

**PASTEL, Collaboration et... Des déjeuners scolaires pour apprendre ? Au-delà de la folklorisation dans l'éducation interculturelle**

***STEAM, Collaboration and... School Lunches for Learning? Beyond Folklorization in Intercultural Education***

Daniel Roy PEARCE, Mayo OYAMA, Danièle MOORE,  
& Yuki KITANO

「給食プロジェクト」



## Context: School Lunches in Japan (食育: *shokuiku*)



Nutritional education (*shokuiku*) is a large part of the Japanese school system: *shokuiku for children will have a great impact on their physical and mental growth and on their character formation* (Kojima, 2011, p. 50).



Children share their lunches in the classroom, legitimizing the educational aspect: eating when they do their learning

Children are actively involved in the process, assisting in preparing and distributing meals to their classmates.



1. On *Folklorization*
2. The School Lunches Project
3. Decentering Culture
4. Collaboration

# ***Folkorization***





“to remove traditional expressive culture from an original point of production and relocate it in a distanced setting of consumption” (McDowell, 2010, p. 182).

*in language teaching...*

“denot[ing] the use of ‘local’ languages in irrelevant domains, thereby denying them access to meaningful areas of contemporary life” (Yamamoto, Brenzinger & Villalon, 2008, p. 63)

***considered particularly damaging in the efforts  
of indigenous languages***

(see also Stewart et al., 2021)

## Folklorization



Folklorization/Essentialization: “In Japan, we take our shoes off inside.  
*Overseas*, they wear their shoes inside.”



Japan



‘Overseas’ ...?

In a highly monolingual context, *how* to approach inclusive instruction while avoiding essentialization and folklorization?

## Folkorization



- ① Taking the focus *off* culture – learning through engagement in experience and reflection (see Holliday, 2016)
- ② Interdisciplinary learning (STEAM: Science, technology, engineering, arts and mathematics learning). Not *delivering information* about culture but creating opportunities for children to collaboratively *experience languages and diverse practices and beliefs* through building connections between disciplinary content.
- ③ Collaboration – One teacher's materials are influenced by their individual beliefs, *several teachers provide multiperspectivity* (Kropman, van Boxtel & Van Drie, 2020)

## Collaborative STEAM: The School Lunches Project



# *The School Lunches Project*

「給食プロジェクト」



## The Project



Activity ①  
Watching STEAM video:  
Prepared by collaborators (~10  
minutes)

Unguided  
exploration

Activity ②  
Museum-like displays

Activity ③  
Picture books

Finally,  
Enjoy the cuisine



## Activity ①



### Linguistic elements

- English/Japanese bilingual speaks in a 3<sup>rd</sup> language
- Minority language: Te Reo Māori

### Natural sciences

- Introducing wildlife (birds) and farm animals (sheep), geography (mountains, oceans etc.)

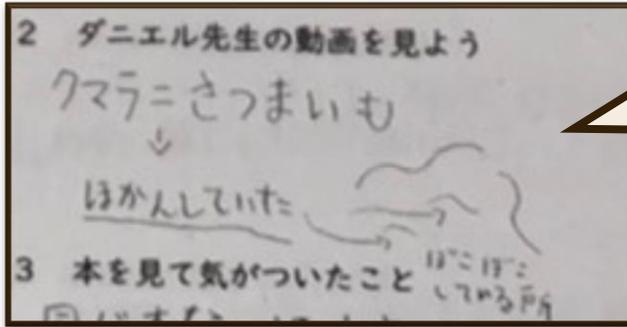
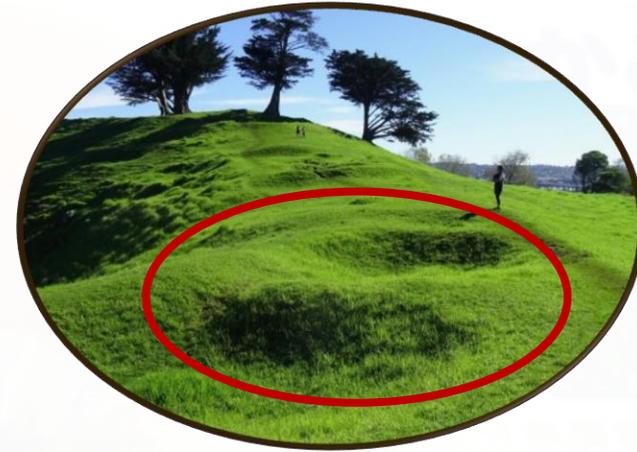
### Ethnographical elements

