



To learn a Conscious Use of Water

Teachers Sabrina Gysin and Francesca Demenga



Project: the issue in the lessons about Expo in the Kindergarten was centred on the consumption of water and washing hands. After a first observation of how the children wash their hands and what they already know about water, the lessons have been prepared.

The children have approached the topic through play: they have invented verses about washing hands, they have put photographs of the different steps involved into correct order and in groups they have been shown how to wash their hands correctly.

With some small finger puppets, they were told some stories about water in the world and the children have learned words connected to water and its inhabitants.

Cognitive aim: the idea was to develop awareness about the consumption of water and to teach the children to use less of it. In addition to this, the children have learned to know where one can find water.

Result: The use of the book «Cristallino auf der Suche nach seinen Farben» (Gnos Landolt M., Baeschli Verlag) which has accompanied all the lessons, has made the issue easily comprehensible to the young children, because they were able to develop a personal relationship with water. Through different methods used during the lessons, the cognitive process has been intense for the kids and the topics have been appealing.

<http://youtu.be/yG9vLEBneXQ>



How to make bread

Teacher Elfriede Bühler

In order to teach the kindergarten class about bread, the teacher tells them about where flour comes from and how one can use it. Then the children put the flour on the table and form a little mountain with it and then a lake with the hands. They add water, yeast and salt, taking care not to allow the last two ingredients to touch each other. Now the children can mix it all up with their hands and then they let the dough grow. Once the bread dough is ready, the kids form different shapes they desire: grissini, little bread, schiacciatine. The bread will be baked in the kitchen and in the afternoon, there will be a perfect snack for everybody.

<http://youtu.be/qbbe0WId310>



Healthy alimentation and division of rubbish

Teachers Corina Lovati and Bea Brunner



The aim of the lessons is to transmit to the kids the healthy food message. After learning about different forms of fruits, the children were able to list at least four healthy foods. Peeling and cutting different fruits and vegetables, the children develop their fine-motor skills and learn how to use a knife correctly. The third issue treated during the lessons is the division of rubbish and the children learn what you should throw in the compost.

<http://youtu.be/y0MMscMrerM>



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>

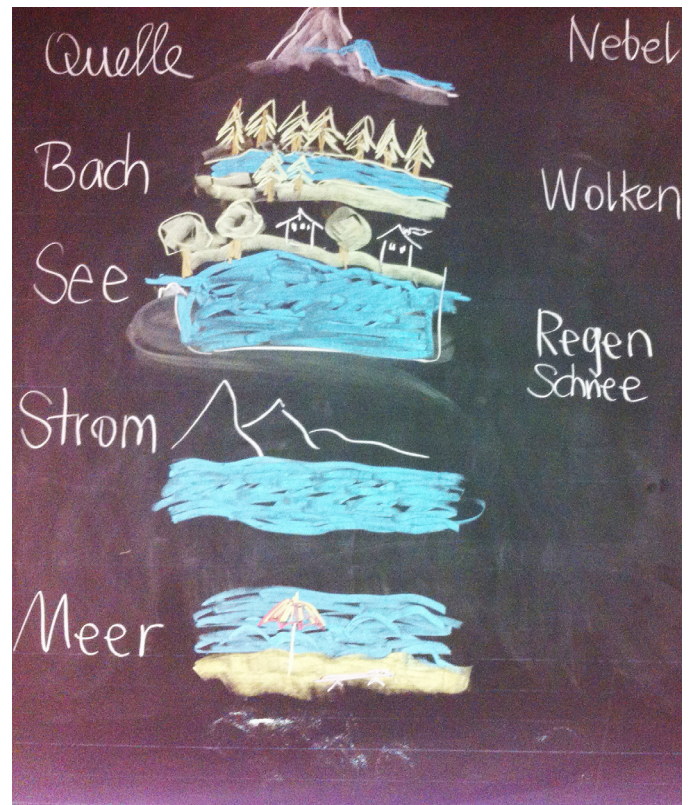


How much Water do we need?

