MIXED PIZZA

-Learning Katakana from a Pizza Menu-

I make use of pizza shop advertisements distributed in Japan. This approach helps students understand the infiltration of Western food into Japanese culture. Looking at Japanese pizza, they can also see the way Japanese culture manifests itself in the types of pizza they eat. Comparing this to their own countries' eating habits they can learn something new about their own culture. While the students are interested in a katakana menu, they are beginning to acquire the skills of reading and writing katakana.



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LANGUAGE OBJECTIVES

- To discuss differences in the eating habits of Japanese and Americans, using pizza to illustrate how food culture varies from country to country
- To read katakana words and working out the correct English
- To make conversation using new vocabulary and sentence structures learned

TARGET FUNCTIONS

- Understanding culture
- Acquiring vocabulary
- * Reading Japanese words of foreign origin
- Learning conversation skills
- Learning pronunciation

TARGET EXPRESSIONS

- ☆(ピザ名)の ~ サイズを(数)くだ さい
 - e.g. スペシャルコンビネーション のSサイズを1つください
- ♦(ピザ名)の~サイズを(数)で
 - e.g. はい。スペシャルコンビネー ションの Sサイズを1つですね

TARGET VOCABULARY

⇔なす,えび,ほたて,たこ,あさり, かつおぶし,のり,ツナ,グリーン アスパラガス, コーン, ガーリック, レタス, ポテト, マヨネーズ, ベー コン,ペパロニ

CULTURAL OBJECTIVES

- To understand that the same foods are made and consumed differently in different countries and parts of the world
- To discuss the different eating habits of Japanese and Americans
- To develop awareness of the specific food culture of one's own country based on the preceding discussion



SOURCE MATERIALS

Advertising materials from Japanese pizza shops*

PROCEDURE

- **1**. Divide into groups of 5 students. Distribute advertisements. (5 mins.)
- **2.** Introduce new vocabulary (words written in hiragana in the advertisements). Bring ingredients to class whenever possible. Where not possible, show pictures and photographs. (5 mins.)
- **3.** In their groups, children read the katakana in the advertisement and discuss what the words might mean. Write the English meaning alongside the katakana words on the blackboard. (10 mins.)
- **4.** Review and reinforce katakana words. (5 mins.)
- **5.** Each group compares American and Japanese pizzas and discusses their differences. (10 mins.)

- **6.** Children present the results of their discussion. (5 mins.)
- **7.** Divide children into pairs to practice speaking in the roles of pizza restaurant owner and customer, using target forms. (5 mins.)

8. Follow-up activity

- Children use the new vocabulary and basic script format to work out a conversation between a pizza shop owner and a customer. They then act out the roles.
- 2. Make a pizza using Japanese-style ingredients.
- 3. Children investigate the differences between other types of American and Japanese foods such as hamburgers and ice-cream.
- 4. Children conduct interviews, either with Japanese living in America or Americans who have spent time in Japan, about whether Japanese food in America is the same as in Japan. Invite a guest speaker.

- Ouiz
- * Role-playing
- Discussion

QUIZ			
		なまえ:	
1. Match the pizza toppings by connecting them with a line.			
1. ツナ	•	• a. potato	
2. コーン	•	• b. tuna	
3. ピーマン	•	• c. garlic	
4. チーズ	•	• d. tomato	
5. トマト	•	• e. cheese	
6. マヨネーズ	•	• f. green pepper	
7. ベーコン	•	• g. bacon	
8. ポテト	•	• h. mayonnaise	
9. ガーリック	•	• i. corn	
10. レタス	•	• j. lettuce	
2. What kind of pizza do you like?			
Pick 5 toppings for your pizza and write them in Japanese.			
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Stimulating Students' Interest in Japan

I am presently teaching at a school in Florida where the majority of the students are Haitian immigrants. Japan and Japanese culture play no part in the daily life of the community here. In fact, if the Japanese program had not been established at this school, in all probability the children would have grown up having no contact at all with Japanese language and culture. Consequently most of my students do not enroll in the Japanese class because of any particular desire to learn Japanese language. Rather, they are here because the school made the language one of the curriculum's elective subjects. Despite their background, or perhaps because of it, the children seem to be captivated by the novelty of Japanese culture. I use this to advantage in the language class by incorporating culture as a basic element of the lesson. Once the children become interested in the cultural aspect, they are also encouraged to put more effort into learning the language.

In order to create a classroom environment that stimulates children's desire to learn, I also try to keep up with primary-school children's current interests, and incorporate those interests into the lessons. For example, a Japanese animation series or television program that a lot of the children are watching makes ideal material for the Japanese language class. Lesson content, however, is not the only important factor in a good language class. How the class is run can also

affect the students' motivation to learn. My students are not used to sitting still at their desks and studying, so I make a point of having them move around, practice in groups, sing songs, and play games rather than learning Japanese through texts and written exercises.

There are many ways of teaching Japanese, but the most important point is that the teacher must be able to take into account the personal circumstances, socio-economic background, and interests of the students, and tailor the teaching method to suit them. In the case of my school, most of the students aren't motivated by a personal desire to learn Japanese, so my most important role is to stimulate their interest in Japan and inspire the students themselves to want to learn the language.

Finally, when I talk about teaching Japanese culture, I am not referring to the stereotyped image of sushi and kimono. My aim is for each student to think about Japan as it is today, to gain an idea of how Japanese people think and to understand something of their real lives. Studying another language and culture is not limited to what is learned in the classroom. At its best, even elective Japanese language study can help to stimulate students' curiosity about their own language and culture (in my students' case both American and Haitian), as well as further their knowledge of other countries.



The secret of the success of this lesson plan is its skillful way of getting students to read katakana not just for the sake of reading katakana, but out of the urge to find out what is in the pizza menu.

Instead of just reading katakana as practice, it presents a natural way to get students to read katakana. Their efforts are supported by their questions: "What's different about the pizza we eat and the pizza Japanese eat?" "Are they the same?"



Courtesy of Kentucky Fried Chicken Japan Ltd.