- Food culture (meat, fish, ethnic foods)
- Food (ingredients) tradition (kumara storage, source of kumara → connecting to the prior lesson)
- Mythical elements (local mountains, art from the Disney film, Moana)

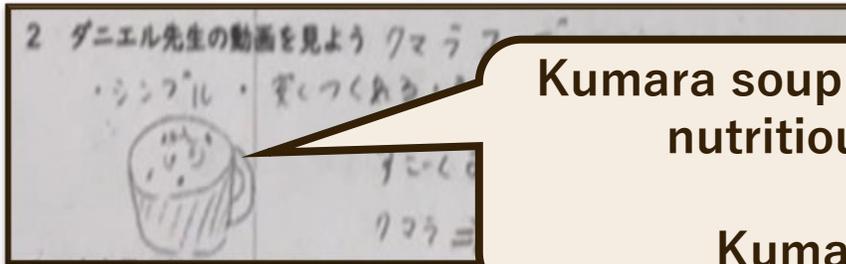
## Interdisciplinary STEAM-based content



## Learning from the Video

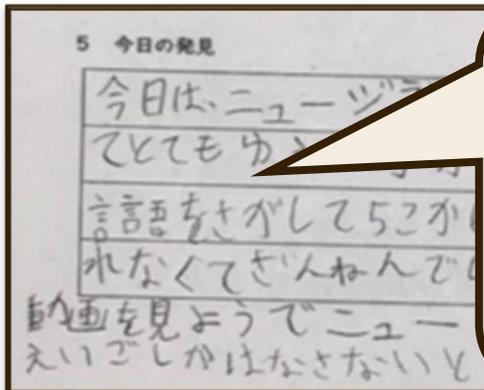


Kumara was stored in pits in the ground (you can still see them, the 'bumpy' parts)



Kumara soup is simple, cheap and very nutritious. It looks so tasty?

Kumara = sweet potato



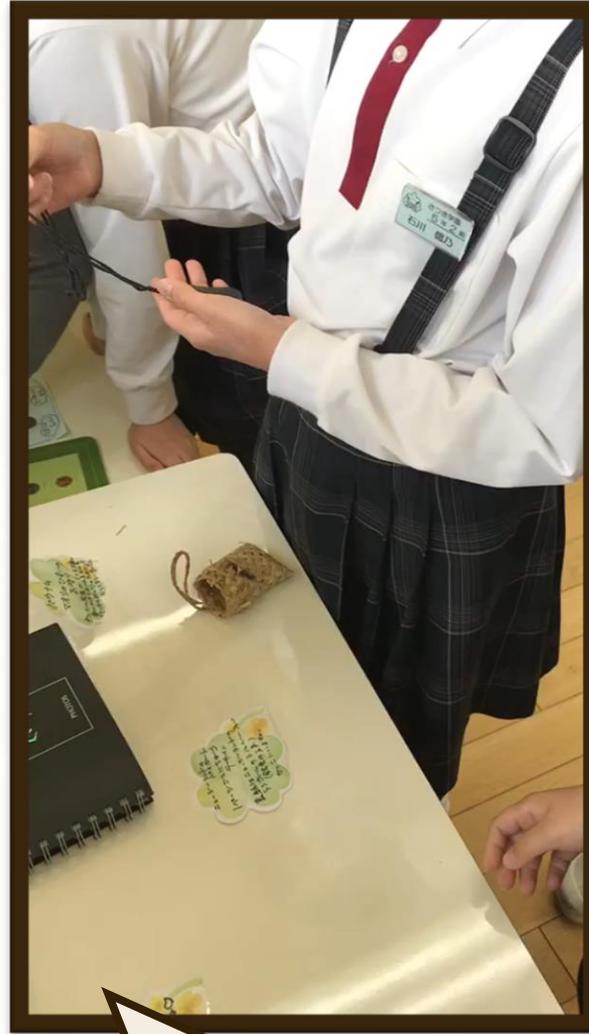
*The New Zealand language, unlike Turkish, was really easy to pronounce.* [...] I thought N.Z. people spoke only English, but when I watched Daniel-sensei's video...

