

Content

- Varieties of apples
- Information about apples
- Harvest calendar
- When is an apple ready to be picked?

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 (use images as a learning tool, take notes, make conjectures, reconstruct processes, correctly spell words)
- Carry out simple research tasks
- Present research results
- Understand and memorize a song with the help of pictures
- Act out the content of a song
- Complete a fill-in-the-blank
- Match pictures and text
- Prepare and hold a short presentation for the group
- Understand and follow instructions

Word bank

abbrechen (to break off), *der Apfel bricht schwer/leicht ab* (the apple breaks off easily/with difficulty), *abgehen* (to come off), *das Mikroskop* (the microscope), *etwas unter dem Mikroskop anschauen* (to look at something under the microscope), *das Skalpell* (the scalpel), *den Stiel mit dem Skalpell aufschneiden* (to cut off the stem with a scalpel), *der Stiel* (the stem), *der Ast* (the branch), *einen Ast abschneiden* (to cut off a branch), *die Korkschicht* (the cork layer), *pflücken* (to pick), *reif/unreif* (ripe/unripe), *leicht drehen* (to turn easily), *nach oben ziehen* (to pull up), *der Baum* (the tree), *der Apfel schmeckt gut* (the apple tastes good), *es schmeckt* (it tastes)

Materials

- Basket of apples
- Brown paper
- Markers/colored pencils
- Large sheets of white paper
- Sheets of standard letter paper
- Laptop and projector
- Audio speakers
- Blackboard and chalk/whiteboard and markers
- Magnets/blu-tack
- Scissors
- Glue
- Green, red and white construction paper

- Lemon (optionally out of yellow construction paper)
- Camera
- Two knee socks in different colors (ideally green and brown)
- Students' portfolios

Materials for printing and/or copying

- *Apples* (Äpfel) exercise sheet
- *Apples* (Äpfel) answer key
- *Apple ripeness test* (Apfel-Reifetest) cutout template
- *Apple ripeness test* (Apfel-Reifetest) template for gluing
- *Apple ripeness test* (Apfel-Reifetest) answer key
- *Now I know* (Ich kann schon) questionnaire

Materials for download

- Seasonal calendar (*in German*): <https://goo.gl/d4ihJT>
- Pictures of ripe and unripe strawberries and cherries: <https://goo.gl/7m86ht>
- Apple template: <https://goo.gl/TRvH47>
- Apple song (*in German*): <https://goo.gl/5JcSG8>

Duration

3x45 minutes

| Before the lecture/film | | |
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| Step | Content | Materials |
| 1 | Instructor brings a basket of apples to snack time and invites the children to have an apple. While eating, he or she starts a discussion about whether the children like apples (fresh, baked, as juice, etc.) and whether they have ever picked apples. Instructor asks the children to do a research assignment for the next class: at the market and/or store where they usually shop, they are instructed to look at what types of apples are for sale, where the apples are from (local or imported) and what the different types of apples are called. They should take notes and make drawings to illustrate the results of their research. | Basket; Apples |
| 2 | In the following class they present their results and record them on a poster with the help of the instructor. Ideally, the children bring up different varieties of apples: green, yellow and red apples and apples from different regions or different countries. | Brown paper; Markers |

