

## Content

- Origin of the word "symbol"
- Origin and meaning of the heart symbol

## Target group

- Children ages 10 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 questions on the topic and convey complex ideas using simple language
- Use and develop learning strategies (make conjectures, use pictures as understanding tools, correctly spell words)
- Understand and follow instructions

## Word bank

*Herz* (heart), *Form* (shape), *Bedeutung* (meaning), *Symbol* (symbol), *Zeichen* (icon), *die alten Griechen* (the ancient Greeks), *Blatt* (leaf), *Weinblätter* (grape leaves), *Efeublätter* (ivy leaves), *Liebe* (love), *immergrüne Pflanzen* (evergreen plants), *das Herz in unserer Brust* (the heart in our chest), *Mittelalter* (Middle Ages)

## Materials

- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Magnets/blu-tack
- Colored pencils
- Clothes line and clothes pins
- Strips of paper
- Students' portfolios

## Materials for printing and/or copying

- *Heart* (Herz) worksheet
- *Grape leaves* (Weinblätter) worksheet
- *Grape leaves* (Weinblätter) answer keys 1, 2, 3
- *Grape leaves* (Weinblätter) cutout template
- *Which leaf?* (Welches Blatt?) worksheet
- *Middle Ages* (Mittelalter) cutout template
- *Heart Symbol* (Herzsymbol) worksheet
- *Heart Symbol* (Herzsymbol) answer key
- *Heart Symbol* (Herzsymbol) cutout template
- My word bank sheet *Heart Symbol* (Herzsymbol)

## Duration

3x45 minutes

Before the lecture/film		
Step	Content	Materials
1	<p>Instructor hands out the <i>Heart (Herz)</i> worksheet to the children. The children are given colored pencils and each draws a heart on the worksheet. The instructor hangs up a clothes line in the classroom and hangs up the drawings with clothes pins.</p> <p>Note: It is very likely that most of the children will draw a heart symbol and not an anatomical heart.</p> <p>Instructor says: <i>How interesting, (almost) all of you drew a heart in this way (instructor draws the shape of a heart in the air) and not the way the organ actually looks.</i></p> <p>Instructor projects an image of a human heart: <a href="http://www.gymnasium-papenburg.de/images/stories/autoren/bauer/Biologie/Sammlung/Modelle/Menschen%20und%20Tiere/IMG8311%2017-48-49-382.jpg">http://www.gymnasium-papenburg.de/images/stories/autoren/bauer/Biologie/Sammlung/Modelle/Menschen%20und%20Tiere/IMG8311%2017-48-49-382.jpg</a></p>	<p>Clothes line;            Clothes pins;  <i>Heart (Herz)</i> worksheet;            Colored pencils;            Laptop and projector</p>
2	<p>Instructor asks: <i>What do you think is the origin of this heart shape that you all drew and that we always draw when we think of the heart?</i></p> <p>The children make guesses, and the instructor helps them to formulate their ideas.</p>	
During the lecture/film		
Step	Content	Materials
3	<p>Instructor hands out the <i>Grape leaves (Weinblätter)</i> worksheet and shows the children the first film sequence (Minute 1:22-2:23). The children are instructed to answer the questions while watching or afterwards.</p> <p>The group discusses the answers in multiple steps. Instructor projects the answer keys one after the other.</p> <p>Instructor provides the following explanation for the picture with the symbols: <i>In ancient Greek "symbolon" meant "token." A symbolon could be used as a ticket to a show, for example. Or the symbolon was broken in the middle, and one kept one half and one's business associate, for example, kept the other. At the next meeting the two halves were matched up again so one could confirm that this was the person one had done business with. The Greek word was first adopted in Latin, and then in German. A symbol is now an icon that stands for something.</i></p> <p>For more on this see: <a href="https://de.wikipedia.org/wiki/Symbolon">https://de.wikipedia.org/wiki/Symbolon</a></p>	<p><i>Grape leaves (Weinblätter)</i> worksheet;  <i>Grape leaves (Weinblätter)</i> answer key 1;  <i>Grape leaves (Weinblätter)</i> answer key 2;  <i>Grape leaves (Weinblätter)</i> answer key 3</p>

4	<p>Instructor hands the children divided grape leaves and the children match up into pairs. Each pair has the task of finding out the origins of the heart symbol. <i>Certainly not from grape leaves, but instead from...</i> To find out the answer the instructor shows the next film sequence. (Minute 2:24-3:35).</p>	<p><i>Grape leaves</i> (Weinblätter) cutout template</p>
5	<p>In the next step, the instructor hands out a <i>Which leaf?</i> (Welches Blatt?) worksheet to each pair. The children draw the answer (ivy leaf) on the worksheet and hang their drawing on the clothesline.</p> <p>During the discussion, the instructor points again to the information from the film: <i>Ivy is an evergreen plant. It can live up to 400 years. The (young) ivy leaf is a symbol of eternal love.</i></p>	<p><i>Which leaf?</i> (Welches Blatt?) worksheet          Clothesline;          Clothespins</p>
6	<p>Instructor says: <i>But at some point the symbol of love, the young ivy leaf, was connected to the human heart. When was that? Let's see the next sequence, where we will find the answer to this question.</i> (Minute 3:35-4:45)</p> <p>Instructor writes the following sentence on a long strip of paper: The heart symbol was connected to the human heart in the _____. Instructor places the word sections (MI - DD - LE - AG - ES) on the teacher's desk. The children arrange them and glue them into the sentence. The group reads the full sentence aloud together.</p>	<p><i>Middle Ages</i> (Mittelalter) cutout template;          Strips of paper</p>

**After the lecture/film**

Step	Content	Materials
7	<p>Instructor hands out the <i>Heart symbol</i> (Herzsymbol) worksheet to the children to summarize the content that they learned. They are instructed to fill in the blanks in the sentences with the words provided.</p> <p>Instructor projects the answers, so students can correct their work.</p>	<p><i>Heart symbol</i> (Herzsymbol) worksheet  <i>Heart symbol</i> (Herzsymbol) answer key</p>
8	<p>Instructor asks the children to search for the word bank words throughout the classroom and write them on their word bank sheet <i>Heart symbol</i> (Herzsymbol). In order to do this, the instructor hangs up the words and expressions written into hearts in locations throughout the classroom before class.</p>	<p><i>Heart symbol</i> (Herzsymbol) cutout template;          My word bank sheet <i>Heart symbol</i> (Herzsymbol);          Blu-tack</p>
9	<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>

<p><b>10</b></p>	<p>The children hold onto the following in their portfolios:</p> <ul style="list-style-type: none"> <li>- <i>Grape leaves</i> (Weinblätter) worksheet</li> <li>- <i>Heart symbol</i> (Herzsymbol) worksheet</li> <li>- My word bank sheet <i>Heart symbol</i> (Herzsymbol)</li> <li>- <i>Now I know</i> (Ich kann schon) questionnaire</li> </ul>	<p>Portfolios</p>
------------------	---	-------------------

**Further ideas for subject matter of CLIL teaching (history, art, biology):**

- "On the search for symbols" project, optionally connect with a creative workshop: Invent your own symbols
- Collect artwork with a heart symbol - create a gallery with pictures and information on the artists, or the children can become artists themselves
- Start an "ein Herz für..." campaign (<https://www.ein-herz-fuer-kinder.de>).  
 (Please note that this project requires German)

**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 Kinderuniversität together. The instructor explains to the children that they now have completed the *Heart symbol* (Herzsymbol) 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. Schläu and that their work is supported by Jowo and Christoph, the field researcher. Professor Einstein and Ms. Schläu 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.