Interdisciplinary content – children are drawn to different aspects that interest them (culinary, ethnographic, linguistic, natural sciences...)



## Activity ②

- Postcards (supplied by Ogura-sensei)
- Kiwi doll
- Rugby ball
- Old coins (donated by a parent) and new
- Passport
- Tourism brochures
- Intermediate school brochure (supplied by Doikawa-sensei)
- Pounamu



It's kind of like Magatama?

*touching, seeing,  
feeling...*

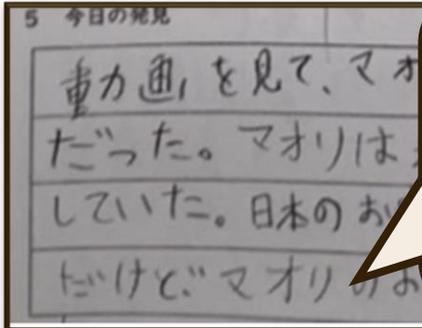
*textures, colours*



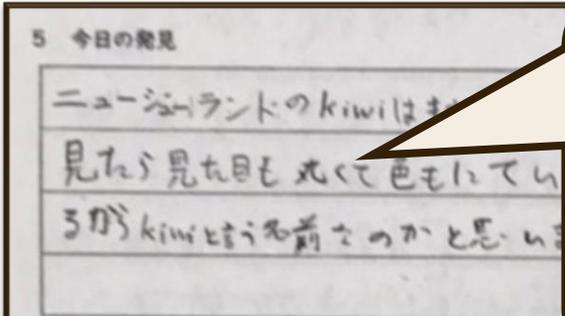
***Noticing: Pounamu and Japanese magatama:***  
shared materials and functions



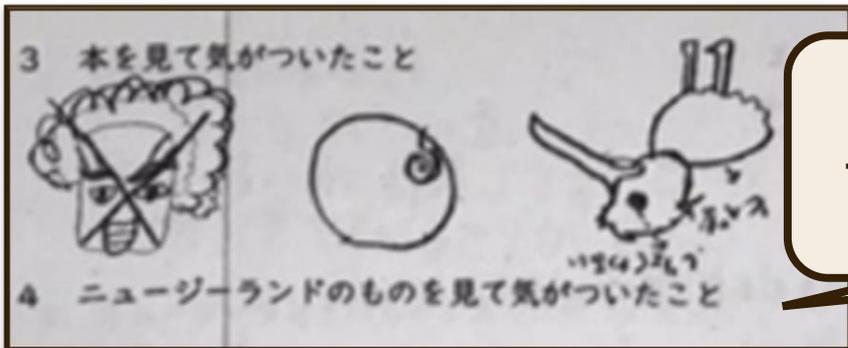
# Learning from the Displays



Japanese charms look like this:  
But Māori charms look like this,  
and are hard.



The N.Z. 'kiwi' was really similar to  
the name 'kiwi(fruit)'. If I looked  
carefully, the kiwi (bird) was round  
and the colour was like a kiwi, so  
that's why I thought it had the name.



There are people with  
really fluffy hair.  
There are wild penguins,  
and lots of nature

Experiential – not only visually  
examining, getting a sense of textures  
through touch, led to more in-depth  
analyses than a unidirectional  
conveying of information.

