

Feeding my dream - a cross-curricular CLIL project

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In this cross-curricular project, pupils discussed and explored the skills needed in their ideal careers as part of the geography topic of jobs and employment.

As part of the biology syllabus, they simultaneously learnt what vitamins (water-soluble and fat-soluble) are contained in certain foods, and for which brain and bodily functions these vitamins are important.

Pupils then aligned the skills needed for their dream jobs with the vitamins (and hence the foods) which would be most important for them to eat, as part of a balanced diet, when looking to develop these skills. For example, a pupil with aspirations to become a heart surgeon realised that vitamin B5 (contained in poppy seeds, whole grain and pulses) would be one important vitamin for her, since it increases levels of energy and concentration and helps to prevent stress.

By contrast, another pupil, whose dream was to become a beautician, highlighted vitamin B2 (contained in milk products, spinach and fish) as an important vitamin for her, since it is good for the skin, hair, nails and metabolism. She pointed out that as a beautician, she herself would need to look good but furthermore she could then recommend certain foods to clients with this first-hand knowledge of the benefits of a particular vitamin.

As this was all taught in English to pupils for whom English is a foreign language, a range of activities were used to introduce and reinforce key vocabulary and concepts. These included matching exercises where pupils worked in pairs to match cards containing job titles and pictures with others containing definitions and key skills needed for the respective jobs. To learn about the vitamins, one activity involved pupils working in groups to arrange large word cards into correctly ordered sentences, with the rest of the class to then give feedback as to whether the word order was correct.

Once pupils had aligned their dream jobs with the skills and specific vitamins and hence foods they needed to eat, they were given time to design a poster to present how they would “feed their dream.” These posters accompanied oral presentations they then gave to explain how they could take a scientific approach towards gaining access to, and excelling in, their future careers.