

Thinking Skills for Successful CLIL – 2) Data Handling

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Introduction

In a recent article I wrote about *Thinking Skills for Successful CLIL – 1) Brainstorming Ideas and ‘Seeing’ Language*. It occurred to me writing this piece that what is needed is a skills audit. With this reference of the range of skills existant in the school curriculum, we can then go on to produce examples and approaches to the individual skills. These examples can them form a ‘bridge’ between the language curriculum and the content curriculum for sucessful CLIL implementation.

Background:

I ran a half day of CLIL workshops for students, and faculty at Tallinn University and two questions from the group stuck with me. Firstly, I stress how useful it is for language teachers to explore curriculum skills (e.g., data gathering, graphing data, interpreting data) in order to implement CLIL in their classrooms. A question which arose from this focus was: Does this mean that we will do less BICS? Secondly, a colleague asked: What do we do if we don’t feel comfortable with the concepts?

This paper attempts to address both questions. To the first question this paper will reply: No, it is not a question of simply increasing the academic conceptual volume in the language CLIL classroom, and in doing so dealing with less ‘conversational’, ‘everyday’ language. The secret is to identify the meaningful content contexts for developing academic language (e.g., for data gathering, graphing and interpreting, we can easily imagine the focus to be on surveying the class on their eating and drinking habits, or surveying waste in the home.) I answer the second question much by dealing with the first because with a focus on curriculum skills (such as data handling), the language teacher can find concepts which fit the bill but which do not take them outside their sphere of knowledge (such as food and drink).

Premise:

We can best teach foreign language or ‘soft’ CLIL to learners by focusing on the curriculum skills which are needed in the content CLIL classroom.

Questions:

What are the curriculum skills demanded in the content classrooms?

How do we teach curriculum skills in the language ‘soft’ CLIL classroom?

Actions:

Research early secondary subjects

Develop soft CLIL lessons / sequences which practice curriculum skills through accessible content

In another direction I’ve been compiling an audit of academic language which is organised alphabetically according to identified curriculum thinking areas such as ‘classification’ and each thinking area is accompanied by a comprehensive summary of academic language in this area of the curriculum. I don’t publish this work publically as it includes published material from a number of sources as well as academic language material that I have written myself for publication. Instead I use ‘the language audit’, as I have called it, during training events to show examples of curriculum skills and associated language. Here, I include the contents list for this academic language audit.

Auditing school curriculum skills

The list that follows is a 'work in progress' and I am constantly adding to it with new curriculum skills as teachers suggest them to me. Needless to say, you will recognise the thinking as it applies to your own subject and you may think of skills which need to be added (write to me and let me know – keith@anglia-school.info). What I will attempt to do in this paper is take a curriculum area and explore and expand the academic language related to this particular curriculum subject area. In this way, I will answer the first question above - What are the curriculum skills demanded in the content classrooms? And, this will go some way to achieving Action 1 - Research early secondary subjects. As the second question and action are extremely substantial, this paper will offer limited examples as templates for colleagues to work with.

Advising and persuading	Describing objects	Inquiring/seeking information
Agreeing	Describing problems	Introducing your group/team
Analysing	Describing procedures	Interpreting
Apologising	Describing processes and developments and changes	Interrupting politely
Arguing	Disagreeing	Inviting
Asking for clarification /more information	Explaining causes and effects	Justifying
Asking for information	Expressing doubt and reservation	Listing
Asking for opinions	Encouraging	Narrating
Asking for permission	Emphasising a point	Obliging
Asking historical questions about pictures and artefacts	Evaluating	Offering
Attributing	Exemplification - giving examples	Persuading
Challenging	Expressing method and means	Predicting
Changing the subject/Moving on	Expressing certainty	Presenting and discussing results
Checking that people are following	Expressing reasons and explanations	Referring to research
Checking that you have understood	Following up a question	Quoting directly
Classifying / categorising	Expressing frequency	Requesting
Comparing	Generalising	Rephrasing
Concluding	Giving background information	Sequencing
Contrasting	Giving explanations	Speeding up things
Controlling the discussion	Giving further information	Suggesting
Dealing with difficult questions	Giving instructions	Summarising
Defining	Giving opinions	Synthesizing
Describing aims and objectives/Intentions	Giving, withholding & seeking permission	Using visuals
Describing change	Holding the floor - preventing interruptions	Warning
Describing function	Hypothesising	

Figure: 1 Thinking in the curriculum

Scientific Skills Observing Classifying Measuring and using numbers Inferring Predicting Communicating Using space-time relationships Interpreting data Defining operationally Controlling variables Hypothesising Experimenting Manipulative skills Thinking strategies Conceptualising Making decisions Problem solving Reasoning	Thinking skills (Critical and creative) Critical thinking skills: Attributing Comparing and contrasting Grouping and classifying Sequencing Prioritising Analysing Detecting bias Evaluating Making conclusions Creative thinking skills: Generating ideas Relating Making inferences Predicting Making generalisations Visualising Making hypotheses Making analogies Inventing
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Figure 2 – Scientific thinking skills

Figure 2 shows lists of thinking skills identified for the secondary science curriculum. This form of

reference for teachers may be accompanied by descriptors for each skill, and occasionally with example tasks and resources which can be used to meet these objectives.

Examples of data handling in the science curriculum

Data handling occurs across the curriculum, but let's take a look at Science to give us an idea of what 'thinking' goes on (specifically how learners are expected to develop their understanding of concepts) and begin to identify what language is demanded. A good place to look for descriptions of thinking in the curriculum is in the government guidelines providing to teachers. The summary in Figure 2 is from Malaysia Grade 1 Science, the UK government has also published guidelines for science from 2014 ⁽¹⁾. The skills relevant for our discussion are highlighted in red.