It allows children to draw from their  
entire repertoire across varying  
disciplines (or 'funds of knowledge':  
González, Moll & Amanti, 2005)

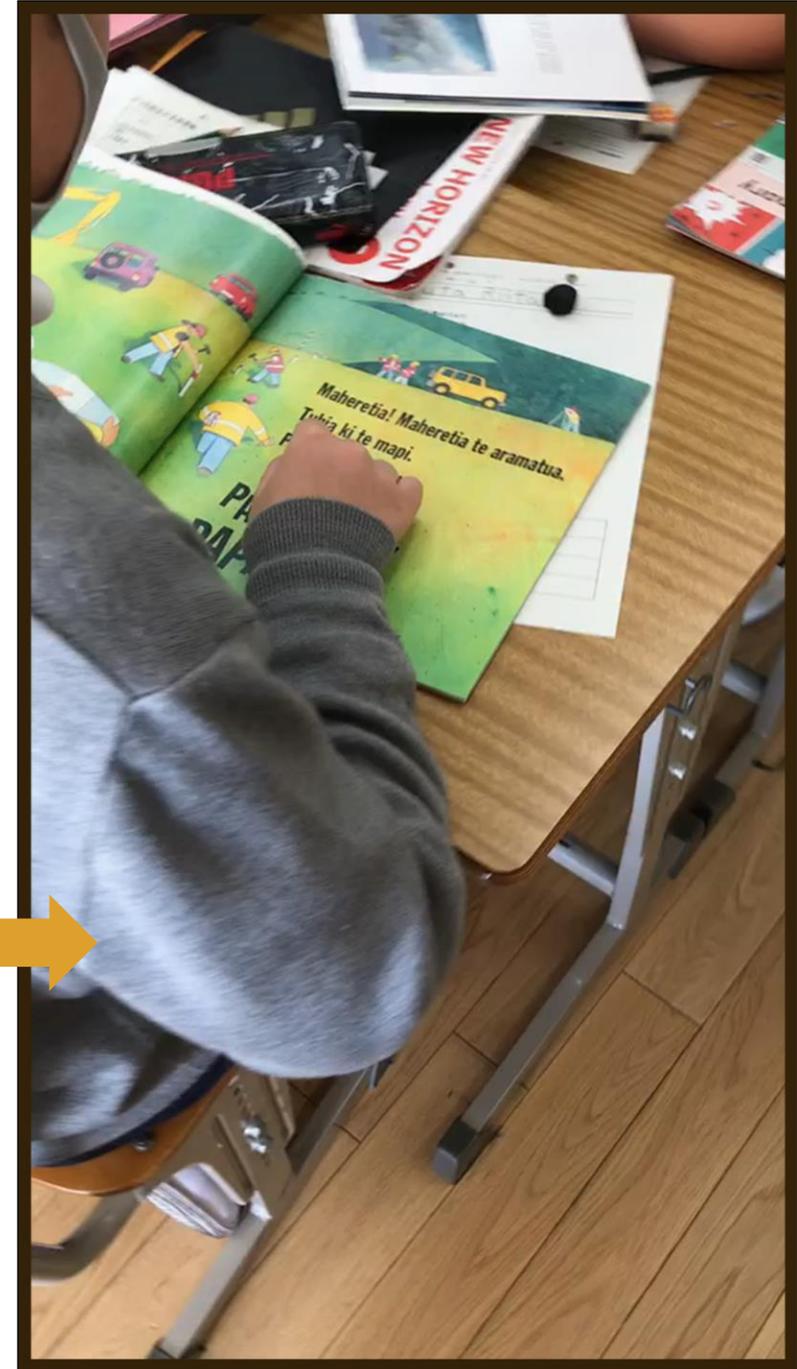
Positioning children as active  
participants in their own learning,  
rather than passive recipients of pre-  
packaged knowledge.

