

# THE FIVE LOAVES

## THE DEBATE (T3)

S1  
T3  
D1  
L1 P3

**Focus on:**

- Text comprehension (D1)



### Task3: How can a conflict be solved?

Students talk about arguing, quarreling and making up.

They dramatize and act out the given situation.

#### Focus on

- Critical thinking
- Social skills
- Civics

You can use the Act it out! cards from the Idea Bazaar

#### Developmental fields:

##### In focus:

- Social competences
- Text comprehension

##### In addition:

- Attention concentration
- Life skills
- Talent development

#### How to manage output:

Take a video record of the dramatized situation!

#### Idea Bazaar – some ideas:

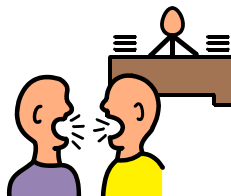
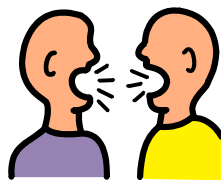
- Find out and dramatize a situation where you quarrel with your friend!
- Dramatize a situation with 2 different aspects: when you quarrel, and when you make up!
- Imagine and dramatize a court hearing!


**For details of the different solutions, see the Idea sheets!**

**Cut out the situation cards!**

**Choose the focus that you want the children to deal with! Give them the appropriate situation card!**


**Help them to build the situation if needed!**






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### THE FIVE LOAVES



S1 T1  
D5 L1

 **Some ideas- conflict solving**

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**Act it out!**

What do you usually argue about?  
What did you quarrel about last time?  
How did you solve it?  
Were you satisfied with the solution?

**Find out and dramatize a situation where you quarrel with your friend!**

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**Act it out!**

Generally, do you quarrel or moderate?  
How do you usually make peace with others?  
Do you usually ask for help to solve the debate?

**Find out and dramatize a situation with 2 different aspect: when you quarrel, and when you make peace!**

**What was the difference in your behaviour in the two situation?**

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**Act it out!**

What does a court and a pleading mean?  
Who are the participants of a pleading? What is their role?  
**You can find the informations in the attached text.**

**Imagine and dramatize a pleading at the Court!**

# THE FIVE LOAVES

## THE DEBATE (T3)

S1  
T3  
D1  
L2 P3



### Focus on:

- Text comprehension (D1)

### Goals of the lesson:

- text comprehension
- problem solving
- decision making
- organizing group work



The two companions stayed a little longer in the shade of the willow to rest their bones. Then, having talked about one thing and another, loan, who had three loaves, gave two coins to Stefan, who had two loaves, saying: "Here, brother! This is your share. Do what you like with it. You had two loaves so you ought to have two coins. For myself, I am keeping three coins, for I had three loaves the same size as yours, as you know." "How do you figure that?" said Stefan discontentedly. "Why only two coins, and not two and a half each? The man was not obliged to give us anything. Then what would have happened?" "What would have happened?" replied loan. "I would have been in the next world for my three loaves and you for your two – and that's all. But now, the bread has been paid for by the stranger, and we have money in our purses; I with my three coins and you with your two; each according to the number of loaves we had. I don't see how the money could possibly be more fairly divided." "Oh now my friend!" said Stefan with the two loaves. "I don't agree with your judgement. Let us take the matter to court, and will stick to whatever the judge decides." "Alright, come along, then. To the court," said loan "if you are not content. I am sure the judge will agree with me, although I've never been to a court of law in my life."

### Main features and interactions of the characters

Character	Features	Interactions
loan	Sits, argues	Move together, argue with each other
Stefan	Sits, argues	

### How to use the character card:

Each student fills in his/her own Character card:

- writes the name of the character
- their features, movements, reactions, etc.
- collects the elements of the environment, other accessories, things to be built
- thinks over the phases, tools and materials of the robot's building


**Students can use more pieces of each part of the Character card if needed!**

### Suggestions

- Have the kids act out short debates and arguments in situation games. Discuss the dynamics and tone of the debates acted out. Have them make video recordings.
- Have the students gather information and create a mind map about the types, phases and possible outcomes of a debate, as well as the relationships between the debate and the debater.
- Analyze excerpts of artwork (literature, journalism, films, cartoons, puppet plays, musicals, opera etc.) to find examples for types and tones of debate.

### Suggested materials

- Camera, computer, projector
- white paper, pencil, folder
- Examples to be analyzed




Your name \_\_\_\_\_

Build \_\_\_\_\_

\_\_\_\_\_

Stefan  
loan

---




Your name \_\_\_\_\_

Be attentive, your robot should be able to: \_\_\_\_\_

\_\_\_\_\_

Sit  
Raise their arm  
Emit sound

---




Your name \_\_\_\_\_

There also should be: \_\_\_\_\_

\_\_\_\_\_

5 loaves of bread  
5 coins

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Your name \_\_\_\_\_

Think over: \_\_\_\_\_

\_\_\_\_\_

The main actions of the story  
Divide the text segment into pieces  
Make a list about things needed  
Media files needed