In the guidelines for middle primary science (yrs 3-4, p.4) we understand:

'... pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: **observing over time**; **pattern seeking**; **identifying, classifying and grouping**; **comparative** and fair testing (controlled investigations); and **researching** using secondary sources. Pupils should seek answers to questions through **collecting, analysing** and **presenting data**.⁽²⁾

The legal requirements (p.14) are quite clear, statutory curriculum skills to be taught and learned include:

- **gathering, recording, classifying** and **presenting data** in a variety of ways to help in answering questions
- recording findings using simple scientific language, **drawings, labelled diagrams, keys, bar charts**, and **tables**
- **reporting on findings** from enquiries, including oral and written **explanations, displays** or **presentations of results and conclusions** ⁽²⁾.

In upper primary science, the 'observations' increase in complexity (p.15):

With help, pupils should look for **changes, patterns, similarities and differences in their data** in order to **draw simple conclusions** and **answer questions**. With support, they should **identify new questions arising from the data, making predictions** for new values within or beyond the data they have collected and **finding ways of improving** what they have already done ⁽²⁾.

And there is a requirement (p.24) for 'evidence' to be used to justify ideas and explanations:

Pupils should **draw conclusions based on their data and observations**, **use evidence to justify their ideas**, and use their scientific knowledge and understanding to **explain their findings** ⁽²⁾.

The legal requirements (p.25) make reference to more detailed 'presentation' of findings:

- **recording data** and **results of increasing complexity** using **scientific diagrams and labels, classification keys, tables, scatter graphs, bar** and **line graphs** ⁽²⁾.

The development of data handling skills continues into secondary science (p.4) under the heading of 'Analysis and evaluation':

- apply mathematical concepts and **calculate results**
- **present observations and data** using appropriate methods, including tables and graphs
- **interpret observations and data**, including **identifying patterns** and using observations, measurements and data to **draw conclusions**
- **present reasoned explanations**, including **explaining data** in relation to predictions and hypotheses
- **evaluate data**, showing awareness of potential sources of random and systematic error
- **identify further questions** arising from their results ⁽³⁾.

Note the requirement for learners to **predict, hypothesise** and then after data collection and interpretation of the need to **identify further questions**.

The data handling in science might involve using technical equipment such as a ‘data logger’ for a longer-term study of a variable such as air quality in a given area of a town. In such a context, the learners observe by measuring, collecting information, present this information and then analyse and draw conclusions based on their data. Learners may be asked to predict results given certain conditions, and then test their hypotheses, check results and even alter their prediction based on their results and redo the test. The general academic language of this exercise is entirely predictable and this means that we should be able to create opportunities for practice and production of this language in the language CLIL classroom without the necessity of such a technical scientific investigation.

What we need is an approach to cross-mapping the content curriculum with the language curriculum. This may take the form of a table which references the curriculum skills from the content subject and suggests necessary academic language next to ideas and prompts for activities and sequences to carry out in the language classroom.

Linking data handling to the language classroom

OBSERVING	Sub skills	Language CLIL notes
observing (over time) and collecting data	pattern seeking	Identify an area of students’ lives to observe (e.g., eating and drinking habits)
	look for changes	
	look for patterns	
	look for similarities and differences in their data	
recording findings (data, results of increasing complexity) using scientific diagrams and labels	drawings	Use student knowledge and experiences from other subjects to create visual recordings (posters etc.)
	(classification) keys	
	labelled diagrams	
	scatter graphs	
	bar charts	
	line graphs	
Tables		
DATA HANDLING	Sub skills	Language CLIL notes
data processing	identifying	Work with student data, find national data to work with
	classifying and grouping	
	comparative and fair testing	
	researching using secondary sources	
analysing data	draw conclusions based on their data and observations	Provide language support for spoken and written analysis
	explain their findings and use evidence to justify their ideas	
	make predictions	
	answer questions and identify new questions arising from the data	
finding ways of improving		Create dialogues giving advice
PRESENTING	Sub skills	Language CLIL notes
presenting data, reporting on findings	explanations	of results and conclusions
	Displays	
	Presentations	
		Carry out a poster market. Exchange with partner classes (and then compare)

Table 1 – linking curriculum skills and thinking to the language classroom

Food, drink and health

Let's now imagine that a language teacher has decided to try to accommodate some of the above curriculum skills in their language CLIL lessons in order to 'join up' the curriculum with what is going on in the science CLIL lessons. The idea here is that the 'skills' are the same, and so the language will be presented and practiced and so will be more readily accessible to learners when required in the science lesson.

1) Observing

Observing food and drink habits.

2) Data handling

Analysing the information gathered on food and drinks routines.

Comparing that with other groups, national data and international data.

3) Presenting

Posters presenting data, poster market analysing and explaining data. Sending data to a partner class.

1) Observing food and drink habits

Time of day	Activities	Meals/Snacks eaten
04.00		
05.00		
06.00		
07.00		
08.00		
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		
21.00		
22.00		
23.00		
24.00		

Figure 3 shows a diary for one day in which learners are instructed to gather data on every item of food and drink they consume as well as where they were and what they were doing at the time.

The idea here is that an individual collects personal data on a given theme and brings that data back to class to process with the group.

The diary can show information about the different meals in the day (breakfast, lunch, dinner) as well as snacks and also whether the food and drink items were consumed sitting in a group at a table, or on a bus, or walking down the street.