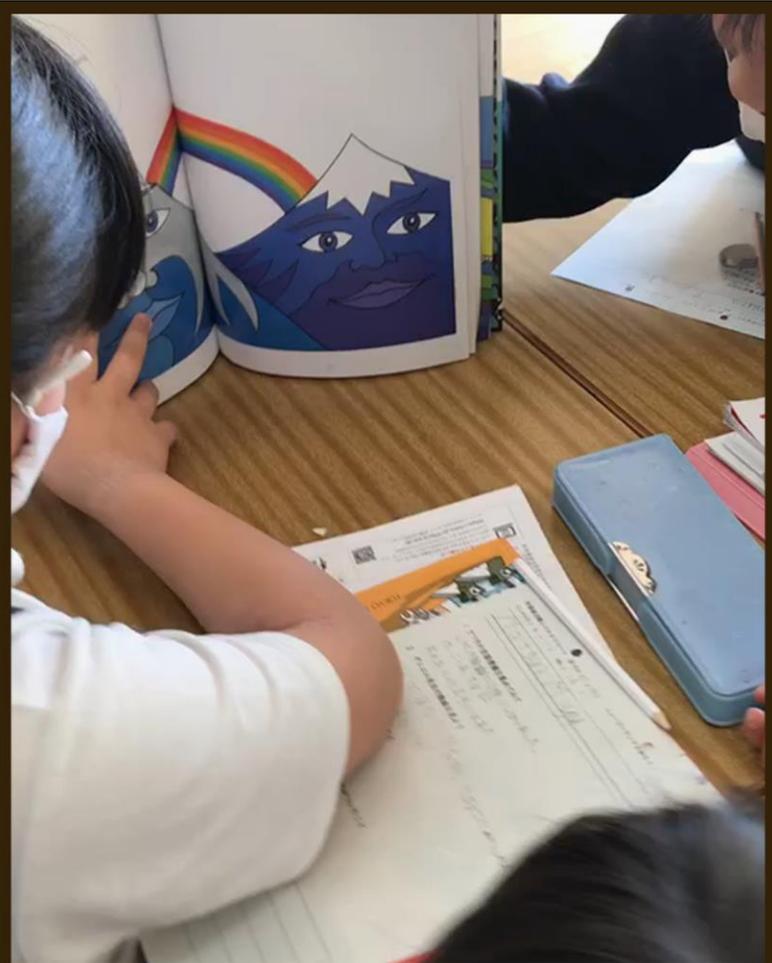
### Activity ③

Using the pictures to help read

Observing linguistic phenomena (Māori macron)

