

LISA AND LOTTIE ON BITING OFF NOSES (T1)

S11
T1
D11
L1 P3



Focus on:

- Language consciousness (D11)

Task 1: What are the typical accessories for a summer vacation?

What things would you definitely take with you to a summer camp? Why?

In this Dobble game we have collected some camp items and of course other objects and people from the book. Play Dobble, get to know this great game. Older kids can design their own game and look up the math of the Dobble game online. All solutions are correct!



Idea bazaar – some ideas:

- Getting to know the Dobble game
- Making your own Dobble game
 - Making and collecting drawings
 - Creating computer graphics

Details of the various solutions can be found on the Idea Sheets.

Developmental fields:

In focus:

- Fine motor skills
- Creativity
- Vocabulary development

In addition:

- Attention
- Subject focus – Maths
- Talent development

How to manage the results:

Save the finished game to your computer. You can assign it to other groups as a task or show it as an example.

Task 2: Jingle – Composing music

Mr. Ludwig Palffy, the twins' father, is a composer and conductor by profession.

Taking on the role of the composer, the students should create a small piece of music, a jingle.

Students choose a product or invent their own product.

Then they collect the product's characteristic features and write a suitable advertising slogan based on them. It should be original and easy to remember.

The students rhyme the advertising slogan. They think of a suitable rhythm and finally a melody for their slogan.

Idea bazaar – some ideas:

- Creating an advertising slogan
- Rhyming
- Composing music

Developmental fields:

In focus:

- Language development
- Vocabulary development
- Auditory attention

In addition:

- Teamwork
- Subject focus – mother tongue, music
- Talent development

How to manage the results:

Students perform the jingle to the class, possibly with instrumental accompaniment. Make an audio recording and save it to your computer.

Skilled students who can write sheet music, write down the melody!



HARIBO



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T1
D11
L1 P4**



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Task 3: Cotton dog

Court councilor Mr. Strobl has a dog, Peterkin. Students will make their own dog using cotton yarn and socks. Cotton wool, plastic granules, or natural materials are used as fillers.

All solutions are correct!



Idea bazaar – some ideas:

- DIY task, with textile and yarn

Details and exact description can be found on the idea sheets!

Developmental fields:

In focus:

- Fine motoric skills
- Creativity
- Serial thinking

In addition:

- Attention
- Subject focus – Arts, Drawing

How to manage the results:

Organize a dog show! Take photos. Students can take the finished works home.

Task 4: Let's determine exactly where we live, work with a map

Students learn to identify exactly where they live (galaxy -> solar system -> planet -> continent -> state -> ...) and make a stackable tower game out of paper cups. You can find craft instructions and templates in the idea bazaar.

Older students, who may already know the story of Lisa and Lottie, can work with the blind map. They mark their place of residence and the cities mentioned in the novel on a map of Europe.

The description of Bohrlaken on Lake Bohren leads us to a cute village surrounded by mountains. Students study a map of Europe and discuss where this fictional town might be.



Idea bazaar – some ideas:

- Making a tower game
- Working with the blind map
- Studying the map of Europe, discussing the location of Bohrlaken

Details of the various solutions can be found on the Idea Sheets.

Developmental fields:

In focus:

- Language development
- Spatial orientation
- Attention

In addition:

- Teamwork
- Subject focus – Geography
- Talent development

How to manage the results:

Take a photo of the finished game. The students can keep the glasses, but you can also use them in sessions with younger students.

Take photos of students working together and scan the maps they worked on.

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D11
L1 P5



Focus on:

- Language consciousness (D11)

Task 5: Compile a cookbook!

Lisa tries to play the role of her sister in Munich. This includes cooking the broth, which is not that easy at all.

Students can compile a cookbook based on their favorite recipes.

All solutions are correct!



Idea bazaar – some ideas:

- Creation of uniform recipe pages
- Search the web for recipes and pictures
- Compile a photo book with online programs

Details and a possible cookbook page can be found in the idea sheets!