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| 3 | <p>Instructor asks the children to return to their seats and hands each student an <i>Apples (Äpfel)</i> exercise sheet. The children work on the exercise sheet and the instructor helps if necessary. The results are then compared as a group and discussed if needed.</p> | <p><i>Apples (Äpfel)</i> exercise sheet; <i>Apples (Äpfel)</i> answer key</p> |
| 4 | <p>The children are given a few minutes to memorize the now complete information on their exercise sheets, then they turn the sheet of paper over. Instructor divides the children into groups of 3-4 based on where they are seated. Each group writes the sentences that they can remember as a group on a large sheet of white paper. The group with the most correct sentences wins.</p> | <p><i>Apples (Äpfel)</i> exercise sheet; Large pieces of white paper</p> |
| 5 | <p>Instructor says: <i>1,000,000 tons a year. That's how many apples are harvested in Germany annually. Quite a lot! In which months do you think all these apples are harvested?</i> The children name the months in which they think the apples are harvested. The instructor shows the children the seasonal calendar with the harvest times in Germany. The seasonal calendar provides the opportunity to talk about other types of fruit and discover together which fruits are harvested in which months. The children then add the following information to the <i>Apples (Äpfel)</i> exercise sheet: <i>Apples are harvested in Germany in August, September, October and November.</i></p> | <p>Seasonal calendar: https://goo.gl/d4ihJT</p> |
| 6 | <p>Instructor continues: <i>Fruit is harvested once it's ripe. But how do we know when fruit is ripe?</i> He or she shows the children pictures of unripe strawberries and cherries and says: <i>One can immediately see whether strawberries or cherries are ripe or unripe. Unripe strawberries and cherries are green, ripe strawberries and cherries are red. It is not as easy with apples.</i></p> | <p>Pictures of ripe and unripe strawberries and cherries: https://goo.gl/7m86ht</p> |
| 7 | <p>Instructor asks: <i>Can you guess of how one knows when an apple is ripe, so when one can pick it?</i> The children make guesses. Instructor writes bullets of the children's ideas on the board, e.g., <i>color, size, easy to pick, can be easily shaken off, etc.</i></p> | <p>Blackboard and chalk/whiteboard and markers</p> |
| <p>During the lecture/film</p> | | |
| Step | Content | Materials |
| 8 | <p>Instructor suggests that they watch the first part of the film (Minute: 2:07 bis 3:06) "... <i>turn a bit and gently pull up, and off comes the apple.</i>"), to find an answer to the question.</p> | <p>Laptop and projector; Audio speakers</p> |

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| 9 | <p>Instructor chooses two students, asks them to stand at the front of the class, and says: <i>You are now apple trees. Please stretch out your arms. These are your branches. And here are apples that are hanging on the branches. Two unripe apples for the first tree and two ripe apples for the second tree. Please hold them in your hands.</i> Instructor then chooses two more children and says: <i>You should now pick the apples. Go first to the tree with the unripe apples and try to pick the apples.</i> Instructor describes the scene so that the children can understand: <i>the unripe apples are very difficult to pick.</i> Then the children go to the tree with the ripe apples and the instructor says what they should do so they can easily pick the apples: <i>turn them and gently pull up. And the apple is off the tree.</i> The students imitate the instructor. This can be repeated with other students.</p> | <p>Two unripe and two ripe apples with stems out of cardboard: Template at: https://goo.gl/TRvH47</p> |
| 10 | <p>Instructor summarizes what they learned, saying: <i>Unripe apples are difficult to pick. They do not come easily off the tree. Ripe apples are easy to pick. One only has to turn them and pull up. Right? But why is this? Why is it hard to pick unripe apples and easy to pick ripe apples?</i></p> <p>Instructor says: <i>Let's continue watching the film and look for the answer to this question with Christoph.</i> Instructor shows the first sequence again as well (Minute: 2:07-3:06).</p> | <p>Laptop and projector; Audio speakers</p> |
| 11 | <p>After the first viewing the instructor asks the question: <i>Now do we know the answer to our question?</i> The students repeat what they understood.</p> | |
| 12 | <p>Instructor then hands out the <i>Apple ripeness test</i> (Apfel-Reifetest) cutout template and scissors to the students and says: <i>Please cut out the pictures and the text first. Then put them on the table. We are going to watch the film again</i> (Minute: 2:07-3:06). <i>Pay careful attention and match the text to the pictures during the film or immediately afterward.</i></p> | <p><i>Apple ripeness test</i> (Apfel-Reifetest) cutout template; Scissors; Laptop and projector; Audio speakers</p> |

After the lecture/film

| Step | Content | Materials |
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| 13 | <p>Instructor projects the answers on the wall. This serves as the basis for the children to discuss the results. Instructor then hands out to each child the <i>Apple ripeness test</i> (Apfel-Reifetest) template for gluing and glue, and says: <i>Please glue the pairs onto the worksheet.</i> When all are finished the steps of the ripeness test are recited as a group.</p> | <p>Laptop and projector; <i>Apple ripeness test</i> (Apfel-Reifetest) answer key (for instructor); <i>Apple ripeness test</i> (Apfel-Reifetest) template for gluing; Pictures and text from step 12; Glue</p> |