Reading aloud

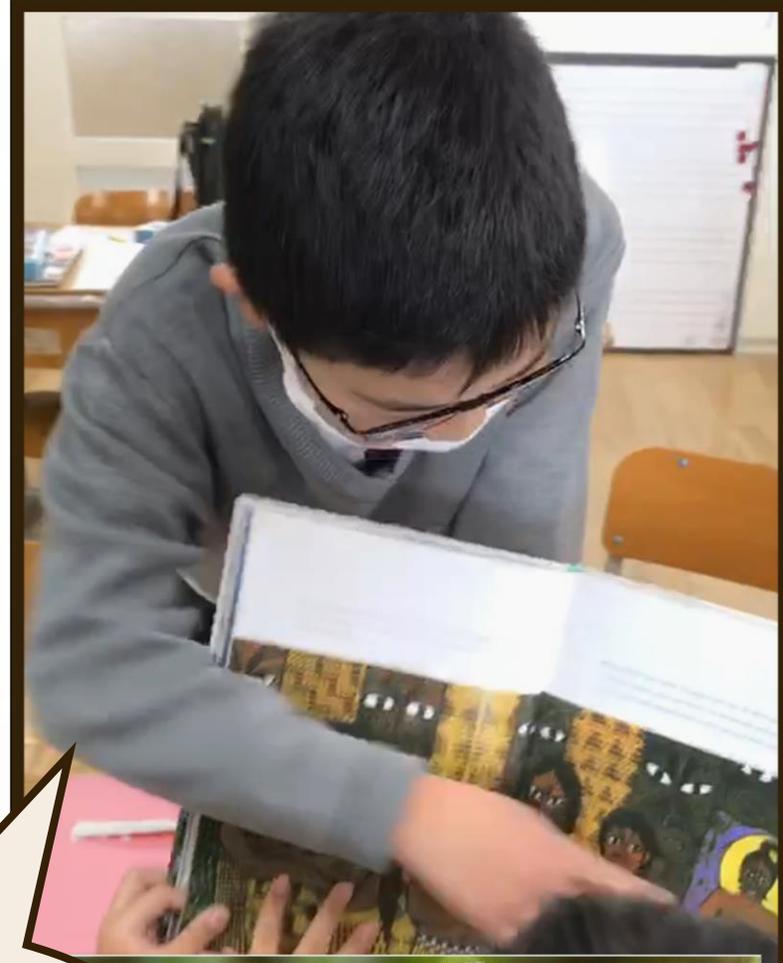




### Activity ③

Bilingual picture books / Mythology picture books

Observing cultural phenomena: art and greetings



Something familiar?

Gross – Oh!  
It's that greeting!





# ***Decentering Culture: STEAM/CLIL***





- Yuki-sensei's reflection sheets are well crafted, so that the children can learn readily observe and learn from a variety of perspectives
- Not simply eating foreign food, but learning to imagine, to want to know, and to think about the intersection of other cultures with their own, learning through comparison and reflection.

