

Content

- Mukimono, the traditional Japanese art of decorative garnishing
- The production of decorative garnishing: tools, hand movements, products

Target group

- Children ages 8 to 12
- Level A1+/A2

Language goals

The children will be able to

- Understand a short (technical) film
- Find precise information in a text
- Expand their passive and active vocabulary
- Understand technical terminology in context
- Understand and answer simple thematic questions
- Express their ideas/opinions using simple language
- Use and develop learning strategies (take notes, make conjectures, reconstruct processes, correctly spell words)
- Prepare and hold a short presentation for the group
- Understand and follow instructions

Word bank

Gemüse (vegetable), *Obst* (fruit), *Schnitzerei* (carving), *schnitzen* (to carve), *Koch* (chef), *Kunst* (art), *Kochkunst* (culinary art), *Dekoration* (decoration), *Japan* (Japan), *japanisch* (Japanese), *Tradition* (tradition), *traditionell* (traditional), *China* (China), *chinesisch* (Chinese), *chinesisches Restaurant* (Chinese restaurant), *Möhre* (carrot), *Chinakohl* (Chinese cabbage), *Gurke* (cucumber), *Schneidebrett* (cutting/carving board), *Riesenmesser* (huge knife), *verschiedene Schnittwerkzeuge* (various carving tools), *Zahnstocher* (toothpick), *Schale* (bowl), *Rose* (rose), *Seerose* (water lily), *Blüte* (blossom), *Schmetterling* (butterfly), *Kochmeister werden* (to become a culinary chef), *hauchdünn* (waferthin), *Scheibe* (slice), *in Scheiben schneiden* (to cut in slices), *trocknen lassen* (to let dry), *rollen* (to roll), *stechen* (to stick), *wickeln* (to wrap)

Materials

- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Fresh carrots
- Electrical appliance for cutting carrots
- Bowl with water
- Plates, toothpicks, paper towels
- Camera
- Students' portfolios

Materials for printing and/or copying

- *Culinary art* (Kochkunst) worksheet
- *Culinary art* (Kochkunst) answer key
- *Culinary art* (Kochkunst) word bank
- My word bank sheet *Culinary Art* (Kochkunst)
- *Now I know* (Ich kann schon) questionnaire

Duration

2x45 minutes

Before the lecture/film		
Step	Content	Materials
1	Instructor welcomes the children, writes the word Mukimono on the board, and asks: <i>Do you know where this word comes from and what it means?</i> The children make guesses. Note: The inspiration for this lesson can be an event or an experience related to Asia or Asian food.	Blackboard and chalk/whiteboard and markers
2	The instructor and the children pull up a web page together, type in <i>Mukimono</i> . They first look at the pictures and then read about it, for example at: https://goo.gl/z5Xp7f	Laptop
3	Instructor records the most important information on the board: <ul style="list-style-type: none"> - <i>Traditional Japanese art of garnishing food</i> - <i>Carvings made of vegetables or fruit</i> - <i>Widespread since the 17th century</i> 	Blackboard and chalk/whiteboard and markers
4	Instructor then leads the children in a group discussion of the following questions: <ul style="list-style-type: none"> - <i>Have you seen artistic garnishes like this before?</i> - <i>Where can one see art like this here?</i> - <i>Who has been to a Japanese/Chinese restaurant before?</i> - <i>For those who did, what were your experiences there?</i> - <i>What did you think tasted the best?</i> 	
5	Instructor wraps up the discussion by saying: <i>Christoph also went to a Chinese restaurant and particularly liked the artistic food garnishes there. Let's see what he discovered.</i>	
After the lecture/film		
Step	Content	Materials
6	Instructor shows the children the full film (Minute:1:07-8:04) and asks them to focus on the questions from the <i>Culinary art (Kochkunst)</i> worksheet while watching. They take notes on the questions.	Laptop and projector; <i>Culinary art (Kochkunst)</i> worksheet
7	They discuss the answers as a group. The children add to their notes if necessary.	<i>Culinary art (Kochkunst)</i> answer key

