

# LISA AND LOTTIE TRUDIE GETS SLAPPED (T<sub>3</sub>)

S11  
T3  
D10  
L1 P3

## Focus on:

- Creativity (D10)



### 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



**HARIBO**



### 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!

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L1 P4

## Focus on:

- Creativity (D10)



### 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:

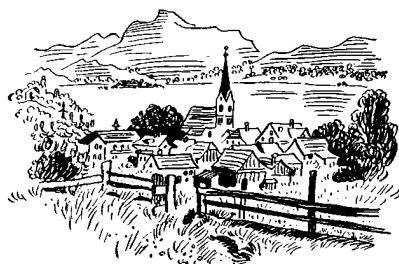
Organize a dog show! Take photos. Students can take the finished works home.

### 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.

# LISA AND LOTTIE TRUDIE GETS SLAPPED (T3)

S11  
T3  
D10  
L1 P5

## Focus on:

- Creativity (D10)



### 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.

# LISA AND LOTTIE TRUDIE GETS SLAPPED (T3)

S11  
 T3  
 D10  
 L2 P3



## Focus on:

- Creativity (D10)

## Goals of the lesson:

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

The similarity of the two girls is so great, that they think up a little joke. They comb their hair on the same way and both appear at lunch with strict Lottiee-pigtails. They are a great success, even the teachers and the director cannot tell them apart. Finally, the Viennese classmate, who knows Lisa and her explosive nature, pulls „one Lottiee’s“ hair, to which she slaps in response, proving Lisa’s identity.

## Main features and interactions of the characters

| Character   | Features                                                  | Interactions                 |
|-------------|-----------------------------------------------------------|------------------------------|
| Lisa        | Wearing pigtails like Lottiee, impulsive, reckless, funny | Sits, talks, twinkles, slaps |
| Trude       | She is at first clueless, then squeamish                  | Pulls one of Lottiee’s hair  |
| Steffie     | Most of the time she recedes into the background          | She waves her hand           |
| Mrs. Muther | Elegante, aware of her own importance                     | She marches elegantly        |

## 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!**

## 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
- Talk with the children about body language and facial expressions. For example: how to twinkle? What’s a cheeky smile like Lisa and Trude have? How do we look in despair like Mrs. Muther? What are the gestures of people who definitely want to say something, like Steffie? What state of mind do these gestures reveal? Practice mimicry and gesticulations in front of a mirror!
- Based on the characteristics of Luise and Lotte that have been revealed so far, come up with other ways Trude could find out which girl is Luise!

**Character task cards**



Build

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



Be attentive, your robot should be able to:

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



There also should be:

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



Think over:

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

Lisa, Lottiee  
 Trude, Steffie,  
 Mrs. Muther

talks, sits down, moving  
 forward,  
 raising her hand, slaps,  
 twinkles

Dining room with tables  
 and chairs  
 Children, teachers

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

## Suggested materials

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

# LISA AND LOTTIE TRUDIE GETS SLAPPED (T3)

S11  
T3  
D10  
L3-4  
P4



## Suggested materials:

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

## Focus on:

- Creativity (D10)

## Goals of the lesson:

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

## Proposals

- Think about the gestures people use when they are shy, joking, insecure, etc.
- Collect possibilities of how to illustrate winking with robots
- Collect possibilities on how to solve arm raising
- Collect possibilities how to represent hair pulling with robots

Arms and eyes  
going, marching  
Pulling the hair, slapping

## 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.

## Related topics in the Technique corner (Use in the target language!)

- Servo motor programming (3.a, 3.b)
- Pressure sensor testing and programming (4.a, 4.b, 4.c)
- Using LEDs (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)



**Robotic task card**

The name of my robot: \_\_\_\_\_

The parts I need for my robot:

| Part             | Quantity | Notes |
|------------------|----------|-------|
| Arduino Uno      | 1        |       |
| DC Motor         | 2        |       |
| Servo Motor      | 1        |       |
| LED              | 1        |       |
| IR Photoreflexor | 1        |       |
| Pressure Sensor  | 1        |       |
| Sound Sensor     | 1        |       |
| Touch Sensor     | 1        |       |
| Wheels           | 2        |       |
| Buzzer           | 1        |       |

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 | What I say |
|------|-----------|------------|-------------|-------------|--------------|------------|
| 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!

Static figure:  
Lisa, Steffie or Trude  
with movable arms

PROG1

Trude turns toward  
Luise with a servo  
motor, and Luise hits  
her.

PROG2

Trude randomly  
guesses Luise. If she  
guesses correctly,  
Luise hits.

PROG3

Reflex game with  
randomly flashing  
LEDs

PROG4



# LISA AND LOTTIE TRUDIE GETS SLAPPED (T3)

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P5

## Robot ideas on different programming levels

Static figure:  
Lisa, Steffi or Trude with  
movable arms

PROG1

Trude turns toward Luise  
with a servo motor, and  
Luise hits her.

PROG2

Trude randomly guesses  
Luise. If she guesses  
correctly, Luise hits.

PROG3

Reflex game with  
randomly flashing LEDs.

PROG4



### Which one is Lisa?

#### P1 Lisa hits

- Children are static figures. One of the girls has a rotating waist.
- Based on the photos, let's build Lisa, whose head can be pushed down, which makes her reach out and "hit".

#### P2 Lisa hits

- Lisa, Lotte and Trude are built. Lisa and Trude are mounted on a common brain.
- A servo motor is mounted in Lisa's shoulder and in Trude's waist, 1 push button is connected to the brain.
- When the push button is pressed, Trude turns towards Lisa, Lisa raises her hand.

#### P3 Trude answers

- Build SteffiWe build the 3 girls in the same way as P2, but we also put a servo motor in Lotte's shoulder. Trude has 1 IR photoreflexor on her hand, her eyes are LEDs.
- The 3 girls are mounted on 1 common brain, with 1 push button attached.
- Pressing the push button makes Trude turn randomly in front of Lotte or Lisa.
- If she turns towards Lotte, the figure's hand moves backwards. If she faces Lisa, her hand moves forward.
- Lisa's hand is detected by the IR photoreflexor, at which point the LEDs light up.

#### P4 Choose Trude instead!

- We build a reflex game using the two girl figures.
- Lisa and Lotte are static figures, mounted on a common brain.
- Both girls have 1-1 LED on their heads (Lisa red, Lotte blue) and 1 green LED in front of them in the middle. 1-1 push button is mounted in front of the 2 girls.
- When the program is started, the LEDs flash, then the blue or red LED lights up at random. The task is to press the push button in front of the corresponding girl.
- The green LED lights up if the answer is correct, the correct LED lights up if the answer is incorrect.
- After 5 rounds, the green LED flashes as many times as the number of correct matches.