The data can also show information with some investigation about the relative amounts of macro-nutrients consumed by the individuals.

Lastly, the data will show comparisons within a small group population, largest, smallest group, unique pieces of information (e.g., allergies).

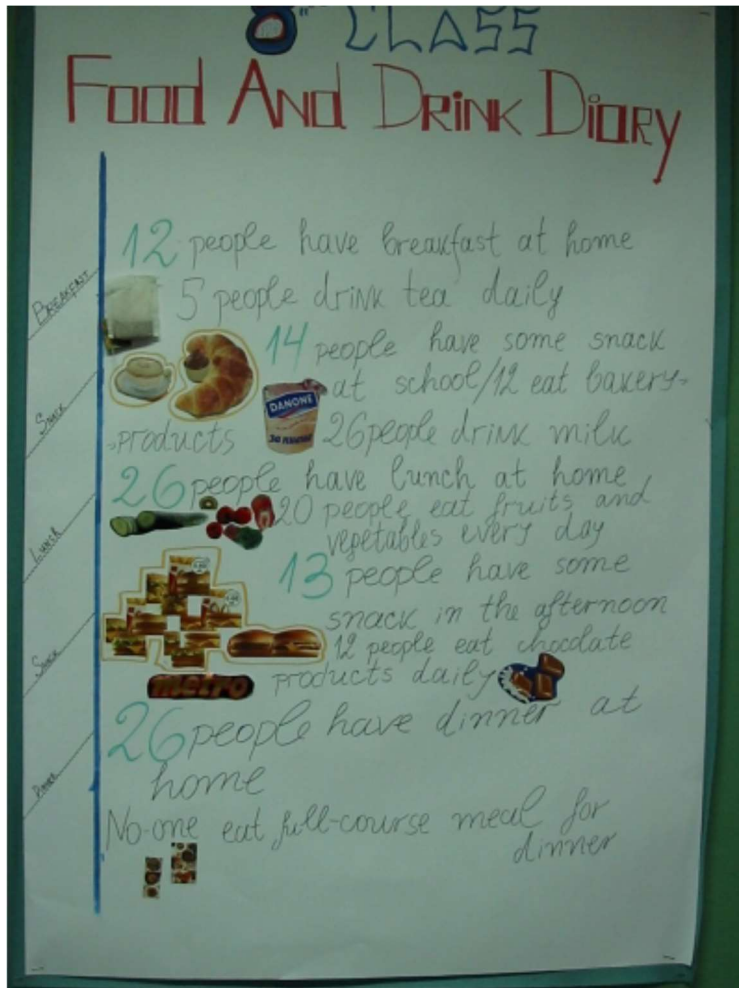
Figure 3 – Food and drink diary

There are a number of ways this data can be processed in class. One suggestion is to create small groups each dealing with one area of the survey. For example, Group 1 processes data to do with breakfast, Group 2 – lunch, Group 3 – dinner, Group 4 – snacks, Group 5 – drinks.

Each group needs to get access to each survey sheet and this can be achieved on a rotation basis where each group has a set time to process 6 sheets, and at a signal from the teacher they pass on their sheets to the next group, and receive a new group of sheets from the previous group.

Alternatively, the diaries can be pinned on the walls in a market where the groups visit the sheets to collect the information they have been give to focus on.

Figure 4 shows a poster of the results from a food and drink survey.



The poster gives statements about the total numbers in the survey and as such shows a summary about food and drink habits of the group for one day.

It is interesting to consider now how we might get the students to 'analyse' this data in the class and a good way to do this is to put them back into their groups and give them prompts to discuss their data.

- a) For breakfast most students eat / drink...
- b) The sort of snacks we eat during the day are ...
- c) Arrangements for the meals during a school day are ...
- d) We think that most of the class eat:
 - 0 a balanced diet
 - 0 too much salt
 - 0 enough fruit
 - 0 too much sugar and vegetables
 - 0 enough dietary
 - 0 too much fat fibre

Figure 4 – Food and drink diary poster

As a whole class this analysis can be brought together and this will show **comparatives** 'most', 'least', 'more', 'less', and will also require use of adverbs of degree 'relatively', 'considerably', 'quite' etc.

Students can be given information about food groups, and the nutritional content of popular foods in order to **examine and draw conclusions** about their survey results.

	Protein/g	Fat/g	Carbohydrates/g	Energy/kj
Orange juice	0.6	0.0	9.4	161
Apples	0.3	0.0	12.0	197
Bananas	1.1	0.0	19.2	326
Oranges	0.8	0.0	8.5	150
Tomatoes (fresh)	0.8	0.0	2.4	52
Cornflakes	7.4	0.4	85.4	1507
Muesli	10.5	8.1	67.1	1552
Bread (wholemeal)	9.2	2.5	41.6	914

Figure 5 – Sample from nutritional content of popular foods (per 100g portion)

As a class the data can also be processed for other **interpretations, conclusions, predictions**.

- 0 Our concerns about our diet and health are ...
- 0 Suggestions for improving our diet are ...
- 0 Traditional beliefs about diet in our country include ...
- 0 The people who choose and prepare our food are ...
- 0 The ways in which eating habits are changing in our country are ...

It is also possible to incorporate ‘**hypothesising**’ and ‘**hypothesis testing and changing**’ with a look at the beliefs before and after the survey:

- 0 I thought that our diet was relatively healthy, but now I see that ...

Finally, learners can be challenged to suggest changes to diet as a consequence of the results of the survey analysis.

Students can be given the task to **analyse** the national and international data and consider their own diet survey on this background **drawing conclusions on how food habits are similar or different, suggesting ways to improve** health through diet.