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



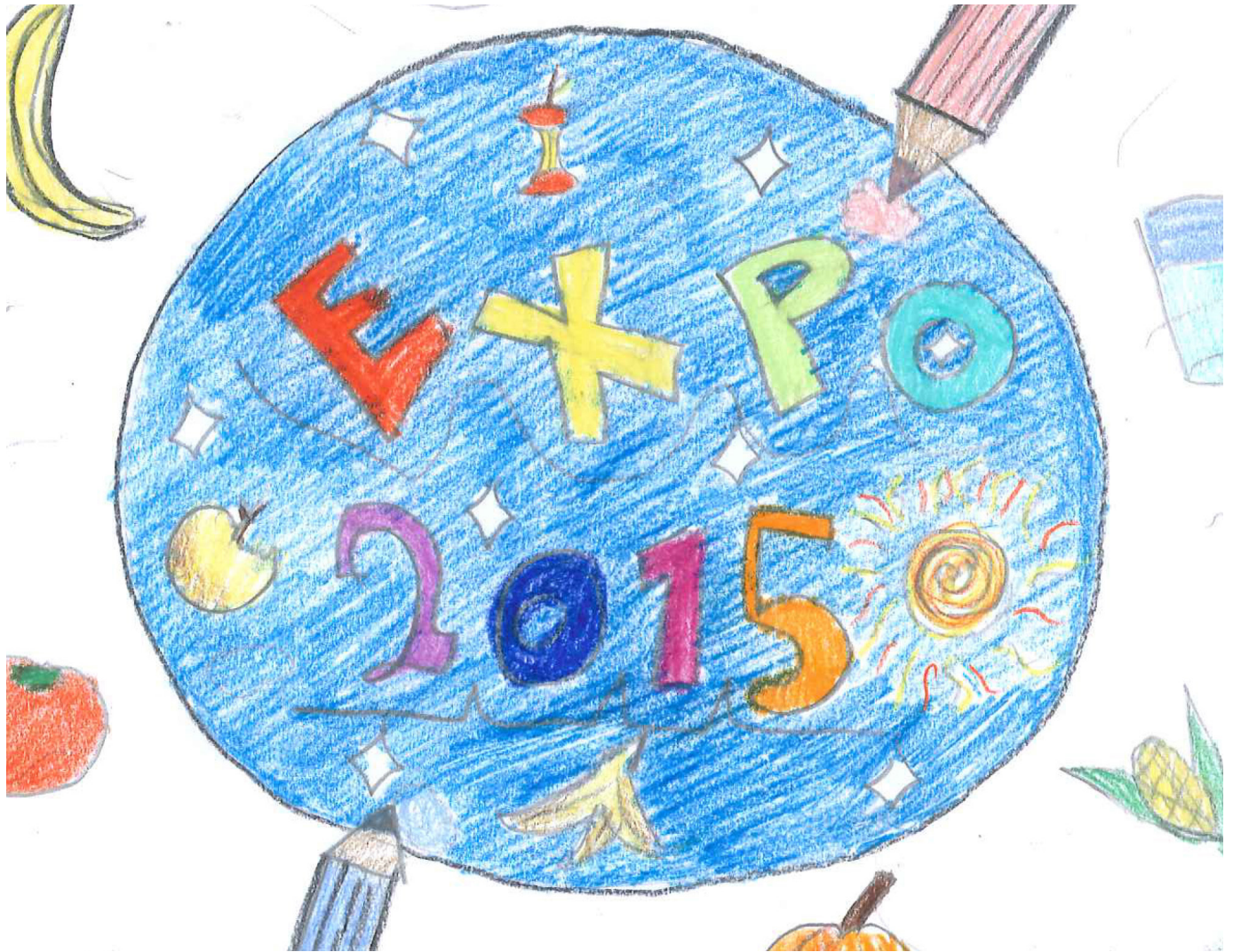
In a puzzle, the children place photographs of some typical products or dishes of Switzerland or Italy, beside the corresponding country's flag displayed on a huge poster. In this manner, the children learn to recognise some dishes and products new to them. Once finished they approach the task from another 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>



The rise: Asia's Fundament

Geography, teacher Nicole Baumann, year 5



Project: Class five has chosen the Asian Continent and in this context the teacher has decided to investigate the issue of rice, one of the most important alimentary resources on this part of the planet. During Expo, rice will be honoured in a specially dedicated area (Rice-Cluster).

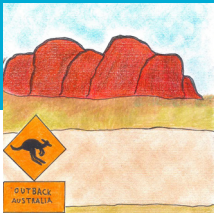
After the general introduction to the Universal Exhibition and its issues (Feed the Planet, Energy for life), the teacher presents the project of the Swiss Pavilion to the pupils. What is the most important aliment in Asia? Rice. The children discover the provenance and the significance of rice, the difference between traditional and mechanical production, they learn to

recognise different rice-sorts and which the major rice producing countries are.

