



How do American Indians nourish themselves?

German, teacher Carol Nussbaum, year 2



Project: the Elementary School of the Swiss School in Milan has decided to work on the five continents and each class has chosen one, focussing on the topics of food. The second class has been studying the Indian population in the US. For some weeks, the pupils have learned about the Indians and to understand how the tribes have lived. The principal focus has been concentrated on food and how the Indians have procured it. First the kids have informed themselves about the life-habits of the different tribes, in which geographical zones they have lived, about their rituals and rules of cohabitation. Very quickly the children have understood that Indian life centres on food. Food is their reason for being. The kids made comparisons between our customs and those of the Native Americans: for us it is very easy to procure to eat. We go to the supermarket and buy

what we need. Often we purchase more than what we really need and throw food away.

Result: the pupils were very interested on the issue of the Indians. They have understood that in Italy we live in abundance and in a luxury situation. The children aren't obliged to participate to obtain food. We paid much attention to the importance of eating all the food you get on your plate, for instance during the meals at school. The kids have noticed independently, that some people have to fight in order to obtain the nourishment they need to survive. The children have understood very well that, if I just take what I really need, there is enough for everybody. This principle is true for food, but also for materials.

<http://youtu.be/TZD1kVQ50P8>



How much Water do we need?

German, teacher Christina Yous, year 3

Class 3 dealt with a comparison between Europe and Africa, with respect to the availability of water and food. First, the pupils watched a short film by Benoît Lecomte «Wasser in Africa – À la recherche de l'eau», in which you see a girl, Ami from Burkina Faso who goes to a well and explains aspects of water use. She laboriously draws out water every day in order to bring it to the village. The pupils try to imitate Ami's technique of carrying water on their heads. During the discussion on the film, they compare the consumption of water in Italy and Burkina Faso. Images and texts, which have to be connected logically, illustrate the consumption of water and show that there is abundant water in Italy. What is the water source? How does it arrive in our houses? The pupils learn about the water cycle. They understand that different quantities of rain fall in different areas of the planet and that water has a direct connection to our health. In the practical part, the kids illustrate with collage and drawings their daily food and compare it with what an African child has at its disposition.

Cognitive aim: the children recognize that water is precious, which they have to handle in an aware manner. The pupils learn that by chance they live in a country where abundance reigns and learn how to eat in a more conscious way, taking only as much as



they really are able to eat. They understand the message of Expo 2015.

<https://youtu.be/DONfi9RnbYA>

Discovering the apple

German, teacher Ursula Lercher, year 1 Caslino



The theme of Expo has been introduced to the class via a teacher presentation. 140 apples have been put in a circle, and the pupils have invented a song to honour the apple. The kids tried to estimate the number of apples in the circle and in order to get the result, they place them in piles of ten fruits. Finally the children have managed to count the apples. In the second part of the lesson, they work with words connected to "apple": the pupils learn the vocabulary of



all the parts of the fruit like: petiole, seed, pericarp, pulp, calyx and peel. What does the Italian saying mean: «Una mela al giorno toglie l medico di tor-no» (An apple a day keeps the doctor away)? In the end the children produce some apple rings and hang

them up to dry. Today the morning break snack will be dedicated to the apple: apples, apple juice and apple biscuits...

<http://youtu.be/9aEKkIQWDFM>

Where can we find the salt?

German, teacher Ursula Leitenberger, Year 2, Caslino

Year 2 has dedicated one morning to the topic of salt. As a first step, the pupils have tasted salt and have tried to identify if a particular part of the tongue tastes it. After the experiment, the class tried to answer the question, where we can find salt. A presentation and some explanation by the teacher helped to get the solution. To help understand that our body also contains salt, the children put on very warm clothes and moved around like crazy, in order to be able to taste their own sweat and confirm that it smells salty. The use of salt in food was introduced by serving the class a vegetable-soup without salt. By and by the children added small amounts of salt to it and then they tasted it. This led the pupils to understand that the measure of salt depends on individual perception. Anyway, one shouldn't consume too much salt, because it is not very healthy for our body in excessive doses. To conclude the lessons, the children saw a film on the topic, which summarised and re-iterated the key points of the theme.

https://youtu.be/_ZkSBloK44M



Learning the Lexicon with «Foody»

German, teacher Caro Caro Röher, year 2

Project: The lessons began with a viewing of the «Foody» video, in order to identify the eleven figures of fruits and vegetables, to learn their names in Italian and in German and to taste them. The teacher brings the different fruits and vegetables from the video

into the classroom, cuts them up and everybody is invited to taste: pomegranate, mango, orange, radishes, apple, pear, banana, corn, garlic (not watermelon or fig, because they are out of season). The kids produce some collage figures analogues to «Foody»,



with legs and arms. They transcribe the new words in their exercise books for German, in the right colour, corresponding to the three articles. The pupils execute a group-work, in which they invent some funny names for the figures in German.

Result: The children have been strongly interested and involved by the figures of «Foody». They show their most creative side by constituting new figures with fruit and vegetables, they work very well in groups and they are happy to taste the different fruits, specially the pomegranate. The children have studied and learned the words and their articles in German; they sat a test and were assessed on their newly acquired knowledge.

<https://youtu.be/SYN4tKZCDvo>



Italy-Switzerland, Typical Products

Italian and German, teachers Elisabella Corti and Nina Heisenberg, year 1



In a puzzle, the children place photographs of some typical products or dishes of Switzerland or Italy, beside the corresponding country's flag displayed on a huge poster. In this manner, the children learn to recognise some dishes and products new to them. Once finished they approach the task from another direction. It's time for a confrontation between the two countries: the use of oil in Italy and of butter in Switzerland; or the choice of fish or cheese. Finally they glue the photographs onto the poster.

<https://youtu.be/spsZYjilBX8>