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| <p>14</p> | <p>Instructor asks: <i>Do you remember what Christoph does at the very end of the film? Correct. He takes an apple from the tree and bites right in.</i> Then the instructor continues: <i>Didn't he forget to do something?</i> The children will probably quickly come up with the answer. <i>One must always wash apples before eating them.</i> Instructor repeats: <i>Don't forget to always carefully wash fruit before eating it!</i></p> <p>Note: If the timing is right, the instructor and children thoroughly wash some apples and eat them.</p> | |
| <p>15</p> | <p>Instructor suggests that they listen to a song and introduces the song as follows: <i>Frida wants to bite into a nice, fresh, delicious green apple, but something happens.</i> Then the instructor plays the song by going to the web page: https://goo.gl/5JcSG8 After listening/watching for the first time, the children talk to each other about the content.</p> | <p>Internet (YouTube); Laptop and projector</p> |
| <p>16</p> | <p>While listening a second time, the instructor projects the text on the wall so that the children can read/sing along.</p> <p>Note: The text can be found directly under the song on YouTube.</p> | <p>Laptop and projector; Audio speakers; Text for the apple song: https://goo.gl/5JcSG8</p> |
| <p>17</p> | <p>Instructor suggests that they perform the song. In advance of the class, the instructor prepares a green and a red apple out of cardboard (approximately 80 x 80 cm) and cuts a hole in the middle which is around the size of a child's head. He or she makes two worms out of knee socks in different colors, with eyes out of cardboard. Instructor also brings a lemon (optionally also out of cardboard). During the game, two children hold the apples. Two children play the worms and one child plays the role of Frida. The other children stand in a semi-circle on the "stage" and sing the song. The performance can be repeated with different children in different roles, as long as the children are having fun with it. It can be performed for other classes or for the parents, or can be prepared for a school celebration.</p> <p>Note: The apples can also be used as a photo frame. The children can stand behind the apples so that their faces fit into the hole for the picture. The photos can be turned into a wall decoration for the classroom.</p> | <p>Green and white cardboard paper (Apple template; see step 9); Two knee socks in different colors (ideally green and brown); Glue; Scissors; Lemon (optionally out of yellow cardboard); Laptop and projector; Audio speakers; Camera</p> |
| <p>18</p> | <p>Instructor hands out the <i>Apple stem</i> (Apfelstiel) word bank sheet to the children. The children take out the completed <i>Apples</i> (Äpfel) exercise sheet and the glued <i>Apple ripeness test</i> (Apfel-Reifetest) worksheet and copy important words and expressions into the apples, which are hanging on the tree in</p> | <p>My word bank sheet <i>Apple stem</i> (Apfelstiel); Markers/colored pencils</p> |

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| | <i>Apple stem</i> (Apfelstiel) word bank sheet. If they like, they can color the apples red, yellow and green. | |
| 19 | 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. | <i>Now I know</i> (Ich kann schon) questionnaire |
| 20 | The children hold onto the following in their portfolios: <ul style="list-style-type: none"> - <i>Apples</i> (Äpfel) exercise sheet - <i>Apple ripeness test</i> (Apfel-Reifetest) worksheet - My word bank sheet <i>Apple stem</i> (Apfelstiel) - <i>Now I know</i> (Ich kann schon) questionnaire | Portfolios |

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

- Participate in an apple harvest
- Visit an apple juice factory
- Bake an apple cake as a group
- Have a discussion with an organic farmer about organic fruit

Specific ideas, along with worksheets for carrying out attractive apple projects can be found here:

- Apple project from the South Tyrolean Apple Consortium: <https://goo.gl/bEw2vf>
- Project days on the topic of apples: <https://goo.gl/bX2iXo>

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 *Apple Stem* (Apfelstiel) lecture in the *Nature* faculty together and draws their attention to the fact that there are many more interesting lectures in this faculty and in the Technology and *Humankind* 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.