Student A

I	need to should	reduce the		proteins.
	should not	consume eat	more less so much	fats. carbohydrates. calories.

Student B

I think you	need to should	reduce the		orange juice
	should not	consume eat		bananas bread
			so much	...

(100) grams of	...	contain	(only) (12) grams of	proteins	than ...
			more / less	fats	
	carbohydrates				
	calories				

Figure 6 – Language support for dialogue giving advice about healthy eating habits

Comparison on a national and international level

Where schools have partner schools to work with they can organise to carry out the survey in both schools in order to produce an exchange of the data with a view to carrying out a comparative study. (See two appended exchange forms 4 and 5 about food and drink for a comparison of Bulgarian and Austrian groups.)

Data is also available to do with food consumption on national and international levels as is data on health and illnesses related to diet (See appendix 1-3 for sample data on ‘Obesity in Europe’, ‘Death rate per 100,000 people in Europe’, ‘Death rate related to cardiovascular illness in Europe’).

The average consumption (litres) of ice cream per person per year								
Sweden		14.9	The Netherlands		6.9	Austria		4.8
Denmark		9.1	Germany		6.5	Spain		4.1
UK		8.4	Belgium		6.3	Greece		3.8
Switzerland		8.0	Italy		5.2	Portugal		2.9
Ireland		7.5	France		4.9	USA		22.0

Figure 1: How much ice cream do we eat?

Figure 7 – Ice cream consumption in Europe per head of population

Figure 7 shows the consumption of ice cream per head of population in Europe with America offered for comparison. Data like this is useful for a number of curriculum skills from data handling. Students can do the following: **make statements about the data** for a single country; **make statements about most / least**; **make comparisons** between two countries; **interpret the data and draw conclusions**.

Statements	
(Sweden) The country which	eats consumes the most/least x litres of ice cream in Europe
	is (Sweden)

Conclusions	
(Italy) Hot/cold countries	eat(s) consume(s) don't (doesn't) eat don't (doesn't) consume a lot/much/ very much ice cream
	and I/we think this might (not) be because of food preferences climate available income leisure-time preferences

Figure 8 – Language support for talking about ice cream consumption

Conclusions

Here we only deal with data handling in a science context, albeit a substantial area of thinking involving a wide range of curriculum skills. We have students **observing** where they observe their own eating and drinking habits in a controlled period, **gathering data** about this aspect of their lives. Subsequently, learners **analyse their data**, **interpreting their results with comparisons**, **identifying similarities and differences**, and **drawing relevant conclusions**.

1) Observing

Observing food and drink habits.

2) Data handling

Analysing the information gathered on food and drinks routines.
Comparing that with other groups, national data and international data.

3) Presenting

Posters presenting data, poster market analysing and explaining data. Sending data to a partner class.

Imagine a wider skills audit which sets out prompts for the language CLIL classroom based on the thinking that is required in the content curriculum. Imagine if this thinking is practiced in the language CLIL classroom just before it is required in the content CLIL classroom. Now, wouldn't that be a useful joined up arrangement of lessons for the learners?

Bibliography

Science Across the World resources used as examples, as well as the student work resulting from this programme are no longer 'live' online. However, all of the materials are still available via the UK STEM website after registration. Additionally, these resources and much more (examples of student work) are available at the FACTWorld site:

<https://www.factworld.info/en/Science-Across-the-World>

<https://www.factworld.info/en/Science-Across-the-World-exchanges>

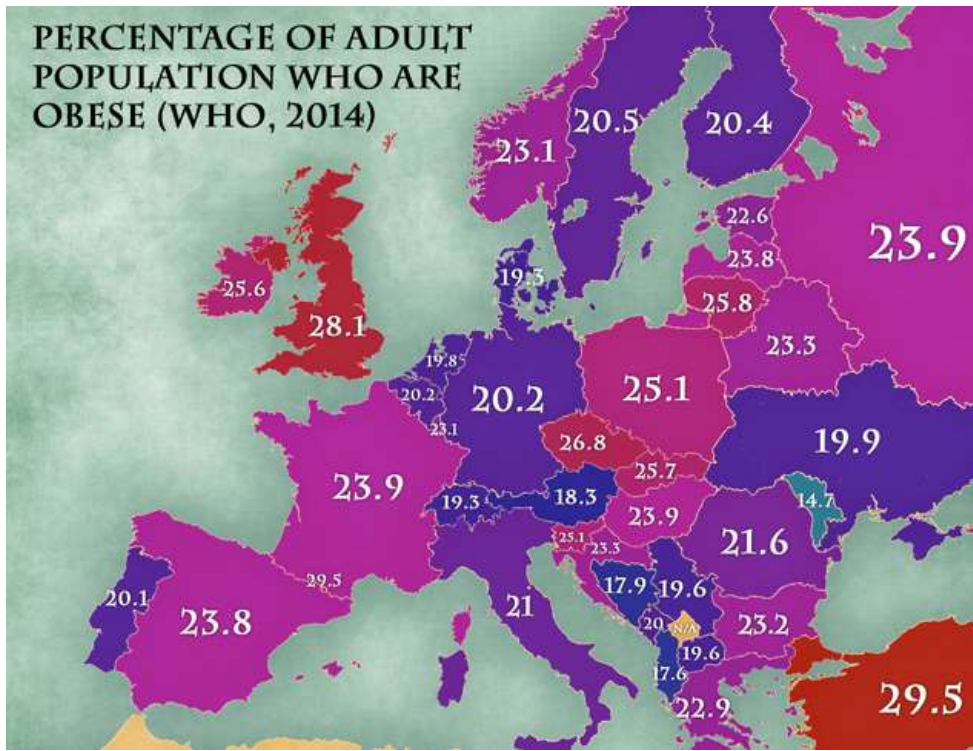
(1) <https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>
(accessed 03.12.2019)