Developmental fields:

In focus:

- Fine motoric skills
- Creativity
- Attention

In addition:

- Subject focus – IT, Housekeeping and cooking, life skills

How to manage the results:

Scan the pages of the finished cookbook or take photos of the recipe collections.

Task 6: Menu design

Students can create a fictional menu for the Imperial Hotel.

Study Austrian and Viennese specialties together, research on the Internet. For older students, we can adapt the names of the dishes to the mother tongue lessons, e.g. perfect participles: "fried potato wedges", "flambéed bananas", "fried goat cheese", etc.

Students compare Austrian food with the typical food of their home country.

- What are the similarities, what are the differences?
- Are there foods that are prepared in the same way in both countries?
- Are there any foods in their home country that may have originated in Austria?

Idea bazaar – some ideas:

- Compilation of the menu
- Compare the food of your home country with Austrian specialties

Details of the various solutions can be found on the Idea Sheets.

Developmental fields:

In focus:

- Language development
- Creativity
- Attention

In addition:

- Teamwork
- Subject focus – Grammar, IT, Housekeeping and cooking
- Talent development



How to manage the results:

Take a photo of the finished menus or save the files to your computer.

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S11
T1
D11
L2 P3



Focus on:

- Language consciousness (D11)

Goals of the lesson:

- Text comprehension
- Problem solving
- Decision making
- Organizing group work

Lisa is sensitively affected by the appearance of a strange little girl in the camp, who, however, resembles her to the point of deception. They discuss with their girlfriends the easiest way to get rid of the stranger.

Main features and interactions of the characters

Character	Features	Interactions
Lisa	Curly hair, wild, impudent, uncertain	Talking, sitting, turning the head, dangling with the legs, jumping off the wall, running away
Monika, Christine, Trude	Girlish, carefree	
Steffi	Chubby, compassionate, Practical	
Bus	According to the children's ideas	It goes by itself, turns, beeps, uses turn signal (indicates direction)

How to use the character card:

Each student fills in their 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!

Suggested materials

- ArTeC Blocks (at least the 112 pcs set)
- Storyline template
- pencil

Lisa
Steffi, girls
Bus

Moves, talks, dangles her legs, turns her head from side to side while speaking
Bus: honks, indicates direction

Low wall to sit on
Garden
Trees
Lake

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

Suggestions

- Discuss what people's movements look like, make some leg and arm movements together, have the children observe the individual phases of the movement
- Build simple figures with movable arms and legs using ArTec blocks
- Talk about body language and other forms of metacommunication. What does it mean when someone dangles their legs? What state of mind does it assume?

Character task cards

1. **Build**
Your name: _____
Be attentive, your robot should be able to: _____

2. **There also should be:**
Your name: _____
Think over: _____

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L3-4
P4



Suggested materials:

- ArTeC-blocks (at least the 112 pcs set) and ArTeC Robotics set (1 Studuino-motherboard, 1 buzzer, 1-3 servo motors, 2 DC motors, wheels, 1 touch sensor, sound sensor, 1 IR-Photoreflector, 1-2 LEDs)
- Mindmap or chart draft, Storyline
- Character cards and robotic task card template
- Pencil

Suggestions

- Think about the gestures people use when they are confused or confused
- Think about how to make the bus stop in front of waiting girls
- Consider how to make a vehicle move in an arc
- Find different ways of unloading luggage from the bus

Focus on:

- Language consciousness (D11)

Goals of the lesson:

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

How to fill in the Robotic card?

- Choose the robot's activity and the complexity of the program to match the child's abilities, based on the activity card, the developmental aspect and the programming level.
- If necessary (e.g. for clarification or differentiation), additional robot cards can be filled in.
- Design the robot with several ways of building/programming!
- Complete the robot cards in the target language!
- Not all columns of the table need to be filled in, only those relevant to the robot's specific operation.
- Based on each row of the table, describe the robot's operation in the target language using grammatically correct sentences.