The children try to distinguish the different rice-sorts, touching, looking and tasting them. In a funny game, the children learn how to use chopsticks and prepare sushi all on their own.

Results: The pupils are interested on the issue of Expo and are curious to see the result. They have understood very well, what it is about and we have succeeded to integrate the topic of rice in the frame of Expo.

<http://youtu.be/4vP5Bzq6zTk>

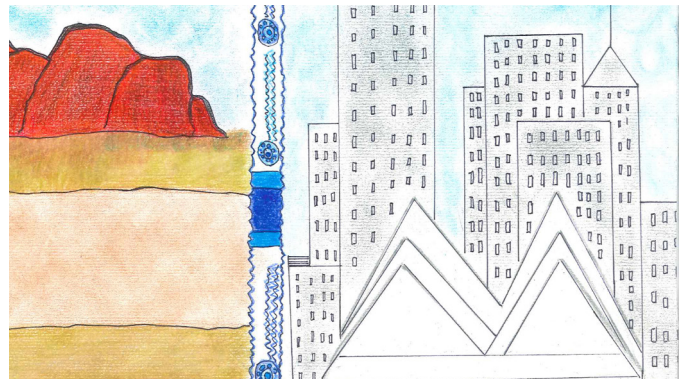


Food and Animals in Australia

German, teacher Patricia Moser, year 4

Project: Class four has deepened its knowledge about the Australian Continent. As an introduction, the children gather information about particular aspects of the country, about life in town or in the countryside and about the animals in Australia. In addition, they hear Australian children telling stories about their continent. The pupils produce drawings and write texts. After the general input, the lessons now concentrate on the topic of Expo: eating in Australia.

Which animals do Australians have as a food source today and which in the past? After seeing a short-film, the pupils describe all the food they have discovered and they seek to discover the influences of the English and other external cultures. What are typical foods in Australia and which fruits grow there? The children prepare questions for an interview with an Australian Tamara Schornikow, about food in Australia and after the conversation they write a report. At the end of the series of lessons, the group examine the culinary habits of the Aborigines, starting from a



story in an English book for children “Going for Oysters” and finally they study spices and special plants used to prepare food in the book.

Results: The pupils were enthusiastic about the topics and have participated very well. Since the issue needed some fundamental knowledge, the lessons advanced a little slower than planned.

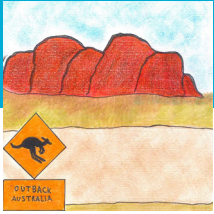
https://youtu.be/Q3y_dl2Kjv4

Pablo from Brazil

German, teacher Helga Häcker, year 4



Class four has worked intensively on the issue of Brazil, with a special focus on the children living in the street. Following a Learning Unit proposed from «Unicef», the pupils have been introduced to Pablo’s life, a boy living in the streets who has accompanied them through all the lessons as an identification figure. During the lessons, the pupils have become familiar with the South American continent and its dimensions. Once they have learned about the structure and the culture of Brazil, the children have depicted its flag and have been listening to the typical music of the country. The pupils have learned to know about Pablo’s life and how, when he plays football, he forgets about his sad destiny, that he has



lost his parents and that he has to fight for his survival every day. The highlight of the lessons was a role play with the figure of Pablo and a lesson with «stations» the pupils could choose: money in Brazil, Pablo's dream, his house and the Portuguese language.

The lessons have been concentrated on Brazilian Food: a comparison between Pablo's Food and the one of rich people and the fact of cooking in the classroom has added a concrete perspective.

<http://youtu.be/JVVjR-KtWdI>

Drawing Foody at the computer

Computer science, teacher Caro Röher, year 3/4

Project: starting with a viewing of a video about «Foody», the pupils from the third and fourth class learn how to use the instruments in «Word» for drawing. They learn how to copy, to cut, to paste, to move, to format, to colour borders and forms, to bring the objects from one plane to another, to group and separate them and to save the work in the right folder called «Expo».

Having acquired the basic instruments and movements, the kids draw their own personalized «Foody», with face, legs and arms.

Results: the children were strongly interested and involved with the «Foody» figures. Inventing and imagining new figures made of fruits and vegetables, the kids showed themselves from their most creative side: the faces could not have been more funny and humorous. The pupils have learned how to use the instruments of «Word» appropriately to create something new, something of their own and they were very happy about the idea, that their works may be exhibited during the World Exhibition 2015.