(2) <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study> (accessed 03.12.2019)

(3)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf (accessed 03.12.2019)

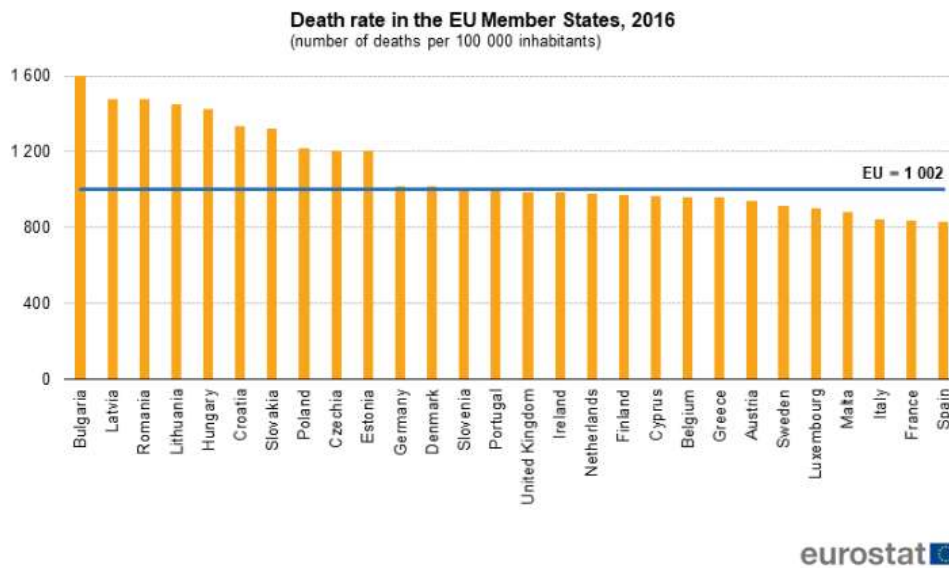
Appendix

1) Sample data on obesity in Europe



(<https://jakubmarian.com/percentage-of-obese-population-by-country-in-europe-map/>)

2) Sample data on death rates in Europe per 100,000 population



(<https://kafkadesk.org/2019/07/21/central-european-countries-have-among-highest-mortality-rates-in-the-eu/>)

3) Sample data on death rates – diseases of the circulatory system in Europe (2016)

Causes of death — diseases of the circulatory system, residents, 2016

	Number of deaths (number)	Share of all deaths			Standardised death rates (per 100 000 inhabitants)				
		Total	Males	Females	Total	Males	Females	Persons aged < 65 years	Persons aged ≥ 65 years
		(%)							
EU-28	1 832 835	35.7	33.1	38.4	358.3	427.8	303.7	43.9	1 656.4
Belgium	30 175	28.1	26.2	29.9	268.8	325.9	225.9	29.1	1 258.6
Bulgaria	70 509	66.2	61.7	71.0	1 094.9	1 310.2	934.4	166.3	4 928.3
Czechia	47 700	44.4	40.8	48.1	569.9	692.5	483.2	57.9	2 683.7
Denmark	12 569	23.9	24.6	23.2	248.3	317.7	197.8	28.4	1 155.9
Germany	339 887	37.2	34.1	40.2	381.1	457.1	323.2	37.8	1 798.6
Estonia	8 019	52.4	44.5	59.5	643.0	836.6	529.2	83.0	2 954.7
Ireland	9 218	30.0	30.5	29.6	309.0	376.2	252.8	31.5	1 454.6
Greece	43 917	37.1	34.7	39.7	351.5	393.1	311.4	50.6	1 583.7
Spain	118 824	29.1	26.3	31.9	237.3	286.1	197.6	27.1	1 105.2
France	143 967	24.3	22.5	26.0	197.2	254.4	157.2	24.1	912.1
Croatia	23 221	45.0	39.7	50.1	630.7	733.3	553.2	64.7	2 967.3
Italy	220 749	35.9	32.5	39.1	296.2	366.8	253.5	25.1	1 415.3
Cyprus	1 802	32.9	32.2	33.8	331.6	372.8	293.1	36.1	1 551.4
Latvia	15 676	56.1	49.5	62.1	848.5	1 114.5	696.1	139.2	3 776.5
Lithuania	23 056	56.7	48.3	64.8	845.7	1 094.4	697.0	122.7	3 830.4
Luxembourg	1 263	31.8	29.3	34.3	298.2	360.1	251.5	24.2	1 429.1
Hungary	62 727	49.4	44.5	54.2	737.5	902.2	626.5	103.9	3 353.2
Malta	1 209	36.2	33.6	38.6	332.7	375.9	299.1	33.6	1 567.8
Netherlands	38 954	26.3	25.7	26.9	264.4	314.9	226.0	24.6	1 254.1
Austria	33 370	42.0	37.7	45.9	397.4	475.1	341.9	30.7	1 911.2
Poland	168 280	32.5	38.2	48.8	552.7	683.5	459.5	75.1	2 520.1
Portugal	32 685	29.5	26.3	32.0	296.7	350.7	255.7	32.9	1 385.9
Romania	148 619	58.2	51.8	65.2	898.9	1 044.9	786.4	114.4	4 137.7
Slovenia	7 952	40.5	33.5	47.4	431.7	495.3	379.6	32.4	2 080.0
Slovakia	23 038	44.1	39.9	48.6	620.2	735.2	533.5	80.8	2 846.9
Finland	19 687	36.6	36.4	36.7	360.2	474.9	279.5	40.6	1 679.4
Sweden	31 674	35.0	34.6	35.4	318.6	389.9	263.6	27.8	1 518.9
United Kingdom	153 888	25.6	26.9	24.4	253.3	314.2	204.3	37.4	1 144.6
Iceland	737	32.2	34.0	30.3	315.1	408.6	244.5	18.5	1 539.6
Liechtenstein	97	37.3	40.6	33.9	353.4	485.9	260.3	24.3	1 711.6
Norway	11 027	27.4	26.8	27.9	247.5	301.2	206.2	21.6	1 180.1
Switzerland	20 908	32.2	30.4	33.9	263.0	319.1	222.6	20.6	1 263.9
Serbia	52 162	51.8	47.1	56.6	858.1	929.1	794.0	92.9	4 016.8
Turkey	163 787	39.9	36.4	44.1	523.7	596.7	465.7	63.1	2 425.0