After the lecture/film		
Step	Content	Materials
8	<p>Instructor invites the children to gather around the teacher's desk and places a small basket full of fresh carrots on the table. He or she also gets out an electrical appliance that can be used to slice carrots, plates for the carrot slices, a bowl of water and toothpicks.</p> <p>When everything is ready, the instructor invites the children to make carrot roses.</p> <p>They all first wash their hands, and then wash the carrots.</p> <p>The instructor and the children cut the carrots into thin slices with the help of the kitchen appliance and carry out the same steps that are carried out in the film. For this, the instructor shows the children the appropriate section of the film (Minute 3:19-5:10) and stops if needed. While they are working, the instructor repeats some of the important words and expressions: <i>cut the carrots into thin slices, briefly let the carrots dry, roll up the slices, put toothpicks in the carrot rolls, put the next carrot roll on the rose and fasten it with toothpicks</i></p> <p>Note: Ideally the instructor takes the children to the cafeteria to work on this project.</p>	<p>Fresh carrots; Electrical appliance for cutting carrots; Bowl with water; Plates; Toothpicks; Paper towel</p>
9	<p>Instructor takes photos as the children are working and of the finished products. Afterward, the children eat their garnishes. The instructor and the children clean up together.</p>	<p>Camera</p>
10	<p>Instructor hands out the word bank sheet <i>Culinary art</i> (Kochkunst) and the children work on the worksheet in two steps. After solving the first exercise, they compare their answers with the <i>Culinary art</i> (Kochkunst) word bank, which the instructor projects. The children then select 8-10 words that they would like to learn and copy these onto the rose garnishes on the word bank sheet.</p>	<p>Laptop and projector; <i>Culinary art</i> (Kochkunst) word bank; My word bank sheet <i>Culinary art</i> (Kochkunst)</p>
11	<p>Instructor and children end the unit with a reflection round, in which they discuss what they have learned. Each child then fills out the <i>Now I know</i> (Ich kann schon) questionnaire to find out whether they have achieved the learning objectives. Instructor also gives feedback on student performance.</p>	<p><i>Now I know</i> (Ich kann schon) questionnaire</p>
12	<p>The children hold onto the following in their portfolios:</p> <ul style="list-style-type: none"> - <i>Culinary art</i> (Kochkunst) worksheet - My word bank sheet <i>Culinary art</i> (Kochkunst) - <i>Now I know</i> (Ich kann schon) questionnaire 	<p>Portfolios</p>

Further ideas for subject matter or CLIL teaching (natural sciences):

- Research project on Mukimono art (fruit and vegetable carving) and a PowerPoint presentation of the results (For an especially useful resource, see: <https://deavita.com/lifestyle/kochrezepte/obst-gemuese-schnit-zen-ideen-anleitungen.html>)
- Internet search for images and creation of a quiz or exercise sheet of different types of vegetables and fruits, or different shapes and figures that can be carved
- Interview with a Japanese or Chinese practitioner of Mukimono art
- Discussion with students/teachers at a culinary school about the basic rules of decorative garnishing - preparation of a short instruction manual for children/beginners

Suggestion for the children at the end of the learning scenario

At the very end, the children gather around a computer or the instructor projects a computer desktop onto a screen. They look at the home page of the German Digital Kinderuniversity together. The instructor explains to the children that they now have completed the *Culinary art* (Kochkunst) lecture in the *Humankind* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the *Technology* and *Nature* faculties.

The instructor and the children click together on the At Home link and discover how the website works. As an example, the instructor logs in and goes to the lecture that they just worked through.

The instructor shows the children that the lecture begins with an introduction by Professor Einstein and Ms. Schlau and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schlau also wrap up all the lectures and thereby frame the work on each theme.

The instructor explains to the children that they can re-watch the film at home and can even set the subtitles to German or English. That way, they can “catch” key words while watching and use these to collect points and solve three exercises and a bonus exercise on the film. The children can also get help from their parents or grandparents, from registering to solving the exercises. The whole family can have fun learning and everyone gradually becomes a professor at the Kinderuni.