

THE FIVE LOAVES THE DEBATE (T3)

S1
T3
D9
L1 P3

Focus on:

- Talent development (D9)



Task1: How can a conflict be solved?

Students talk about arguing, quarreling and making up.

They dramatize and act out the given situation.

Focus on

- Critical thinking
- Social skills
- Civics

You can use the Act it out! cards from the Idea Bazaar

Developmental fields:

In focus:

- Social competences
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development

How to manage output:

Take a video record of the dramatized situation!

Idea Bazaar – some ideas:

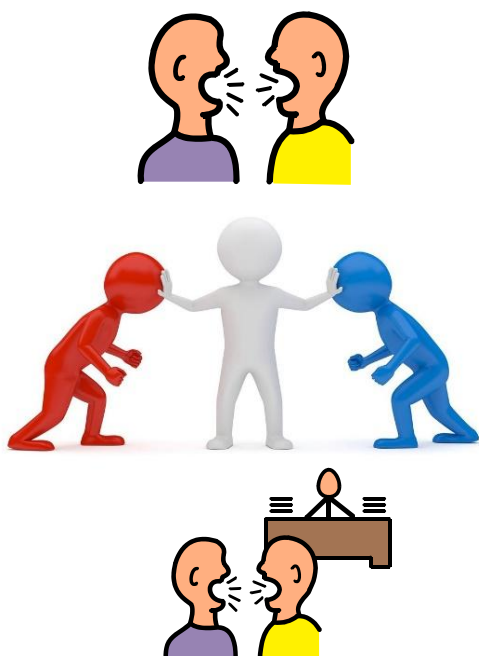
- Find out and dramatize a situation where you quarrel with your friend!
- Dramatize a situation with 2 different aspects: when you quarrel, and when you make up!
- Imagine and dramatize a court hearing!

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!





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THE FIVE LOAVES



S1 T1
D5 L1

 **Some ideas- conflict solving**

Act it out!

What do you usually argue about?
 What did you quarrel about last time?
 How did you solve it?
 Were you satisfied with the solution?

Find out and dramatize a situation where you quarrel with your friend!

Act it out!

Generally, do you quarrel or moderate?
 How do you usually make peace with others?
 Do you usually ask for help to solve the debate?

Find out and dramatize a situation with 2 different aspect: when you quarrel, and when you make peace!

What was the difference in your behaviour in the two situation?

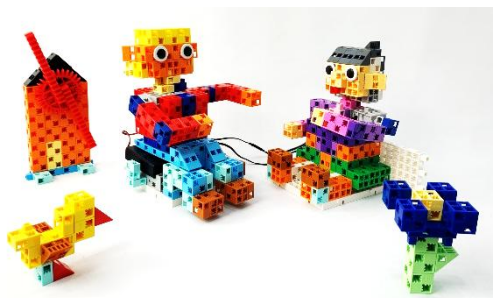
Act it out!

What does a court and a pleading mean?
 Who are the participants of a pleading? What is their role?
You can find the informations in the attached text.

Imagine and dramatize a pleading at the Court!

THE FIVE LOAVES THE DEBATE (T3)

S1
T3
D9
L2 P3



Focus on:

- Talent development (D9)

Goals of the lesson:

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



The two companions stayed a little longer in the shade of the willow to rest their bones. Then, having talked about one thing and another, loan, who had three loaves, gave two coins to Stefan, who had two loaves, saying: "Here, brother! This is your share. Do what you like with it. You had two loaves so you ought to have two coins. For myself, I am keeping three coins, for I had three loaves the same size as yours, as you know." "How do you figure that?" said Stefan discontentedly. "Why only two coins, and not two and a half each? The man was not obliged to give us anything. Then what would have happened?" "What would have happened?" replied loan. "I would have been in the next world for my three loaves and you for your two – and that's all. But now, the bread has been paid for by the stranger, and we have money in our purses; I with my three coins and you with your two; each according to the number of loaves we had. I don't see how the money could possibly be more fairly divided." "Oh now my friend!" said Stefan with the two loaves. "I don't agree with your judgement. Let us take the matter to court, and will stick to whatever the judge decides." "Alright, come along, then. To the court," said loan "if you are not content. I am sure the judge will agree with me, although I've never been to a court of law in my life."

