

THE WALK OF THE DISTRACTED CHILD LOSING HANDS AND ARMS (T2)

S5
T2
D3
L1 P3

Focus on:

- Spatial orientation (D3)



Task1: What does the environment of the story look like?

Students create elements of the environment.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and the list of materials from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity.



Idea Bazaar – some ideas:

- Building environment out of ArTeC Blocks (I1)
- Building environment out of recycled materials
- Drawing/tinkering
- Creating computer graphics

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

Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity

In addition:

- Attention concentration
- Subject concentration – Natural Sciences
- Talent development

Task2: What does a character with mobile/missing limbs look like?

Students create a human figure with mobile/missing limbs.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and the list of materials from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity.

Idea Bazaar – some ideas:

- Building a character out of ArTeC Blocks
- Cutting and binding a cardboard character (I2)
- Drawing series
- Animation editor/Paint/

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

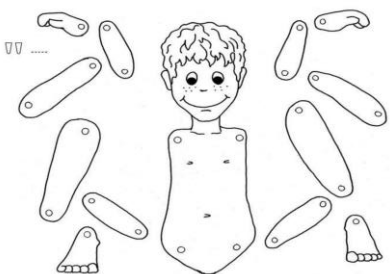
Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity

In addition:

- Attention concentration
- Subject concentration – Drawing, IT
- Talent development



How to manage output:

Hang the pictures on the wall, on a big poster, and ask the children to arrange them according to a rule they decide. Store the objects in a wardrobe, to protect them from falls. Attach a label with the name of the group!

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Focus on:

- Spatial orientation (D3)

Task3: How often is your concentration lacking?

Students talk about attention and memory and try to reflect on this cognitive functions
They dramatize and act out the given situation.

Task4: How are your memory abilities?

Students talk about memory and try to reflect on this cognitive functions
They dramatize and act out the given situation.

Every solution is good!

You can use the Act it out! cards from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity.

Idea Bazaar – some ideas:

- Find out and dramatize a situation where you have lost something!
- Dramatize a situation in which you have to solve the problem alone/in which you receive help from someone!

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!

Developmental fields:

In focus:

- Social skills
- Focusing strategies
- Attention and concentration

In addition:

- Life skills
- Text comprehension
- Talent development



THE WALK OF THE DISTRACTED CHILD S5 T1-4 L1

Some ideas- Feeling distracted- Focusing strategies

Act it out!
Are you usually distracted?
What did you do the last time you were distracted?
How did you notice it?
How did you feel in that occasion?
Imagine and dramatize a situation where you were distracted during school time or free time!

Act it out!
How is your memory? Do you usually remember phone numbers, names and details?
When you hear a story or a joke for the first time, can you repeat it to your classmates?
Imagine and dramatize a story where the story director forgets important details (creating absurd situations).

Act it out!
Do you live in a village or in a city?
Do you know the people of your neighborhood?
Have you ever asked for help to neighbours or to people next to you?
Imagine and dramatize how to ask for help in a bad situation.



How to manage output:

Take a video/audio record of the dramatized situation!

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T2
D3
L2 P3



Focus on:

- Spatial orientation (D3)

Goals of the lesson:

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

A gentleman, very kindly, scolds him:

"But how distracted you are. See, you've already lost a hand."

"Uh, that's true. How careless of me."

He goes looking for his hand and instead finds an empty jar. Will it really be empty? Let's see. And what was inside before it was empty? It couldn't have been empty from day one...

Giovannino forgets to look for his hand, then he also forgets to look for the jar, because he has seen a lame dog. To reach the lame dog before it turns the corner he loses an entire arm. But he doesn't even notice it, and keeps running.

A good woman calls to him, "Giovannino, Giovannino, your arm!"

No chance, he can't hear.

"Patience," says the woman. "I'll take it to his mama."

Main features and interactions of the characters

Character	Features	Interactions
Giovannino	Walks, notices jar, dog, loses his hand, arm	Move together, talk to each other
Gentleman	Walks, speaks	
Woman	Speaks, take his arm to mama	

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!

