



How Can we Imagine a Sustainable Society?

Visual Arts, prof. Barbara Fässler, year 11, 12



Project: how should we imagine a sustainable society? In the Visual Arts lessons with the senior High School students, we start extrapolating the terms from the Expo-Brochure, for which they look up the definitions and explain them to each other. Next, the students develop a utopian project of a sustainable society, from a precise description to a visualisation in drawing, painting or constructing a three-dimensional model.

First, the pupils answer a Socratic questionnaire on the issue of sustainability. The introductory lesson is on historical utopias: «Atlantis» of Plato, «Utopia» of Thomas More, «The City of the Sun» of Thomas Campanella and «Slave City» of the Dutch artist Joep van Lieshout as well as a discussion on critical

aspects of the utopian thought, which often risks taking an authoritarian shape.

Cognitive aim: the pupils develop critical reflective skills about the concept of sustainability and understand the history of utopian thought. Through their own research of the theoretical and practical meaning of sustainability, they develop their own utopia, which they formulate and visualize.

Result: Some pupils express themselves on a large scale and are enthusiastic about facing the possibility of imagining a “better world”. The technological and the nutritional aspect are the winning elements that interest them most, compared to any social, political or legal solution.

<https://youtu.be/BKVeZCKHpe0>



A Critical Thought about «World Exhibition»

Italien, prof. Carlo Götz, year 12



Project: The pupils of Year 12, cover a unit of study which aims to have them reach a conscious, critical attitude on the issues of the «World Exhibition». This work builds upon an historical contextualisation.

The guiding questions derive from a short text by Walter Benjamin on the world exhibitions, entitled «Grandville or the World Exhibitions». The lecture of Benjamin's text is supported by

a reference to the Marxist concept of «alienation» in the elaboration of the «Economic-Philosophical Manuscripts» from 1844 and the phenomenology of goods. The lessons also pre-empt the lecture of the «Dialogue between Fashion and Death» by Giacomo Leopardi and some excerpts from «The Society of the Spectacle» by Guy Debord.

<https://youtu.be/ViOm05Ro-yI>

Short Food Movie

Visual Arts, prof. Barbara Fässler, year 10



Project: we get inspired by the video-competition for Expo: Short Food Movie, with duration between 30 sec and 1 min. For that aim, the pupils receive the Expo-brochure in order to research the theme and to develop an idea for a story to tell with audio-visual media.

After brainstorming, the pupils describe their project and then draw and write their storyboard on a scheme they receive from their teacher. They should draw the frame for the shot, indicating the location, the position of the camera, the light-situation and



the atmosphere they intend to transmit. After the project phase, they start the shots of the pictures and the mounting.

Cognitive aim: The pupils should learn the methods of how to develop a multimedia project. They experiment how to find an idea, how to translate it in moving pictures, words and sounds. This involves learning how to refine the sensibility for visual plans as full shot, medium shot or zoom. The students reflect the meaning produced by the order of the elements

in the storyboard first and the mounting later on and they experiment the different narrative structures, the beginning, the centre and the end of a story.

Result: The work was quite difficult to carry out at school, because of a number of information technology problems. Despite the technical difficulties, the pupils were motivated and have managed to create their own video at home using their own computers.

<https://youtu.be/4BanbjcALMs>

Animals who risk becoming extinct

French, prof. Marion Andrieux, year 9

Project: In French with class 9, the issue of Expo has been approached through the protection of animals and the issue of animals who risk becoming extinct. After the acquisition of the lexis to speak about the environment, the pupils have created a poster with a slogan in order to propose some ecological solutions and a poster about the animals who risk becoming extinct or about some societies who help protection them. The pupils present their individual research to their comrades.

Result: the pupils show a lot of interest.

<https://youtu.be/jNWKYWeSCAg>



Which is my Ecological Footprint?

Geography, prof. Benedikt Kaesermann, year 11



In these Geography lessons, participants examine the term «sustainability» with the example of the ecological footprint. The pupils learn how it functions and what it concerns.

They look for areas, where it is easier to reduce their own ecological footprint. One discusses the areas in which it is easier to reduce one's own ecological footprint. One discusses the limits of resources regarding fishing: range fishing, extension of species, and destruction of the vital space through indu-



strial fishing methods. The pupils learn and compare the different fishing methods that they have had demonstrated. Is fish farming a solution or does it aggravate the situation?

The pupils study and discuss the sense and the non-sense of bio fuel, which in reality produces hunger. Politicians don't think about the problems until the end, so a principal which was believed to be a solution, results in the opposite.

Why do vegetarians live more in harmony with nature? And why do they contribute to the fight

against hunger in the world? The examples from India and from China demonstrate what difficulties countries evolve, in which the consumption of meat is in continuous augmentation. Why are solar collectors almost unknown in Italy? What are the characteristics and what are the difficulties in building a «Minergie-House» in Switzerland?

https://youtu.be/bS1BZ_XGHzg