Main features and interactions of the characters

Character	Features	Interactions
loan	Sits, argues	Move together, argue with each other
Stefan	Sits, argues	

Suggestions

- Have the kids act out short debates and arguments in situation games. Discuss the dynamics and tone of the debates acted out. Have them make video recordings.
- Have the students gather information and create a mind map about the types, phases and possible outcomes of a debate, as well as the relationships between the debate and the debater.
- Analyze excerpts of artwork (literature, journalism, films, cartoons, puppet plays, musicals, opera etc.) to find examples for types and tones of debate.

Suggested materials

- Camera, computer, projector
- white paper, pencil, folder
- Examples to be analyzed

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!



Your name _____

Build _____



Your name _____

Be attentive, your robot should be able to: _____



Your name _____

There also should be: _____



Your name _____

Think over: _____

Stefan

loan

Sit

Raise their arm

Emit sound

5 loaves of bread

5 coins

The main actions of the story

Divide the text segment into pieces

Make a list about things needed

Media files needed

THE FIVE LOAVES THE DEBATE (T3)

S1
T3
D9
L3-4
P4

Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least 1 or 2 Studuino motherboard, 2 servo motors, 2 Buzzers, 2 Touch sensors, 1 Sound sensor)
- Videos, excerpts of cartoons and puppet plays used on the previous lesson
- Mindmap or Chart draft template
- Storyline template
- pencil

Focus on:

- Talent development (D9)

Goals of the lesson:

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



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

Arm
Mouth
Make noise
Show the bread's division



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!

 Studuino ☐	 Servomotor ☐	 DC motor ☐	 Sound sensor ☐	 Light sensor ☐
 Accelerometer ☐	 Infrared sensor ☐	 Touch sensor ☐	 Electronic buzzer ☐	 LED ☐

Build and program so that the robot _____

Use the Technical Corner for robotic programming materials



Related topics in the Technical corner

- Programming servo motor
 - Moving the arm to a given angle (3.a)
 - Repeated movement of the arm for a number of times (3.b)
 - Synchronous movement of several servo motors (3.d)
- Testing and programming Touch sensor (4.a, 4.b, 4.c)
- Testing and programming Sound sensor (4.a, 4.b, 4.c)
- Using LED (5.a, 5.b, 5.c)
- Using Buzzer (6.a, 6.b)
- Using functions (12.a)

Begins to move
(raises and lets
down its arm) OR
gives sound
automatically

PROG1

The 2 debaters
can raise and
let down their
arms while
making sounds
and can reply to
each other

PROG2

Debater can can
move its mouth
show emotions,
„shout” different
tones and reply to
the student

PROG3

Debaters can can
move their mouth
show emotions,
„shout” different
tones and reply
each other

PROG4

THE FIVE LOAVES

THE DEBATE (T3)

S1
T3
D9
L3-4
P5

Ideas for robots on different programming levels

Can make simple movements (raise and let down its arm) OR make a sound automatically

PROG1

The debaters can raise and let down their arms while making sounds, and can reply to each other

PROG2

Debater can move its mouth, show emotions, „shout“ different tones and reply to the student

PROG3

Debaters can move their mouth, show emotions, „shout“ different tones and reply to each other

PROG4



Body language and dynamics of the debate

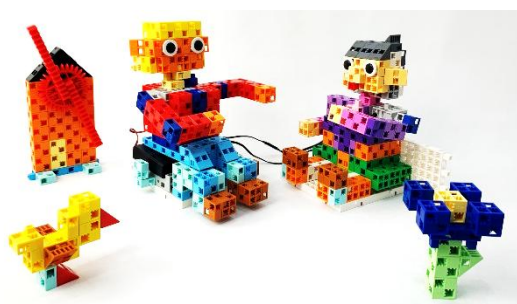
P1 Debate shown by movements OR sound

How to build:

- Debate can be shown by movements of servo motors
- periodic up and down movement of the arms, shaking the head a number of times

OR

- A buzzer can be used to make the debaters loud
- Have them make sounds in turns, in different „voices“
- The two figures are connected to two different motherboards
- The actions are activated and continued automatically by switching on the robot
- **P2 Debaters should be loud**
- Debate can be shown by movements of arms and/or head AND the voices of the debaters
- periodic up and down movement of the arms, shaking the head a number of times with servo motors
- A buzzer can be used to make the debaters loud
- The two figures should give different tones
- The two figures are controlled by the press of touch sensors, like in a puppet show
- The two figures are connected to the same motherboard



