

LISA AND LOTTIE PETERKIN AND THE UNFAILED INSTINCT OF ANIMALS (T4)

S11
T4
D9
L1 P3

Focus on:

- Talent development (D9)



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



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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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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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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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 L2 P3

Focus on:

- Talent development (D9)

Goals of the lesson:

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



Lottee, in the role of Lisa, has lunch with her father for the first time in the restaurant of the Imperial Hotel. She is greeted one by one by his father's acquaintances, among them Dr. Strobel, the court councilor, and Peterkin, his dog. At first Peterkin runs to the little girl with great joy, but when he smells her, he realizes that he doesn't know her and runs back to his owner. Fortunately, the adults do not attach much importance to the incident, so Lottee can rest assured that her secret will not be revealed.

Main features and interactions of the characters

Character	Features	Interactions
Lottee	Smart, modest, shy likes to eat meat	She is sitting She wants to pet Peterkin
Peterkin	A dog with unfailed instincts	Runs, sniffs
Dr. Strobel court councilor	An elegant court councilor, he has a dog, he doesn't believe in his dog instincts	Stands, talks

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 the typical movements of a dog that is happy or withdrawn
- Build simple figures from ArTec blocks with moveable legs and tails
- Talk about animal body language with the children. What does it mean if a dog...
 - lowers his head?
 - wags ist tail?
 - sniffs someone?
 - Tucks its tail between the legs?
 What state of mind does it assume?



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: _____

Lottee
 Peterkin
 Strobel court councilor

talks, sits, runs, sniffs,
 wags his tail

Restaurant furnishing

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

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Suggested materials:

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

Proposals

- Think about the gestures people use when they are confused or annoyed
- Collect options on how to visualise snooping with robots
- Collect gestures a dog makes with its tail and what it expresses.
Discuss with the children how each movement can be visualised

Arms and legs
runs, wags its tail

Focus on:

- Talent development (D9)

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.

Related topics in the Technology Corner

- DC motor programming (2.a, 2.b, 2.c, 2.d)
- Servomotor (3.a, 3.d)
- Push-button testing and programming (4.a, 4.b, 4.c)
- Using accelerometer and remote control (4.e)
- Testing and programming IR photoreflector (7.a, 7.b)
 - Using IR-photoreflector for object detection (7.d, 7.e)
- 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:

DC motor	Servomotor	Push-button	Accelerometer	IR photoreflector	Other
☐	☐	☐	☐	☐	☐

This is how I build and program my robot:

What do I want?	What do I need?	What do I do?	What do I see?	What do I hear?	What do I feel?	What do I think?	What do I say?

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

Lotte with movable arms, the dog rolls on gears

PROG1

Lotte signals that she is eating by moving her arms.
The dog walks up to her and wags her tail, guided by 5 buttons

PROG2

Franz keeps bringing pancakes to Lotte one after another, but after the fifth one, she doesn't want any more.
The dog goes over to Lotte but doesn't recognize her and leaves.

PROG3

4 legged dog driven by servo motors

PROG4

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Robot ideas on different programming levels

Lotte with movable arms, the dog rolls on gears

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PROG3

4 legged dog driven by servo motors

PROG4



Lotte in the restaurant

P1 Lotte

- Lotte and the other characters are static figures. Lotte's arm can be moved on an axis.
- The dog is a DC motor-driven robot powered directly by a battery holder, rolling on gears instead of legs.
- When switched on, it goes to Lotte, is switched off, turned around and switched on again.

P2 Lotte stops asking for pancakes

- Lotte is standing still, her arm connected to a DC motor, her neck connected to a servo motor. Her other hand is connected to a push button.
- When the push button is pressed, she moves her hand up and down four times and then turns her head.
- The dog is a 5-button robot - 4 buttons for directions, 1 for tail wagging. The tail is attached to the dog's body by a servo motor.

P3 Pepike does not know "Lisa"

- Lotte is built in the same way as P2. Instead of a push button, an IR photoreflexor is attached to her hand.
- Franz is a robot controlled by accelerometer.
- Franz rolls back and forth to Lotte's.
- The IR photoreflexor on Lotte's hand detects Franz, then raises and lowers her hand.
- When Franz reaches her for the 5th time, Lotte does not raise her hand but turns her head away.
- The dog is a tracking robot. It is equipped with 1 sound sensor, 2 IR photoreflexors and 1 servo motor.
- It will start on paw, tracking its way to Lotte's. When its IR photoreflexor detects Lotte, it stops, wags its tail, then continues tracking and moves away from Lotte.

P4 Pepike is embarrassed

- Building a 4-legged dog following the factory building instructions, with 3 servo motors.
- 1 sound sensor and 1 IR photoreflexor are attached to the robot.
- The robot starts clapping, steps forward until the IR photoreflexor detects Lotte. Then she bends down, stretches, turns her head, wags her tail.