Source: Eurostat (online data codes: hlth_cd_aro and hlth_cd_asd2)

(<https://ec.europa.eu/eurostat/statistics-explained/pdfscache/37359.pdf>)

4) Exchange form from class in Bulgaria



8th Class Eating Habits

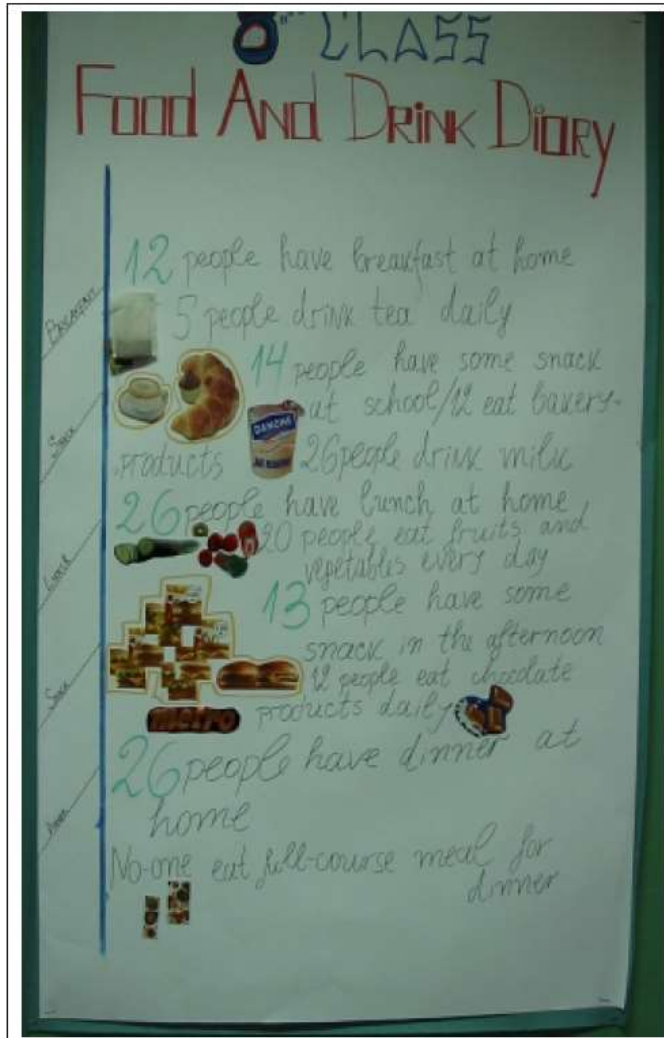
Publisher 8th Class, EDS, Plovdiv, Bulgaria

Volume No. 1

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Some statistics about our class



Some statistic about us (80)

- 13 people don't eat at home.
- 15 people eat snack like kit-Kit, wasta, and things like that. They do this at school.
- 4 people eat breakfast at school. Like baritsa and coca-cola for example.
- 17 people eat hot lunch. like soup, mrosaca. the others eat things like meat croquettes, steak with green salad.
- 2 people eat fruits like bannes, oranges, kiwi and so on. The others eat chocolate again.
- All most everybody have dinner at home. Fore example some of us eat steak, the others prefer quick dinners.

What we think

The people who choose and prepare my food in our family. Usually my mother chooses and prepares our food. But recently my father goes shopping. My brother and I sometimes go shopping, too. My mother often prepares lunch and dinner. But, my brother and I prepare our breakfast. When my mother is busy my grandmother prepares our food. In fact most of the time, I prepare my food because now I'm in the school boarding house, so I choose and decide what to prepare for myself.
Elena

Evgenia 8 e - 4000 years ago there were no fast food restaurants. In fact there were no restaurants. I think that people didn't know what 'diet' or balanced menu meant. They ate what they took from the land. But now all the people want to live longer. They believe that the right eating habits are important for their heart. So, they don't eat meat and many other foods, they only eat food that the doctors call 'healthy' food. But there are people who don't think that 'healthy food' helps their bodies feel better so they eat what they want and say 'we feel happy'.

