



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>

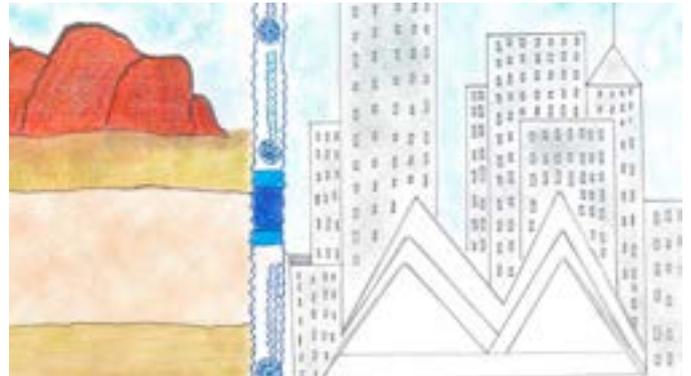


Food and Animals in Australia

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>