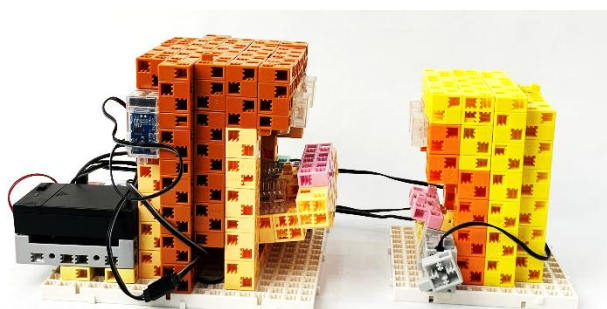
Showing emotions while debating

P3 Build the person showing emotions while debating

- Moving the mouth with a servo motor
- Making sounds with a buzzer
- Eyes can glow with LEDs when angry
- Activated by a sound sensor

P4 Two debaters

- The two figures are controlled by the same motherboard
- Moving the mouth with a servo motor
- Making different sounds with buzzers
- Eyes can glow with LEDs when angry
- The two figures are controlled by the press of touch sensors, like in a puppet show



THE FIVE LOAVES

THE DEBATE (T3)

S1
T3
D11
L1 P3

Focus on:

•Linguistic awareness (D11)



Task3: How can a conflict be solved?

Students talk about arguing, quarreling and making up.

They dramatize and act out the given situation.

Focus on

- Critical thinking
- Social skills
- Civics

You can use the Act it out! cards from the Idea Bazaar

Developmental fields:

In focus:

- Linguistic awareness
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development

How to manage output:

Take a video record of the dramatized situation!

Idea Bazaar – some ideas:

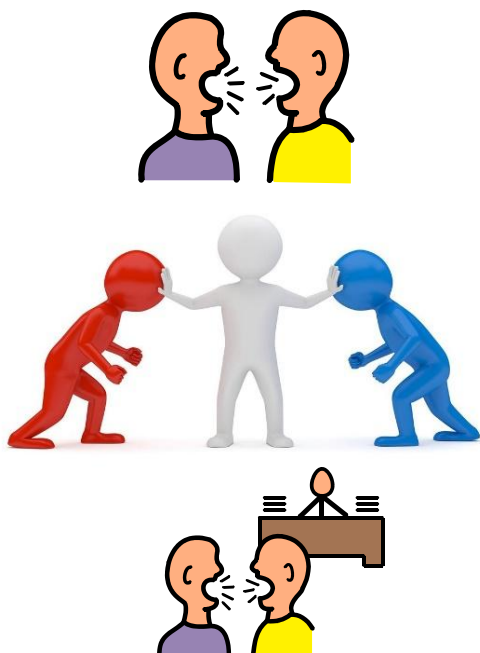
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Cut out the situation cards!

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Help them to build the situation if needed!




RIDE


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THE FIVE LOAVES

S1 T1
L1




Some ideas- conflict solving

Act it out!
 What do you usually argue about?
 What did you quarrel about last time?
 How did you solve it?
 Were you satisfied with the solution?
 Imagine and dramatize a situation where you quarrel with your friend!

Act it out!
 Generally, do you quarrel or moderate?
 How do you usually make peace with others?
 Do you usually ask for help to solve the debate?
 Imagine and dramatize a situation with two different aspects: when you quarrel, and when you make peace!
 What was the difference in your behaviour in the two situations?

Act it out!
 What does a court and a trial mean?
 Who are the participants of a trial? What is their role?
 Imagine and dramatize a trial at the court!

THE FIVE LOAVES EAT ON THE WAY (T1)

S1
T3
D11
L2 P3



Focus on:

- Linguistic awareness (D11)

Goals of the lesson:

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



The two companions stayed a little longer in the shade of the willow to rest their bones. Then, having talked about one thing and another, loan, who had three loaves, gave two coins to Stefan, who had two loaves, saying: "Here, brother! This is your share. Do what you like with it. You had two loaves so you ought to have two coins. For myself, I am keeping three coins, for I had three loaves the same size as yours, as you know." "How do you figure that?" said Stefan discontentedly. "Why only two coins, and not two and a half each? The man was not obliged to give us anything. Then what would have happened?" "What would have happened?" replied loan. "I would have been in the next world for my three loaves and you for your two – and that's all. But now, the bread has been paid for by the stranger, and we have money in our purses; I with my three coins and you with your two; each according to the number of loaves we had. I don't see how the money could possibly be more fairly divided." "Oh now my friend!" said Stefan with the two loaves. "I don't agree with your judgement. Let us take the matter to court, and will stick to whatever the judge decides." "Alright, come along, then. To the court," said loan "if you are not content. I am sure the judge will agree with me, although I've never been to a court of law in my life."