## What we have observed

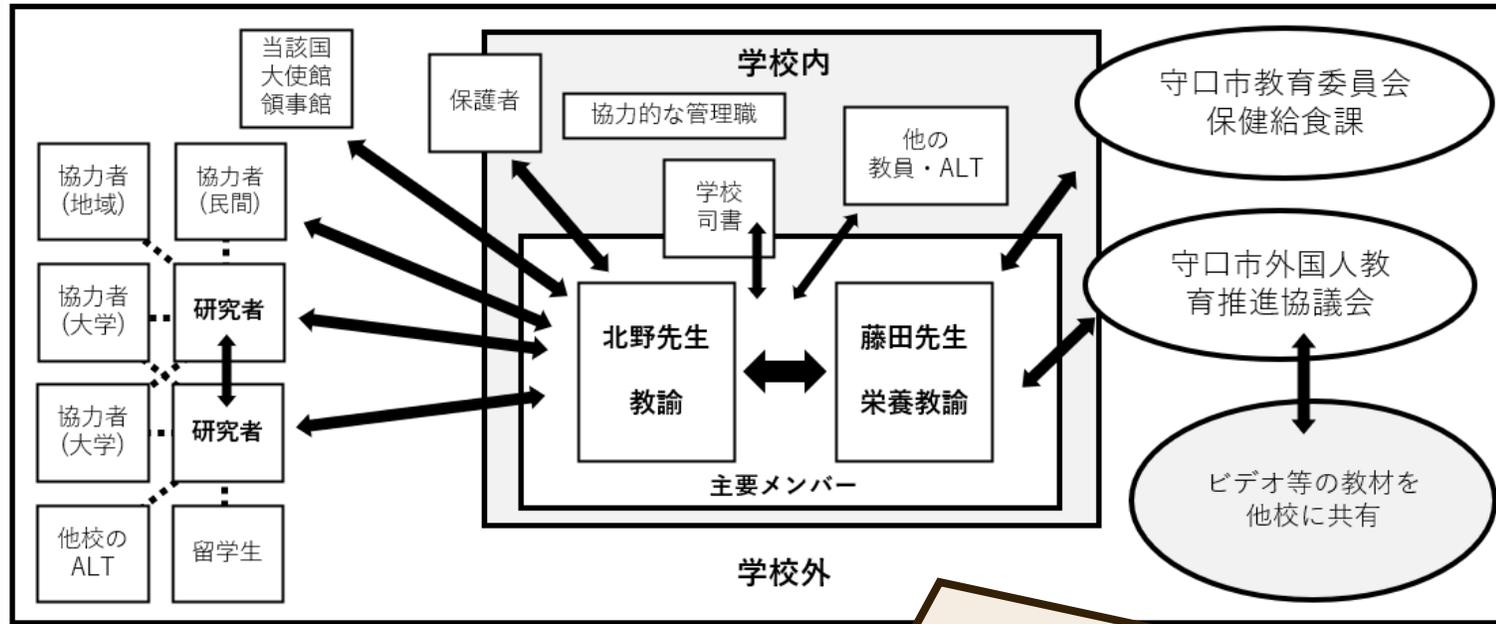


- Cooperation/collaboration (in preparation, and children's learning)
- STEAM and Plurilingualism
- Multimodality, experiencing
- In CLIL, teaching science content through foreign language (for instance), is common. But many endeavours do not include an *experiential* element. Collaboration with the Home Economics teachers enabled an easier development of experiential learning and STEAM.
- (All of this can support teacher education)

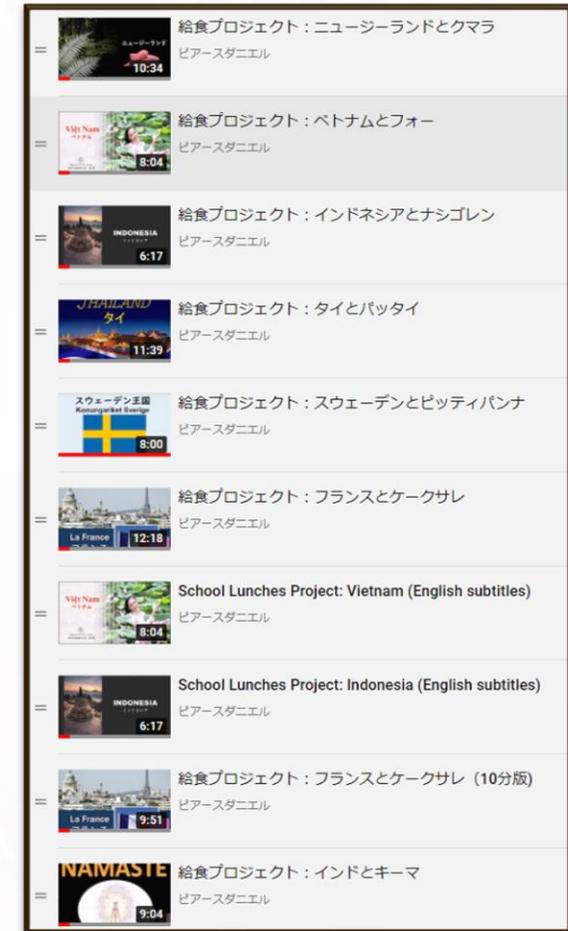
# ***Collaboration to Combat Folklorization***