# THE FIVE LOAVES THE DEBATE (T3)

S1  
T3  
D1  
L3-4  
P4



## Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least 1 or 2 Studuino motherboard, 2 servo motors, 2 Buzzers, 2 Touch sensors, 1 Sound sensor)
- Videos, excerpts of cartoons and puppet plays used on the previous lesson
- Mindmap or Chart draft template
- Storyline template
- pencil

## Focus on:

- Text comprehension (D1)

## Goals of the lesson:

- fine motor skills,
- problem solving,
- decision making

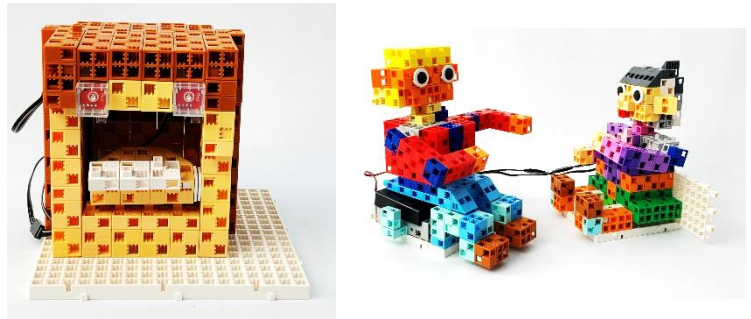
## Suggestions

- Discuss the dynamics of the debates recorded and acted out on the previous lesson.
- Discuss what body posture signifies an argument
- Discuss what tone of voice signifies an argument
- Watch excerpts of cartoons and puppet plays where the characters are arguing, and have the students notice the characters' body language that signifies an argument

## How to fill in the Robotic card?

- Choose robot's „activity” and its programming complexity according to the Character task card, the developmental aim and the programming level that fits to the child's skills!
- More Robotic cards can be filled in if needed (for clarification or for differentiation).

Arm  
Mouth  
Make noise  
Show the bread's division



**Robotic task card**

Your name \_\_\_\_\_

Build a robot that can move it's \_\_\_\_\_

Use actuators and sensors for building:  
 \*Senses\* are green  
 \*Actions\* are blue  
 Choose the needed parts!  
 Check the boxes!

<input type="checkbox"/> Studuino	<input type="checkbox"/> Servomotor	<input type="checkbox"/> DC motor	<input type="checkbox"/> Sound sensor	<input type="checkbox"/> Light sensor
<input type="checkbox"/> Accelerometer	<input type="checkbox"/> Infrared	<input type="checkbox"/> Touch sensor	<input type="checkbox"/> Electronic buzzer	<input type="checkbox"/> LED

Build and program so that the robot \_\_\_\_\_

Use the Technical Corner for robot building material.

## Related topics in the Technical corner

- Programming servo motor
  - Moving the arm to a given angle (3.a)
  - Repeated movement of the arm for a number of times (3.b)
  - Synchronous movement of several servo motors (3.d)
- Testing and programming Touch sensor (4.a, 4.b, 4.c)
- Testing and programming Sound sensor (4.a, 4.b, 4.c)
- Using LED (5.a, 5.b, 5.c)
- Using Buzzer (6.a, 6.b)
- Using functions (12.a)

Begins to move (raises and lets down its arm) OR gives sound automatically

PROG1

The 2 debaters can raise and let down their arms while making sounds and can reply to each other

PROG2

Debater can can move its mouth show emotions, „shout” different tones and reply to the student

PROG3

Debaters can can move their mouth show emotions, „shout” different tones and reply each other

PROG4

# THE FIVE LOAVES

## THE DEBATE (T3)

S1  
T3  
D1  
L3-4  
P5

### Ideas for robots on different programming levels

Can make simple movements (raise and let down its arm) OR make a sound automatically

PROG1

The debaters can raise and let down their arms while making sounds, and can reply to each other

PROG2

Debater can move its mouth, show emotions, „shout” different tones and reply to the student

PROG3

Debaters can move their mouth, show emotions, „shout” different tones and reply to each other

PROG4



### Body language and dynamics of the debate

#### P1 Debate shown by movements OR sound

How to build:

- Debate can be shown by movements of servo motors
- periodic up and down movement of the arms, shaking the head a number of times

OR

- A buzzer can be used to make the debaters loud
- Have them make sounds in turns, in different „voices”
- The two figures are connected to two different motherboards
- The actions are activated and continued automatically by switching on the robot

#### P2 Debaters should be loud

- Debate can be shown by movements of arms and/or head AND the voices of the debaters
- periodic up and down movement of the arms, shaking the head a number of times with servo motors
- A buzzer can be used to make the debaters loud
- The two figures should give different tones
- The two figures are controlled by the press of touch sensors, like in a puppet show
- The two figures are connected to the same motherboard



### Showing emotions while debating

#### P3 Build the person showing emotions while debating

- Moving the mouth with a servo motor
- Making sounds with a buzzer
- Eyes can glow with LEDs when angry
- Activated by a sound sensor

#### P4 Two debaters

- The two figures are controlled by the same motherboard
- Moving the mouth with a servo motor
- Making different sounds with buzzers
- Eyes can glow with LEDs when angry
- The two figures are controlled by the press of touch sensors, like in a puppet show

