



ITADAKIMASU!

—Insights into Japanese Culture through Cooking—



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PURPOSE

With the teacher, and the students cook Japanese dishes, eat them, and conduct a meeting to review the exercise. Through such lively, hands-on activities, the students learn the procedures for holding a meeting and develop greater familiarity with Japanese culture. The lesson allows students to develop closeness and cooperation through active participation in a cooking exercise.

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS

- ❖ Opening/closing a meeting
- ❖ Eliciting opinions
- ❖ Expressing opinions

TARGET EXPRESSIONS

- ❖ では～を始めます, ～(さん)はどうでしたか, ～さんの意見は～ということですね, ～たらどうでしょうか
- ❖ ～がとてもいい勉強になりました, ～は大変でした, ～は気をつけなければならないと思います, ～たらもっと効果的だったのではないのでしょうか, (～た, ～かった, ～だった, ～たい)と思います

TARGET VOCABULARY

- ❖ 反省会, 意見, 感想, 最後, 実習, 牛どん, うどん, 親子どんぶり, 料理, 日本, 韓国, 食べ物, 飲み物, 自分, 準備, あとかたづけ, メニュー, 多い, せまい, 楽しい, 少ない, おいしい, うまい, よい, 食べる, つくる, できる, たりる, 終わる, 始まる, いただきます, お願いします, どうでしたか, ありがとうございます

CULTURAL OBJECTIVES

- To learn how to interact while exploring aspects of Japanese culture other than cooking
- To compare the Japanese dishes prepared in the exercise with similar Korean dishes
- To develop an attitude of respect for other cultures

OTHER OBJECTIVES

- To promote good interpersonal relationships among the students and more personal interaction between students and teacher

SOURCE MATERIALS

Questionnaire (Handout #1*)
Recipe (Handout #2*)

PROCEDURE

1. Review (5 mins.)

Brief review of what was studied in the previous lesson (how to express one's own opinions).

2. Filling out questionnaire (15 mins.)

Distribute questionnaire (handout #1) forms about the cooking exercise conducted in the morning session, in which the class was divided into three groups that made, respectively, *牛どん*, *あんかけうどん*, and *親子どんぶり*. Working in the same three groups, the students discuss the exercise and write their opinions in Japanese on the questionnaire form. For the discussion, they may speak in Korean.

3. Review meeting (25 mins.)

1. Once the questionnaires are all filled out, a moderator chosen beforehand opens the review meeting. During the meeting, presentations must be made in Japanese. The class in which this lesson was conducted included a student who had spent a number of years in Japan. This student was designated in advance as the meeting moderator and had been practicing Japanese expressions required for the role for a week prior to the lesson. For classes with no students sufficiently proficient in Japanese, another Japanese language teacher may serve as moderator.
2. The moderator should ensure that as many participants as possible from each of the groups have an opportunity to present their views, and should call upon individual participants to speak when opinions are not forthcoming.
3. The presenters should briefly express their own views in a relaxed manner and should listen attentively to other presenters.

4. Summary (5 mins.)

Once a sufficient number of views have been expressed, the teacher concludes the meeting with a recap of the cooking exercise and various comments. Here the teacher may correct mistakes made in the expression of opinions during the review meeting, or highlight improvements or shortcomings in comparison with previous cooking exercises.

5. Evaluation

- ❖ Students' comments at the review meeting (In this cooking exercise, however, the emphasis is less on evaluation than on enabling students to improve the social atmosphere of the class.)

STUDENT RESPONSES

- This was the most enjoyable lesson I've attended since I entered this school. I hope we have more practical lessons like this one.
- I liked preparing the dishes with my classmates rather than going to a restaurant to eat them.
- If possible, I'd like to invite Japanese friends to enjoy such activities and speak Japanese with us.

Remarks

- The class had the cooking exercise in the morning, and at lunchtime they ate what they had made.

From the committee

In this lesson plan, the teacher has an important role to play in stimulating the students' interest in the topic. To that end, the teacher could have the students talk about Japanese food they have seen around town, Japanese food they have tried, or what they ate for dinner the night before. The students could also be shown photographs of a Japanese meal and asked to compare aspects of the scene with those of their own food culture. It is essential to arouse the students' interest in Japan and food so as to create a mood in which they look forward to the practical cooking session. The dishes chosen for cooking could be varied depending on the country in which the lesson takes place, and an interesting extension activity would be to have the students do their own research on Japanese cuisine and then decide for themselves what to cook. It would also be effective to compare Japanese cuisine with that of their home country in a more scientific way, identifying both similarities and differences between the two based on an understanding of the characteristics of the ingredients used. They could, for example, make and compare egg-based dishes such as omelet and *dashimaki-tamago* (Japanese egg roll), or pudding and *chawan-mushi* (savory egg pudding); or they could compare types of noodles from various countries.

QUESTIONNAIRE

名前 _____

1. 今日きょうの日本料理にほんりょうりの実習じっしゅうはどうでしたか。

とてもよかった

よかった

まあまあだった

あまりよくなかった

とてもわるかった

2. (こたと答えた生徒せいとに対してたい) どうしてですか。

(からよかった) と思おもいます。

3. (こたと答えた生徒せいとに対してたい) どうしてですか。

(からわるかった) と思おもいます。

4. 今日きょうの料理実習りょうりじっしゅうで改善かいぜんする点てんはありましたか。何なんでもいいです。

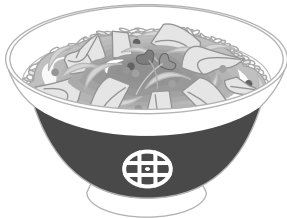
何なにかあつたら書かいてください。

たらどうでしょうか。

5. つぎの機き会かいにまた日本料理にほんりょうりを実習じっしゅうするとしたらどんな料理りょうりを取とり上げたい
いですか。書かいてください。

RECIPE

親子どんぶり



材料(2人分)

たまねぎ	1個	しょうゆ	小さじ2
とり肉	160グラム	みりん	小さじ2
だし汁	250cc	しお	少々
さけ	大さじ2	たまご	4個
さとう	大さじ2	みつば	3、4本

1. たまねぎはうす切りにし、とり肉はひと口大に切る。
2. うすいなべにだし汁とたまねぎを入れてにる。
3. とり肉を入れて、火がとおったらさけ、さとう、みりん、しょうゆ、しおを入れる。
4. たまごを少しほぐして、なべに入れる。
5. たまごがはんじゅくになったら、みつばを入れて、すぐに火からおろす。
6. 5をたきたてのご飯の上にかけるとできあがり。

牛どん



材料(2人分)

たまねぎ	1個	しょうゆ	大さじ1.5
牛肉	100グラム	みりん	小さじ4
だし汁	100cc	サラダ油	少々

1. たまねぎはうす切りにし、牛肉はひと口大に切る。
2. なべを熱して、サラダ油を入れる。
3. 牛肉とたまねぎをいためる。
4. たまねぎがしんなりしたら、だし汁としょうゆ、みりんを入れる。
5. あまり長くになると牛肉がかたくなるので、5分ほどにたら火を止める。
6. 5をたきたてのご飯の上にかけるとできあがり。