# Out-of-school Collaboration: Creating the Videos & Displays



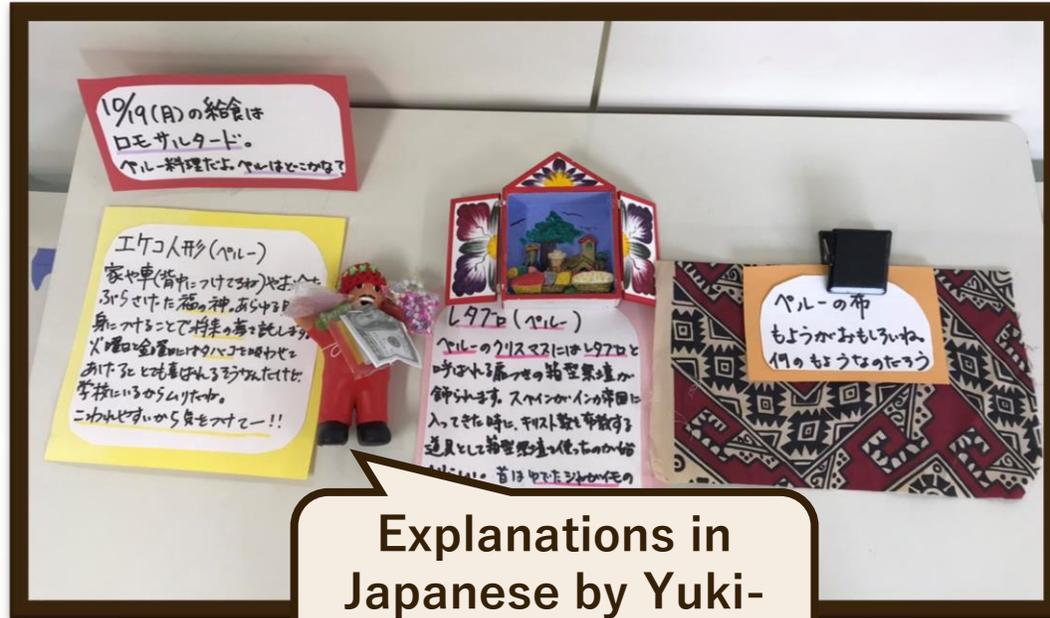
**Key members:** Yuki-sensei, Emiko-sensei (foreign languages + nutrition)  
**In-school collaborators:** Other staff, ALTs, supportive administration  
**Close-to-school collaborators:** City board of education, parents/caregivers  
**Out of school collaborators:** Researchers, local communities, university students, embassies/consulates...



# Collaboration for Displays



Items donated by other teachers/parents/researchers



Explanations in Japanese by Yuki-sensei



Gourd maracas from Lago Titicaca

Collaboration with parents, researchers, other teachers...

# In-school Collaboration: Multiple teachers/Departments



“Food around the world”

“10/19 Lomo Saltado”

“Greetings”

Peru: Basic info

Librarian's exhibit

Hallway displays for younger learners

Whole-school involvement: Legitimizing the languages/cultures



- STEAM approach taking the explicit focus off 'prepackaged culture'
- Experiential learning connecting other cultures with subject learning
- Multiple people involved in develop (overcoming individual biases)
- Whole school collaboration (in/out of class – legitimizing the languages/cultures)

## Selected References

- González, N., Moll, L.C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. New York/London: Routledge.
- Holliday, A. (2016). Revisiting intercultural competence: Small culture formation on the go through threads of experience. *International Journal of Bias, Identity and Diversities in Education*, 1(2), 1–14. <https://doi.org/10.4018/IJBIDE.2016070101>
- Kojima, A. (2011). Responsibility or right to eat well? Food education (shokuiku) campaign in Japan. *Stanford Journal of East Asian Affairs*, 11(1), 48–63.
- Kropman, M., van Boxtel, C., & van Drie, J. (2020). Narratives and multiperspectivity in Dutch secondary school history textbooks. *Journal of Educational Media, Memory, and Society*, 12(1), 1-23. doi: <https://doi.org/10.3167/jemms.2020.120101>
- Pearce, D. R., Oyama, M., Moore, D., Kitano, Y., & Fujita, E. (2021, forthcoming). Plurilingual STEAM and... school lunches for learning? Beyond folklorization in foreign language and intercultural education. *International Journal of Bias, Identity and Diversities in Education*, 6(2).
- Stewart, G., Smith, V., Diamond, P., Paul, N., & Hogg, R. (2021). Ko te Tika, ko te Pono, ko te Aroha: Exploring Maori values in the university. *Te Kaharoa*, 14, 1–25. <https://doi.org/10.24135/tekaharoa.v17i1.344>
- Yamamoto, A., Brenzinger, M., & Villalón, M. E. (2008). A place for all languages: On language vitality and revitalization. *Museum International*, 60(3), 60–70. doi: <https://doi.org/10.1111/j.1468-0033.2008.00653.x>

# Full 'School Lunches' playlist:

