

LISA AND LOTTIE

THE DIFFERENCE BETWEEN AN ARMISTICE AND PEACE (T2)

S11
T2
D1
L1 P3

Focus on:

- Text comprehension (D1)



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

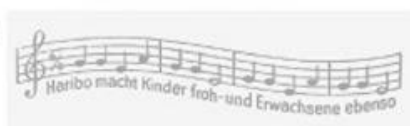
How to manage the results:

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



LISA AND LOTTIE

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Focus on:

- Text comprehension (D1)



3. feladat: Pamutkutya

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:

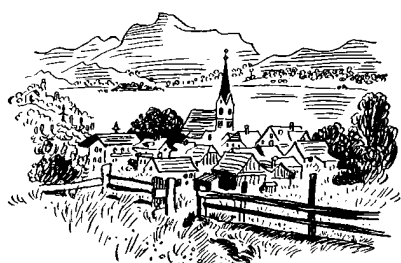
Organize a dog show! Take photos. Students can take the finished works home.

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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T2
D1
L1 P5

Focus on:

- Text comprehension (D1)



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
T2
D1
L2 P3



Focus on:

- Text comprehension (D1)

Goals of the lesson:

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

Lisa finds Lottie sitting alone in the meadow weaving a wreath. The two little girls start talking shyly and slowly become friends.

Main features and interactions of the characters

Character	Features	Interactions
Lisa	Curly hair, wild, impudent, insecure	Talks, she raises and lowers her head, stands from one leg to the other, kneels
Lottie	Braided hair, serious, restrained	Talks, she raises and lowers her head, raises her hands

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
Lottie

Speaks, raises and lowers her head, kneels, raises her hands

Flowery meadow
Flower wreath
Lake and student hostel in the distance

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
 - lowers his/her head?
 - Is standing from one leg to the other?
 - Laughs shyly?
 What state of mind does it assume?
- How could the two girls' meeting have turned out differently? In what way would the story have continued then?

Character task cards


 Your name _____
 Build _____


 Your name _____
 Be attentive, your robot should be able to: _____


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

LISA AND LOTTIE

THE DIFFERENCE BETWEEN AN ARMISTICE AND PEACE (T2)

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T2
D1
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, 1-2 touch sensors, 1 IR-photoreflexor)
- Mindmap or chart draft, Storyline
- Character cards and robotic task card template
- Pencil

Proposals

- Think about the gestures people use when they are embarrassed
- Collect options on how to make the robot get down on its knees
- Collect options on how to solve the problem of raising the arms

Focus on:

- Text comprehension (D1)

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.

Moving arms and legs
sitting, kneeling

Robotic task card

The name of my robot: _____

The parts I need for my robot:

Part	Quantity	Notes
DC motor	2	
Servo motor	3	
Pressure sensor	1	
Accelerometer	1	
LED	1	
IR photoreflexor	1	
Wheels	2	
Touch sensor	1	
Other		

Choose the parts you need (check off what you use):

Block action: _____

Block: _____

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	What I think
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

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

Related topics in the Technical corner (Use in the target language!)

- DC motor programming (2.a, 2.b, 2.c, 2.d)
- Servo motor programming (3.a, 3.b)
- Pressure sensor testing and programming (4.a, 4.b, 4.c)
- Using accelerometer and remote control (4.e)
- Using LED (5.a)
 - Flashing (5.b)
- IR photoreflexor testing and programming (7.a, 7.c, 7.e)
 - Using IR photoreflexor for object detection (7.d, 7.e)
- Using a random number (10.a)
- Using variables (11.a)
 - Conditional branching (11.b)
 - Counting (11.c)



Static figure:Luise with movable legs (kneeling)Lotti with movable arms.

PROG1

Luise approaches the seated Lotti. She stops in front of Lotti. She holds out the wreath to Lotti.

PROG2

Luise approaches Lotti, kneels down and Luise hands her the wreath.

PROG3

Lisa Approaches Lottie, then stops in front of her. She speaks (when Lottie looks up) then she kneels down (when Lottie raises the wreath)

PROG4

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Ideas for robots on different programming levels

Static figure: Luise with movable legs (kneeling) Lotti with movable arms.

PROG1

Luise approaches the seated Lotti. She stops in front of Lotti. She holds out the wreath to Lotti.

PROG2

Luise approaches Lotti, kneels down and Luise hands her the wreath.

PROG3

Lisa
Approaches Lottie, then stops in front of her. She speaks (when Lottie looks up) then she kneels down (when Lottie raises the wreath)

PROG4



Luise and Lotti

P1 Luise or Lotti

- We build the characters of the scene: Luise, Lotte and the wreath
- The little girls can move their arms and legs on an axis

P2 Luise or Lotti

- The two little girls are built on two separate robots.
- Lotte is standing in one place, her arm is attached to a DC motor, she has a wreath in her hand, 1 push button is attached to the robot.
- Luise is standing on a trolley with 2 DC motors, her head is covered with a wreath with LEDs, 2 push buttons are connected to the robot.
- Luise will start when the push button is pressed and will roll towards Lotte.
- Lotte raises her hand with the wreath when the push button is pressed, then the wreath on Luise's head lights up when the other push button is pressed.

P3 Luise kneels down

- The two girls are constructed in a similar way as in P2. We mount 1 servo motor in Lotti's arm, 1 in Luise's knee and 1 in her back, and 1 IR photoreflexor is attached to Lotti.
- Luise is guided by accelerometer to Lotti. Lotti pushes the button and raises her hand with 1 servo motor.
- Luise bends her knees with the servo motor and descends with a servo motor - geared device. The LED in the wreath lights up on her head.

P4 Lotte places the wreath on Luise's head

- The two girls are constructed in a similar way as in P3. Lotti is connected to 1 IR photoreflexor. We mount the push button on Luise's hand.
- Luise rolls towards Lotti, which is detected by the IR photoreflexor. Lotti then lifts up and presses the push button in Luise's hand.
- Luise then kneels down, as in P3. The LED in the wreath lights up on her head.