<https://youtu.be/-HWxsCWkXhw>



Typographic Printing with Potatoes

Drawing, prof. Barbara Fässler, year 6



Project: the pupils of year 6 experiment with the use of vegetables in the visual arts. To print with potatoes is a very simple printing technique; a fore runner of typographic printing, which offers the possibility of repeating the same subject and yet create a series, a rhythm. The pupils first produce a lot of sketches in order to develop the subject they would like to cut and then print and they try to develop a rhythm for the reproduction of their subject, in order to obtain an articulated texture.

Cognitive aim: to learn and become familiar with the typographic printing technique. Beginning with simple sketches, they develop the manual ability to cut a precise form in a half potato, following their designed project. They learn how to produce a stamp and a texture with a regular rhythm.

Result: the pupils enjoy cutting the potatoes and printing with them. Some of the male students even created some mini-installations; mountains of potato-pieces inundated with colour. I suggested they try an experiment: to turn the situation around and to print by pushing the paper onto the coloured potatoes. Unfortunately the experiment did not produce a great result, only some weak stains. Those who followed the instructions did their printing on coloured paper. The pupils demonstrated some difficulties in executing a consequent texture with a regular rhythm.

<https://youtu.be/rjkdE5F5WmQ>



Food-Education

Interdisciplinary, Regula Affolter, Lukas Baumann, Micaela Crespi, year 6-8



Project: The secondary school focussed on the theme of alimentary education with particular attention to some problems adolescents experience today. Though there are some declared cases of anorexia in the classes, the parents agreed to address this particular disease in the form of a school project.

The project follows a series of appointments: first an educational visit to the Museum of Science and Technology, where the pupils attended a laboratory on food. This was followed by a lesson and two laboratories led by two nutritionists. An ex-pupil who once suffered from anorexia then addressed the students.

<https://youtu.be/kttgWRt8l44>

Collage with Food Packaging

Drawing, prof. Barbara Fässler, year 7

Project: the pupils of class seven examine the world of food packaging on a formal and a visual level through three consecutive exercises. First they study the form and the surface by making a pencil drawing of the packaging they brought from home.

Then they create a collage, based on a concept possibly far removed from the original, using small pieces taken from the packaging as if they were just colour. This results in the creation of a point of view of the sense and of the form different from the original. In the third stage, the pupils paint their collage on A3 paper.

Cognitive aim: To learn about Expo and develop an appreciation and awareness of food packaging; to look over the form and colours through the study from nature with a pencil drawing; to refine the sense of observation; to create a collage with food-packaging, using the parts as if they were just colours, in

the technique of mosaic. The aim is to create a form that doesn't have any relationship to the original material. Painting the forms and the colours of the collage on a new paper, the mosaic becomes more uniform through the constant material of the paint and the result will be far removed from the original material: the food-packaging from which we started. The material will change its sense, even though a vague souvenir from the original might remain.

Result: The pupils learn about Expo and its themes. The description of the food-packaging in the questionnaire and the following discussion was varied; some nominated a lot of materials like plastic, glass, paper, carton and metal. There were square, circular and triangular forms. In the drawings, the pupils looked precisely and succeeded in taking their first steps in dealing with light and shade. They observed the packaging closely and managed to capture



<https://youtu.be/838kYYRLkHE>

the proportions quite well. With the representation of three dimensions and the nuances of grey, they dealt with two important aspects. The collage exercise went well. The students remained quite concentrated and engaged, enabling them to create the forms and their own narrations. However, the painting from the collage, proved difficult for those pupils unable to concentrate and to follow the details. This meant that the parts which may reveal the original material and show the alienation or the movement of the sense, from the aesthetics of packaging with a commercial aim into an artwork, an artistic production with its own art production, story and story to tell, were not successfully carried over.

Nature Studies: Vegetable Drawing

Drawing, prof. Barbara Fässler, year 6

Project: The pupils of year six, after a general introduction with an Expo video, answer a series of questions through a maieutic questionnaire. What do they love to eat? Which vegetables do they know? What are their forms and colours? How does one prepare vegetables? Where do they grow? Why should we eat a lot of them? The questionnaire results are then discussed as a whole group.

In the second part we start the practical work with two natural study exercises. First we produce a lot of sketches with pencil, observing first the form, then the effects of light and shade. Then the pupils

paint their vegetable in an oversize proportion with colours and the precise nuance of the shadows and light on A3 paper.

Cognitive aim: to learn about the theme of Expo. The pupils should examine the forms and the colours of vegetables through nature studies. To refine the sense of observation and to paint what they really see in spite of what they think they see and to observe the changes through the enlargement and to follow the path through abstraction.

