

Interdisciplinary Project Ideas

Language	French, German, Italian, Spanish, Mandarin
Year group	Age will depend on the type of project you choose
Short description	Pupils engage in tasks that led by the subject content and learn the language needed to complete the product rather than using known language vocabulary and structures in new ways.
Aims and objectives	<ul style="list-style-type: none"> • Develop pupils' language skills through the teaching of another subject. • Increase pupil motivation for language learning • Contribute to pupils' development as informed global citizens. • Increase recognition of relevance of modern languages in other subject areas of the curriculum, e.g. geography, history, home economics, music, art, science etc.
Visible project outcome or product	Many possibilities. See 'Past Successes' overleaf for some ideas.
First steps / Starter activity	<p>Start with a self-evaluation of your skills and interests. Might any of these be of interest to your pupils? Present your idea to a teacher that you think would be supportive if the project were to go ahead. If the feedback is positive, present the idea to the target pupil group. Highlight the benefits of participating in the project. Ideally get agreement from a language teacher to incorporate time for the project during lesson time (say once or twice a week)</p> <p>Stage 2</p> <p>Make a plan of activities. Think through the practicalities and allow for some revision at the start of each new meeting.</p> <p>Stage 3</p> <p>Keep a record of what actually happens and make adjustments to your plan as you go along. Keep the main deadline in mind.</p> <p>Stage 4 (extension activities)</p> <p>Give greater responsibility to the more able pupils in the group to help those that are struggling a bit.</p>
Optimum time/length	This will vary according to the project, but you can also adjust the length of time by varying the amount of support that you provide initially.
Resources	Dependent on project
Links to other subject areas/ collaboration with other staff in your school or an outside organisation	Art (art or fashion projects), Drama, Geography, History, Home Economics (cooking), Music, Physical Education (PE) Science etc.
Evidence	<p>Project diary, photos* from different stages, pupil work.</p> <p>* Remember that before taking photos of anyone aged under 18 that will be publicly displayed you must obtain data consent forms from the British Council and get each one signed by the relevant child's parent or guardian.</p>
Evaluation	<p>At the start of the project ask pupils what they know about the topic, and/or how they feel about doing a certain activity.</p> <p>At the end ask them again the same question, as well as what they most enjoyed, and what they feel they have improved as a result of their participation</p> <p>You could also ask teachers at the start assess the progress that pupils have made.</p>

<p>Past successes (and suggestions on how to build on them)</p>	<ul style="list-style-type: none"> • Activity Club: MLA ran a popular juggling club, where pupils were only allowed to use the target language (TL). This type of activity club could be replicated with a typical sport from your country (e.g. German handball) or special type of dance (e.g. salsa). You could encourage non-language pupils to join, but you must be careful that you do not lapse into English so you need to think carefully about the kinds of phrases and body language you need to convey your meaning. • Cooking: S5 pupils had to create a well-known specialty dishes from the MLA's home region following the instructions given in the TL. The process was then videoed and edited by the pupils, using TL only. Finally they created a recipe booklet. The project could be replicated without the video part. NB: Make sure that Home Economics Department is happy for you to use their facilities. • Comic Strip: S2 pupils created a TL comic strip combining a popular cartoon character and famous monuments from the TL country . • Fashion Show: French FLA used Jean Paul Gaultier as inspiration, and got her S1 pupils to create a fashion show. This was particularly (and surprisingly!) popular with the boys in the group. The project could be replicated using a famous designer from your country. • Poetry: S6 pupils explored a poem in the TL and then created their own. • Radio Show: S6 students participated in a live French radio show using the talks that they had to prepare for their oral assessment and then answering questions from the presenter (MLA). Alternatively, you could record a session where students present their talk and then have to answer questions from the 'audience' (you, the teacher and the other classmates, and you could also produce some email questions sent in by [imaginary] listeners from your country. • Song Lyrics: Collaborative project where S3 pupils composed music and accompanying lyrics and the ELA did the same in English with his pupils in the school abroad. This project was supported by the UK-German connection). Simpler versions: (1) Spanish FLA got her S3 pupils to put vocabulary they had learnt about the days of the week and the timetable into a song (music was downloaded from a copyright-free website). (2) Two French FLAs took a song by a famous French singer, got their S6 pupils to rewrite the lyrics, and then record their new version (which debunked national stereotypes). Version for primary school: Pupils learn simple songs from your country that also teach vocabulary in the target languages. • Story Writing: Pupils from S1-S3 collaboratively wrote a fictional story. Each lesson the pupils have to work on a few sentences on a given topic and gradually the story emerges. • Subtitling: S6 pupils were taught to use subtitling software and then had to subtitle a short section from a popular Italian soap opera into English. This made them realise the vocational relevance of translation. • TV Talk Show: S2 pupils create their own TV show in TL, revisiting topics they have already done in class. • Tourism leaflet: French FLA inspired her senior pupils to create brief tourism guide about the local area for young Francophone visitors. This project could be replicated in any language but thought needs to be given to the type of phrases that pupils can adapt from what they have been learning in class.
<p>Top tips from FLAs</p>	<ul style="list-style-type: none"> • Make a plan and set some key deadlines for the main stages. • Discuss your project idea with a teacher and decide on the best time to implement the project. • Keep a note of needs to be done, and what has been achieved. • For anything involving cooking, make sure health and safety guidelines are followed. Get support from the Home Economics department. • Start taking photos from the beginning. Take some photos that do not identify the students, i.e. from side or semi-back. These can be used for promotional materials later without having to obtain additional consent.