A traditional Bulgarian recipes

Tania 8 d - A traditional Bulgarian recipe - Stuffed Cabbage Leaves (Sarmi)

You need: 2-3 onions, 5 tablespoons of oil, half a kilo of minced meat, black and red pepper, mixed savoury herbs, a little tomato juice, half a cupful of rice and sauerkraut. The onions are chopped fine and stewed in a little water and the oil. Then, the herbs are added as well as the black and red pepper. The rice is added to the mixture and it is browned in the oven for a few minutes. After that the minced meat is added and stirred well. The sauerkraut is washed beforehand and separated into little cabbage leaves. Each of them is taken and some of the mixture is put into it, and then wrapped up. Next, all of the rolled leaves are arranged closely in a saucepan and are covered with the remaining sauerkraut brine and boiled over a gentle flame.
I wish you good appetite.



Ivan Zvezdev
– famous
Bulgarian TV
chef.

At Christmas...

In Bulgaria Christmas is called 'Koleda', which comes from the Latin word 'Kalende' (it is an ancient Roman celebration). There are many traditions that had remained for ages in Bulgarian way of life. These customs are inherited from the nations settled in our lands a long time ago - the Romans, the Greeks, the Slavs and the Thracians.

The night before Christmas is more important for the people because it is exactly the time when Jesus was born. That is why there are also very special traditional preparations for food and drinks. We can say that the habits make the atmosphere more solemn because of their importance, even holiness for many of the Bulgarians.

The loaves of bread are very important on the Christmas table. It is not possible to buy these round loaves from the supermarket. They are prepared at home by our mother or grandmother. More often than not on the flat cakes there are pictures which are symbol of God and the Saints. We often eat it spreading some honey on top.

In addition to these loaves there are 7, 9 or 11 dishes, their number is strictly determined (7, 9 and 11 are sacred numbers representing a completed cycle). The food is meatless - haricot beans, 'sarmi' (a traditional Bulgarian specialty made from cabbage and rice), capsules with rice, cooked corn and also walnuts, garlic, onion, salt and pepper. It is usual to put on the table many fruits, especially dried fruits (pulled grape and figs).

The dinner party cannot start before the blessing. The oldest couple takes the biggest round loaf and divides it into pieces. An old tradition says that the first piece must be assigned for the dead ancestors and put next to the icon of the Mother of God.

In the villages in Bulgaria it is very popular to butcher a pig on the next

day. The hog is specially fattened for Christmas. A long time ago the people believed they could see the future of the house and the family looking at the pig's shoulder - blade.

Lilly and Mariana, 8 z

Some beliefs about food in Bulgaria

The Bulgarian Ritual Breads – 8 E class



Bread has always been very respected in Bulgaria. Some breads were prepared almost for each feast. The most important moments in people's lives were celebrated with rituals in which the bread had a special place. A round loaf was prepared for a new born child. It is like a symbol of gratitude to God. The round loaf bread was lifted and that was like a wish to the child for a long and happy life. More interesting are the breads for Christmas, because their representations are the richest in symbols and decoration. These breads have special diversities in the different parts of the country. Even nowadays in the northwestern areas of our country many breads are kneaded each with independent interpretation, but each obeys the functions of the ritual. One of the breads is given up to the home and the health of the family.

Another bread typifies one of the most important things for the people who live in the small villages - the harvest. It is called "Field" and has some symbols like reaper, reaping-hooks and sheaves of wheat.

The snake is also a very important symbol because the old people say that if they respect her, it won't appear at the field.

The bread with the figure of a grapevine is dug into the ground somewhere at the vineyard.

The bread "Sheep-fold" is prepared for the health of the sheeps and there are sheeps, lambs, the shepherd and the sheepdogs represented on the bread.

Separate bread is made for the bees.

Another big feast, when some other breads are prepared, is Easter. Round loaf bread with red eggs is made and given to the relatives. There isn't decoration on these breads nor is it as rich as the ones at Christmas.

The breads that are prepared for St. George's day usually show one main composition - a circle which is not finished (this is the sheep-fold), there are small balls in it (this is a symbol for the sheeps

and lambs), crooked sticks made of dough near the sheep-fold is the shepherd.

The breads made for other feasts seldom have such rich figures. The real forms of the animals, people and objects seldom look like the images on the breads but there are some rules for their representation. It is not connected with their art recreation but with their magical function. This explains the big difference between the reality and the image.

The bread always has various functions but mainly it is about the health of the family and their livestock, for wealth of the home. Now, because of the interesting figures, it is something like art.

SOMETHING about our food

Vania 8 e

Traditional beliefs about diet in our country

One of the famous Bulgarian traditional dishes is called banitsa. It's made of flour, eggs, vegetable oil and cheese. There are different kinds of banitsa. In one of them the cheese is replaced by pumpkin.

Another famous Bulgarian dish is musaka. It's made of potatoes, minced meat and on top there is a mixture of yoghurt and eggs.

One of the most famous drinks in Bulgaria is rakia, a spirit made from grapes. It goes with Shopska salad. The salad is made of tomatoes, cucumbers, onion and cheese sprinkled on top.

Another Bulgarian drink is ayrian. It's made of yoghurt and water. Yoghurt is also a national dairy product. It's famous all over the world.

In Bulgaria we often welcome people and guests with bread and spice and honey.

We also have other dishes for different holidays. For example, on the 6th May, St George's Day, we eat lamb. On 6th December, St Nicholas' Day, we eat fish.

At Christmas we eat pork and on Christmas Eve we don't eat meat.

At Easter we eat painted eggs and bakery products like kouzanak (sweet bread) and special cookies called kurabiiki.

What the papers say...

Rather a big part of the things that the papers say about our food and the people is nothing good. There is only bad news in the papers, for example this clip says that Bulgaria is in second place in the world for heart attacks after the Lebanon. It's from the Trud newspaper from 19th

October. The thing in the paper's very sad but that's the truth...