Result: the pupils are familiar with the themes of Expo and know the equivalent German words for



naming vegetables; they further know how to describe their forms and colours.

Drawing: the pupils observe carefully and are able to report the proportions and the nuances of light and shade to obtain a three-dimensional effect.

Painting: the path taken to enlarge the vegetable and

to paint only a part of it on the sheet, functions very well. Some paintings are really remarkable; the pupils demonstrate the ability to overcome difficulties and to develop some original ideas.

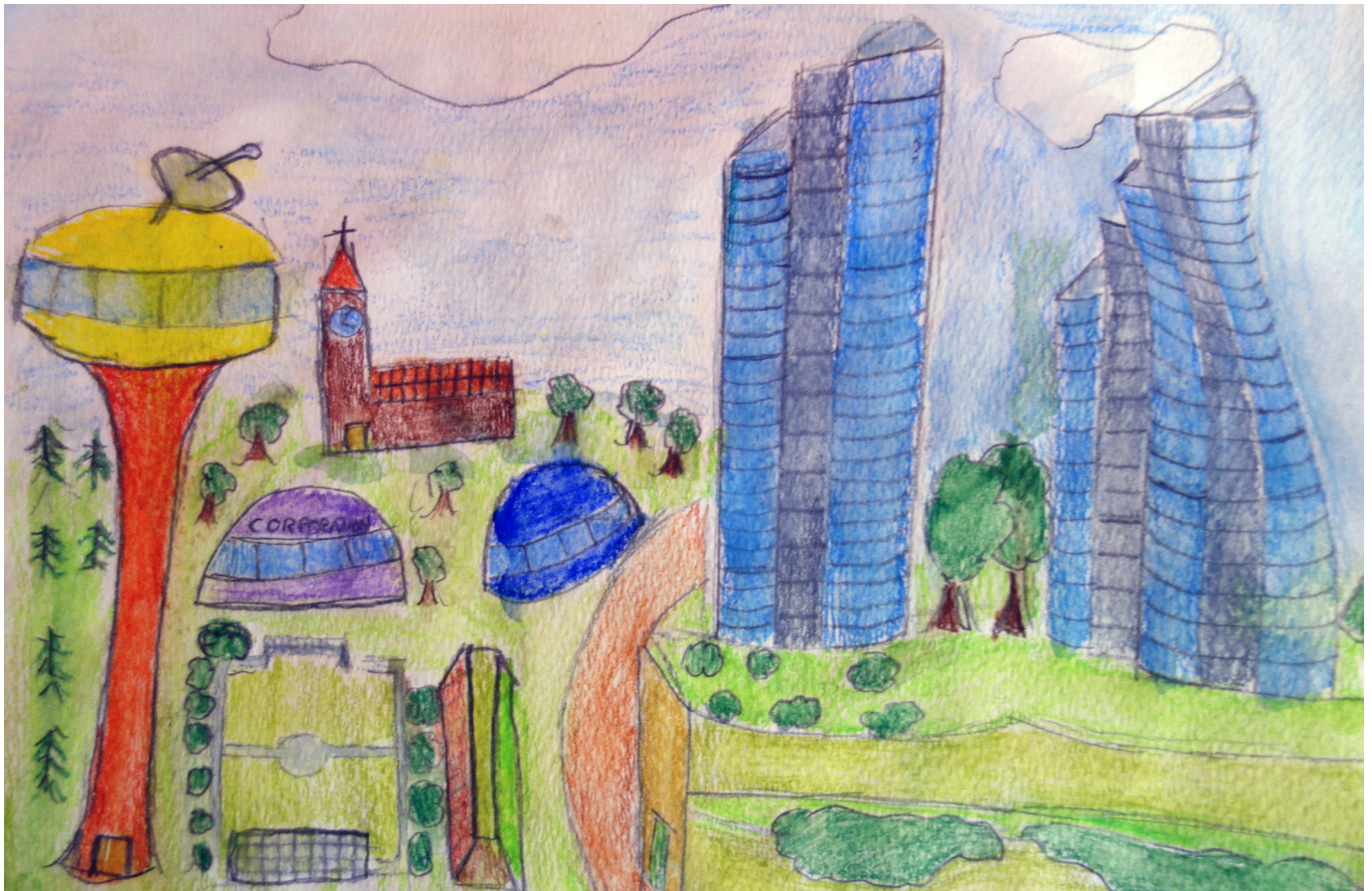
<https://youtu.be/QdkTALweXkc>





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