Giovannino

Gentleman

Woman

Walk

Speak

Losing hand/arm

House

Village

Street

Shops

jar

The main actions of the story

Divide the text segment into pieces

Make a list about things needed


Media files needed

Suggestions

- Discuss with your students on how often they forget school materials or lose things
- Discuss with your students on how they usually are attentive during the lessons/which strategies can be used to avoid distraction
- Discuss with your students on how their memory works and which strategies can be used to improve it


Suggested materials

- ArTeC robot and Blocks (at least the 112 pcs set)
- Anatomical models or pictures of mouth, arms and legs
- white paper, pencil, folder




Your name _____

Build _____




Your name _____

Be attentive, your robot should be able to _____



Your name _____

There also should be: _____



Your name _____

Think over: _____

THE WALK OF THE DISTRACTED CHILD LOSING HANDS AND ARMS (T₂)

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T2
D3
L3-L4
P4



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (1 or 2 Studuino motherboards, 2 DC motors, wheels, 3 IR Photoreflectors, 4 Touch sensor, 2 LEDs)
- Mindmap or Chart draft , Storyline
- Character cards and Robotic task card template
- Pencil

Focus on:

- Spatial orientation (D3)

Goals of the lesson:

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

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 the child's skills.
- More Robotic cards can be filled in if needed (for clarification or for differentiation).

Suggestions

Going

- Discuss how human movements are made
- Make some movements together and the children should perceive the phases of their own movements
- Show movable anatomical models to the children
- Build a simple figure with movable legs, arms or mouth from ArTeC Blocks

Jumping

- Different styles of jumping (Jumping with one foot..)

Arm
Hand
Picking a jar

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!

Servomotor	DC motor	Sound sensor	Light sensor
Accelerometer	Infrared sensor	Touch sensor	Electronic buzzer
LED	IR Photoreflector	DC motor	Sound sensor

Build and program so that the robot _____

Use the Technical Corner for robotics helping materials

Related topics in the Technical corner

- Programming DC motor
 - Setting power, direction (2.a, 2.b)
 - Random movements (2.f)
- Using LED (5.a, 5.b)
- Using Touch sensor (4.a, 4.b)
 - Remote control made of 4 Touch sensors (4.d)
- 7. IR Photoreflector
 - 7.a) Testing IR photoreflector
 - 7.b) Detecting obstacles

As the boy walks, he meets people and notices objects.

PROG1

The little boy can be guided towards objects that distract him during his walk by using 4 push buttons.

PROG2

The protagonist sits on 2 robots controlled by infrared sensors and uses them to move towards objects.

PROG3

3 self-acting robots with infrared sensors monitor the environment and follow the path of the little boy.

PROG4

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P5

Ideas for robots on different programming levels

As the boy walks, he meets people and notices objects.

PROG1

The little boy can be guided towards objects that distract him during his walk by using 4 push buttons.

PROG2

The protagonist sits on 2 robots controlled by infrared sensors and uses them to move towards objects.

PROG3

3 self-acting robots with infrared sensors monitor the environment and follow the path of the little boy.

PROG4



Loosing parts

P1 Figures moving with axes

- The woman, the gentleman and the lame dog, as well as the little boy, are all built with axes to move their limbs.
- The mug is also in the scene.

P2 Four-button robot

- The little boy can be steered forwards-backwards-right-left with 4 Touch sensors.
- Use the console to guide the robot to the mug and the lame dog.
- 1 - 1 LED and 1 - 1 Touch sensors are joined to the mug and the lame dog.
- When the boy reaches one of them, the LED will flash when the corresponding button is pressed.

P3 Distance-sensing robot

- The little boy has 2 IR photoreflectors built into the front, on either side of the robot.
- If you place the mug or the lame dog in front of one of the sensors, the robot moves forward by turning in that direction.

P4 Self-operated robots controlled by IR photoreflectors

- The little boy is built like in P3.
- The lame dog and the mug are connected to a robot, and 1 -1 IR photoreflector and 1-1 LED are placed on them.
- We also mount an IR photoreflector in the front and centre.
- The robot automatically avoids objects in front of it, the mug and the lame dog.
- If the sensor in the middle detects something, the robot stops.
- When the little boy is near the lame dog or the mug, the LEDs flash.

