples while respecting cultural diversity?	**Unit Overview:** Students explore the diversity of Indigenous Peoples in Thailand, including their communities, languages, cultural practices and ways of life. They investigate where different Indigenous communities are located and examine issues related to identity, cultural rights, representation and civil rights. Students develop research and critical-thinking skills by examining Indigenous issues through a human rights activist's lens, using evidence from different sources and perspectives. **Topics & Content:** • Indigenous Peoples and cultural diversity • Indigenous communities in different regions of Thailand • Languages, traditions and ways of life • Identity, belonging and cultural heritage • Civil and cultural rights • Representation and stereotypes • Challenges faced by Indigenous communities • Human rights and Indigenous rights • Maps and geographic information • Researching reliable sources and perspectives **Learning Activities:** • Explore the diversity of Indigenous Peoples in Thailand • Create a Thai Indigenous Peoples Map • Research selected Indigenous communities • Explore language, culture and ways of life • Analyse representations of Indigenous Peoples • Examine Indigenous issues through a human rights activist's lens • Discuss civil and cultural rights • Conduct a mini-research investigation using multiple sources • Present findings using evidence and appropriate terminology	**Key Vocabulary:** **ชนพื้นเมือง** Indigenous Peoples **ความหลากหลาย** diversity **ชุมชน** community **อัตลักษณ์** identity **วัฒนธรรม** culture **ภาษา** language **ประเพณี** tradition **วิถีชีวิต** way of life **มรดกทางวัฒนธรรม** cultural heritage **สิทธิพลเมือง** civil rights **สิทธิมนุษยชน** human rights **การนำเสนอภาพแทน** representation **ภาพเหมารวม** stereotype **หลักฐาน** evidence **มุมมอง** perspective **Project:** Indigenous Peoples in Thailand: Map + Mini-Research Profile Students select an Indigenous community in Thailand and create a map and research profile presenting its location, language, culture, way of life, identity, and a relevant rights or representation issue. Students use reliable sources and analyse the topic through a human rights activist's lens.

	10	**Unit 2** **Food as Medicine** (Thai Food, Health & Cultural Knowledge)	**Factual:** What ingredients are commonly used in Thai food, and what medicinal benefits are associated with them? **Conceptual:** How does Thai food reflect the relationship between food, health and traditional knowledge? **Debatable:** To what extent can traditional Thai food knowledge contribute to healthy living today?	**Unit Overview:** Students explore the relationship between Thai food, health and traditional knowledge through the concept of "Food as Medicine." They investigate Thai ingredients commonly associated with medicinal or health-related benefits and examine how these ingredients are used in food and everyday life. Students analyse the cultural knowledge behind ingredients and develop skills in identifying, interpreting and communicating information through visual and menu-based tasks. **Topics & Content:** • Thai food and the concept of "Food as Medicine" • Introduction to Thai food and traditional health knowledge • Thai ingredients and their medicinal or health-related benefits • Herbs, spices and natural ingredients • Relationship between food, health and ways of life • Traditional knowledge and cultural practices • Analysing ingredient information and visual representations • Food choices and healthy living • Designing a balanced Thai set menu • Communicating cultural and health-related information **Learning Activities:** • Explore the concept of **Food as Medicine** • Introduce Thai food ingredients and their traditional uses • Conduct a **Self-Elements Analysis** to explore personal food, health and lifestyle connections • Analyse a Thai ingredient poster and identify key information • Research selected Thai ingredients and their traditional medicinal or health-related benefits • Compare ingredients based on their properties and uses • Discuss the relationship between Thai food, health and cultural knowledge • Analyse how information about ingredients is communicated visually • Design a Thai **Set Menu** based on the concept of **Food as Medicine** • Present and explain how the selected ingredients support the concept of the menu	**Key Vocabulary:** **อาหารเป็นยา** Food as Medicine **อาหาร** food **วัตถุดิบ** ingredient **สมุนไพร** herb **เครื่องเทศ** spice **สรรพคุณ** medicinal properties / benefits **ประโยชน์ต่อสุขภาพ** health benefits **สุขภาพ** health **โภชนาการ** nutrition **ภูมิปัญญา** traditional knowledge / wisdom **การแพทย์แผนไทย** Thai traditional medicine **รสชาติ** taste / flavour **เมนู** menu **สำรับอาหาร** set meal **คุณค่าทางอาหาร** nutritional value **สมดุล** balance **Project: สำรับอาหาร:** Food as Medicine Set Menu Students design a Thai set menu based on the concept of "Food as Medicine." They select ingredients according to their traditional medicinal or health-related benefits and create a visual menu explaining the role and significance of each ingredient. Students use their research to justify how the menu reflects the relationship between Thai food, health and cultural knowledge.