Legs
Sitting, Moving
Jumping off

Robotic task card

The name of my robot: _____

The parts I need for my robot:

Part	Quantity	Function
DC motor	1	Move the robot
Servo motor	1	Control the arm
Touch sensor	1	Detect objects
IR-Photoreflector	1	Detect objects
Sound sensor	1	Detect sound
Buzzer	1	Produce sound
LED	1	Produce light

Choose the parts you need. Check off what you use!

Draw a picture of your robot!

Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

Step	What I do	What I see	What I hear	What I feel
1				
2				
3				
4				
5				

This is how my robot will work: Write it in complete sentences using the table above!

Related topics in the Technical Corner

Direct current (DC)-motor (2.a, 2.b, 2.c, 2.d)

Servo motor (3.a, 3.d)

Programming the touch sensor and the buttons (4.a, 4.b, 4.c)

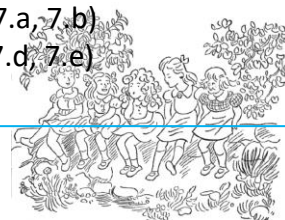
LED (5.a, 5.b, 5.c)

Buzzer (6.a, 6.b)

Testing and programming IR-Photoreflector (7.a, 7.b)

Using IR-Photoreflector to detect an object (7.d, 7.e)

Sound sensor (9.a, 9.b)



Simple bus, moves with 1 DC motor connected to a battery holder

PROG1

The bus makes a sound before arrival and then follows a pre-programmed route. Two little girls look at each other, blink their eyes, then turn their heads

PROG2

The bus rolls up and stops in front of the little girls, the door opens and Lotte is visible. The two girls' eyes glare angrily at each other

PROG3

An arm pushes the parcels out of a rack and pinion rail in a row, as if the driver were throwing them out

PROG4

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Ideas for robots on different programming levels

Simple bus, moves with 1 DC motor connected to a battery holder

PROG1

The bus makes a sound before arrival and then follows a pre-programmed route. Two little girls look at each other, blink their eyes, then turn their heads

PROG2

The bus rolls up and stops in front of the little girls, the door opens and Lotte is visible. The two girls' eyes glare angrily at each other

PROG3

An arm pushes the parcels out of a rack and pinion rail in a row, as if the driver were throwing them out

PROG4



Arrival of Lotte

P1 Simple bus

- Static figures, lots of little girls, including 2 similar to build
- The bus door opens on the axle. The bus is equipped with 1 DC motor, it rolls automatically when the battery holder is switched on.

P2 Arrival of Lotte

- We build a bus similar to P1, but here the robot is programmable.
 - 2 DC motors and 1 Buzzer are connected to the robot.
 - After the bus is switched on, it beeps with Buzzer, then follows a pre-programmed route and finally stops.
 - We build the little girls like in -P1.
- We connect 2 little girl figures and 1 Touch sensor to a common mother board.
 - The little girls have LEDs in place of their eyes, their heads are mounted on servo motors.
 - When the touch sensor is pressed, the two little girls look at each other, the 2-2 LEDs in their eyes flash and then turn away from each other.

P3 Angry girls

- The bus is built in the same way as P2, but the door opens with a servo motor.
- We build Luise in the same way as P2. Her eyes are LEDs, her head is attached to a servo motor and 1 IR photoreflexor is attached.
- The bus rolls, the IR photoreflexor detects that it has reached the little girls, then it stops, and the door opens with a servo motor, revealing Lotte. Lotte's head is 1 LED which flashes 3 times when the door opens.
- Luise has an IR photoreflexor mounted on her which detects the bus, her eyes flash 3 times and then she turns her head.

P4 A lot of stuff is taken out of the bus

- Only one side of the bus is built.
- 2 IR photoreflexors, 2 servo motors, 1 DC motor are connected to it.
- The door in the middle opens with servo motor when the bus driver figure is placed in front of the IR photoreflexor.
- A rail is built behind the bus wall, moved by gears mounted on a DC motor on a rack. The children's belongings appear in the doorway on this track.
- Another IR photoreflexor monitors the luggage, when it detects one, it sets in motion a servo motor-mounted lever that pushes the luggage out the bus door.