По инфаркти се нареждаме след Ливан

България е на второ място в света по сърдечно-съдови заболявания след Ливан. Това показали резултатите от световно проучване, което бе обявено вчера на Слънчев бряг. Там се състоя конференция на кардиолозите и невролозите. В изследването участват 18 държави.

Най-много смъртни случаи у нас се дължат на болести на сърцето. 70 000 българи умират годишно от инфаркти, инсулти и исхемична болест на сърцето, поне 16 на сто от 2,4 млн. пенсионери имат начало на артеросклероза. **m**

ТРУД СТР. 2 19 ОКТ 2002

Bulgaria is second in the world for heart diseases. Most of the people here die because of that. 70,000 Bulgarians die each year and the reasons are the ill health, that are result of the unhealthy food and the fact that people can't or don't want to stop smoking.

Extra, extra...

The Coca Cola test



20 students were asked to taste three unidentified cola drinks from bottles labled A, B, C.

The drinks were

- A = Coca Cola
- B = Select Cola (Local Brand)
- C = Pepsi



	A	B	C
Coca Cola	9	6	5
Cola Select	5	7	8
Pepsi	6	7	7

In 6 classes a number of students came to the front and tasted all three drinks in turn and then wrote down which drink they thought was in bottle A, B, C.

The results show clearly that it is not as easier as you might think to identify your favourite drink.

This went on to the discussion about what else influences our choice in popular drinks.

Is it Britney Spears? Michael Jackson, Santa Claus and thoughts of Christmas? Fashion,

Image?

We also left one cup with a small mixture of all three drinks and a piece of broken egg shell to see what the drink does to the shell. This is an attempt to mirror what happens to teeth.

And then...

After three weeks the cola had little effect on the shell apart from the fact that it turned much of the shell black. Is this the same with teeth?

Where we eat at school...

There is no canteen at school. It closed a few years ago. So, this explains the snacks and sandwiches and stuff in the statistics.

This is the view of the tuck shop in our school in one of the breaks



This is the view of the snack bar



And this is in the café bar



5) Exchange form from class in Austria

What did you eat ?

Class 4B/ 26 students, aged 14

Kinds and Importance of Meals (Food)

Breakfast: eaten by 15 students/not eaten by 11 students

consists of: bread and butter with jam or cornflakes with yoghurt or milk, fruit

importance: important meal, provides energy for school and daily activities

Lunch: eaten by all 26 students

consists of: pizza, lasagne, baguettes, spaghetti, mostly ready-made meals

importance: students are hungry at lunchtime which is why providing energy is necessary.

Students think lunch should be cooked

Supper: eaten by 23 students/not eaten by 3 students

consists of: cold snacks like bread and butter, cheese, cold cuts, vegetables, or toast

Snacks

(between the meals): eaten by 16 students/not eaten by 10 students

consist of: rolls with various spreads, fruit, pudding; crisps, popcorn, crackers

importance: not really necessary when three meals are eaten

Sweets: eaten by 9 students/not eaten by 17 students

consist of: chocolate, biscuits, muesli bars, chewing gum, jelly bears, toffees

Eating at School:

Food brought from home: by 12 students

Food bought at snack bar: by 8 students

This food is bought and prepared either by mothers, by the students themselves, by fathers or grandparents.

Meals at Home:

Meals eaten with the families: breakfast: 10 students - lunch: 11 students - supper: 15 students

Eating together as a family is regarded as important because it improves appetite, is more entertaining than eating alone, and improves community by discussing the day.

Type of Food:

Fresh – cooked food is often eaten by 18 students

Raw vegetables and fruit are often eaten by 14 students

Preserved, deep-frozen and ready-made food is often eaten by 11 students

Pasta, rice and peas and beans are often eaten by all 26 students

Snacks and sweets are often eaten by 9 students

Eating Out

(Street vendors, McDonald's, restaurants)

16 pupils never eat out - 8 students eat out lunch once a week

Eating Habits

Traditional eating habits: Various sayings of our parents and grandparents:

'Eating makes you tall and strong'

'If you don't eat up, the sun won't shine'

'One glass of red wine a day is good for your health'

Festive meals:

Carnival: special doughnuts

Lent: fish salads on Ash Wednesday

less meat and fewer sweets

Easter: coloured, hard-boiled eggs, Easter ham

Martinmas: goose

Advent: Christmas biscuits, gingerbread

Christmas Eve: carp

Birthday: cake

Religious eating habit: saying Grace before a meal has become rare

Changes of eating habits: rarely the family eat together

more ready-made and fast food

more deep-frozen vegetables than fresh vegetables

cooked meal in the evening instead of at noon, because the mother works

supper is taken later and later

food scares like BSE and antibiotics in feed and foot and mouth-

disease cause a feeling of unease among people, who eat less

meat and more often become vegetarians

stress leads to eating more or less, according to type of person

Diet and Health

Health problems commonly caused by the diet in our country are:

overweight, heart attacks, high blood pressure, diabetes, gout, food allergies

cancer, bulimia, anorexia, osteoporosis

How students feel about their own eating habits: too much sugar/fat/salt - too little fresh fruit and vegetables/roughage

Healthier diet: drinking more, less fat, fewer sweets, more fresh fruit and vegetables and wholemeal products, less salt

Concerns:

Putting on too much weight/ losing weight

High cholesterol levels

Genetically modified food

Not enough food produced by organic farming

Is vegetarian or vegan food healthy?

Not enough physical exercise

BSE, foot-and-mouth disease, salmonella and antibiotics in food

Intensive life-stock farming

The quality of beef and pork

Atomic power stations