	10	**Unit 3** **Circle of Life: From Birth to Death** (Traditions, Practices & Cultural Perspectives)	**Factual:** What traditions and practices are associated with important stages of life in Thai culture? **Conceptual:** How do traditions and language reflect cultural values and beliefs about life and death? **Debatable:** How can people respect different cultural practices and beliefs surrounding important life events?	**Unit Overview:** Students explore the Circle of Life through important stages and occasions from birth to death. They investigate Thai traditions, ceremonies, beliefs and social practices associated with major life events, while comparing them with practices from different cultures. Students develop intercultural awareness by examining similarities and differences without assuming that one cultural practice is universal. They also learn appropriate Thai language and expressions used when participating in or responding to significant life occasions. **Topics & Content:** • The Circle of Life and important life stages • Birth and welcoming a new baby • Childhood and coming-of-age traditions • Marriage and family traditions • Respect for elders and significant life milestones • Death, mourning and funeral practices • Thai beliefs, values and cultural practices • Similarities and differences across cultures • Cultural perspectives and appropriate behaviour • Words, phrases and expressions for important occasions • Formality, politeness and appropriate language use • Intercultural communication and cultural sensitivity **Learning Activities:** • Explore the concept of the Circle of Life • Create a timeline of important life stages and occasions • Investigate Thai traditions and practices related to birth, marriage and death • Explore the meanings and values behind selected traditions • Compare Thai practices with practices from another culture • Identify similarities, differences and cultural perspectives • Explore appropriate behaviour when participating in significant life events • Learn and practise Thai words, phrases and expressions for different occasions • Role-play culturally appropriate conversations and responses	**Key Vocabulary:** **วัฏจักรชีวิต** Circle of Life **การเกิด** birth **วัยเด็ก** childhood **การเติบโต** growing up **การแต่งงาน** marriage **ครอบครัว** family **การเสียชีวิต** death **งานศพ** funeral **การไว้ทุกข์** mourning **ประเพณี** tradition **พิธีกรรม** ritual / ceremony **ความเชื่อ** belief **ค่านิยม** values **ความเคารพ** respect **ความแตกต่างทางวัฒนธรรม** cultural differences **ความเหมือน** similarity **ความแตกต่าง** difference **ความสุภาพ** politeness **กาลเทศะ** appropriateness / social awareness **คำอวยพร** blessing / congratulatory expression **คำแสดงความเสียใจ** condolence expression **Useful Language:** **ขอแสดงความยินดีด้วยครับ/ค่ะ** Congratulations. **ขอให้มีความสุขมาก ๆ** Wishing you much happiness. **ขอแสดงความเสียใจด้วยครับ/ค่ะ** My condolences. **ขอให้เข้มแข็งนะครับ/คะ** Please stay strong.

				• Analyse how language changes according to occasion, relationship and level of formality • Reflect on how cultural understanding can support respectful communication	**Project: Circle of Life: Cultural Occasions Guide** Students create a multicultural guide to important life occasions, focusing on selected stages from birth to death. The guide presents Thai traditions alongside practices from another culture, highlighting similarities, differences, cultural meanings, appropriate behaviours, and useful Thai words or expressions for each occasion.
	10	**Unit 4:** **Cross-Cultural:** Practices & Perspectives	**Factual:** What are cultural practices and perspectives, and how can they differ across cultures? **Conceptual:** How do cultural dimensions influence the way people communicate, behave and understand the world? **Debatable:** To what extent can cultural dimensions help us understand cultural differences without creating stereotypes?	**Unit Overview:** Students explore cross-cultural practices and perspectives by examining how cultural values influence communication, behaviour, relationships and everyday decisions. They are introduced to Cultural Dimensions Analysis as a framework for identifying and comparing patterns across cultures. Students analyse cultural situations from multiple perspectives and consider how context, individual experience and cultural background influence behaviour. The unit develops intercultural awareness, critical thinking and respectful communication while encouraging students to distinguish between cultural patterns and individual differences. **Topics & Content:** • Cross-cultural communication • Cultural practices and perspectives • Cultural values and beliefs • Cultural Dimensions Analysis • Individualism and collectivism • Power distance and relationships • Uncertainty avoidance and attitudes toward rules • High-context and low-context communication • Direct and indirect communication • Time, relationships and social expectations • Cultural similarities and differences • Cultural stereotypes and generalisations • Context, perspective and individual differences • Intercultural communication strategies **Learning Activities:** • Explore the meaning of culture, practice and perspective • Introduce Cultural Dimensions as an analytical framework • Investigate selected cultural dimensions through everyday situations • Analyse cross-cultural scenarios and identify different perspectives • Compare communication practices across cultures • Examine how cultural values influence behaviour and expectations • Analyse situations involving misunderstandings or cultural differences • Distinguish cultural patterns from stereotypes and individual differences • Apply Cultural Dimensions Analysis to real-life cross-cultural situations • Reflect on personal cultural perspectives and assumptions • Develop strategies for respectful cross-cultural communication	**Key Vocabulary:** **ข้ามวัฒนธรรม** cross-cultural **วัฒนธรรม** culture **การปฏิบัติทางวัฒนธรรม** cultural practices **มุมมอง** perspective **ค่านิยม** values **ความเชื่อ** beliefs **การสื่อสาร** communication **การสื่อสารระหว่างวัฒนธรรม** intercultural communication **มิติทางวัฒนธรรม** cultural dimensions **ภาพเหมารวม** stereotype **การเหมารวม** generalisation **ความแตกต่างระหว่างบุคคล** individual differences **ความเข้าใจผิด** misunderstanding **การปรับตัว** adaptation **Project: Cross-Cultural Practice & Perspective Analysis** Students select a **real-life cross-cultural situation** and analyse it using selected Cultural Dimensions. They compare cultural practices and perspectives, explain possible reasons for differences, identify potential misunderstandings, and propose respectful communication strategies. The analysis should recognise cultural patterns while avoiding stereotypes and acknowledging individual and contextual differences.