Main features and interactions of the characters

Character	Features	Interactions
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Stefan	Sits, argues	

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!

Suggestions

- Have the kids act out short debates and arguments in situation games. Discuss the dynamics and tone of the debates acted out. Have them make video recordings.
- Have the students gather information and create a mind map about the types, phases and possible outcomes of a debate, as well as the relationships between the debate and the debater.
- Analyze excerpts of artwork (literature, journalism, films, cartoons, puppet plays, musicals, opera etc.) to find examples for types and tones of debate.

Suggested materials

- Camera, computer, projector
- white paper, pencil, folder
- Examples to be analyzed


 Your name _____
 Build _____


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


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

Stefan
loan

Sit
Raise their arm
Emit sound

5 loaves of bread
5 coins

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

THE FIVE LOAVES THE DEBATE (T3)

S1
T3
D11
L3-4
P4

Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least 1 or 2 Studuino motherboard, 2 servo motors, 2 Buzzers, 2 Touch sensors, 1 Sound sensor)
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Focus on:

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Goals of the lesson:

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



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

Arm
Mouth
Make noise
Show the bread's division

The name of my robot: _____

The parts I need for my robot:

Function	Components	DC motor	Servo motor	Sound sensor	Touch sensor	LED	Buzzer
Choose the parts you need! Check off what you use! <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td>	☐	☐	☐	☐	☐	☐	☐

Blue: action
Green: 500ms
Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

What do I see?	What is it doing?	What? (sound)	What? (light)	To where? How long? How many times?	What kind? What else?

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



Related topics in the Technical corner

- Programming servo motor
 - Moving the arm to a given angle (3.a)
 - Repeated movement of the arm for a number of times (3.b)
 - Synchronous movement of several servo motors (3.d)
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- Using Buzzer (6.a, 6.b)
- Using functions (12.a)

Begins to move (raises and lets down its arm) OR gives sound automatically

PROG1

The 2 debaters can raise and let down their arms while making sounds and can reply to each other

PROG2

Debater can move its mouth show emotions, „shout” different tones and reply to the student

PROG3

Debaters can move their mouth show emotions, „shout” different tones and reply each other

PROG4

THE FIVE LOAVES THE DEBATE (T3)

S1
T3
D11
L3-4
P4

Ideas for robots on different programming levels

Can make simple movements (raise and let down its arm) OR make a sound automatically

PROG1

The debaters can raise and let down their arms while making sounds, and can reply to each other

PROG2

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PROG4



Body language and dynamics of the debate

P1 Debate shown by movements OR sound

How to build:

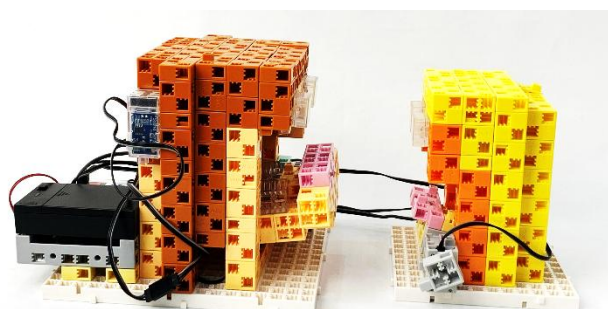
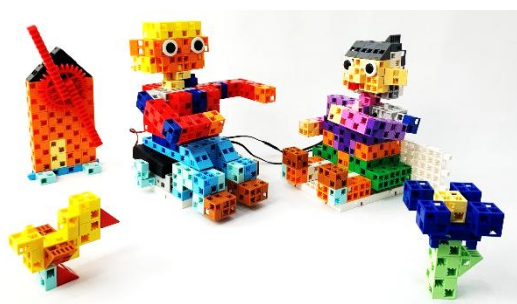
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Showing emotions while debating

P3 Build the person showing emotions while debating

- Moving the mouth with a servo motor
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P4 Two debaters

- The two figures are controlled by the same motherboard
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THE FIVE LOAVES

THE DEBATE (T3)

S1
T3
D12
L1 P3

Focus on:

•Linguistic communication (D12)



Task3: How can a conflict be solved?

Students talk about arguing, quarreling and making up.

They dramatize and act out the given situation.

Focus on

- Critical thinking
- Social skills
- Civics

You can use the Act it out! cards from the Idea Bazaar

Developmental fields:

In focus:

- Linguistic communication
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development

How to manage output:

Take a video record of the dramatized situation!

Idea Bazaar – some ideas:

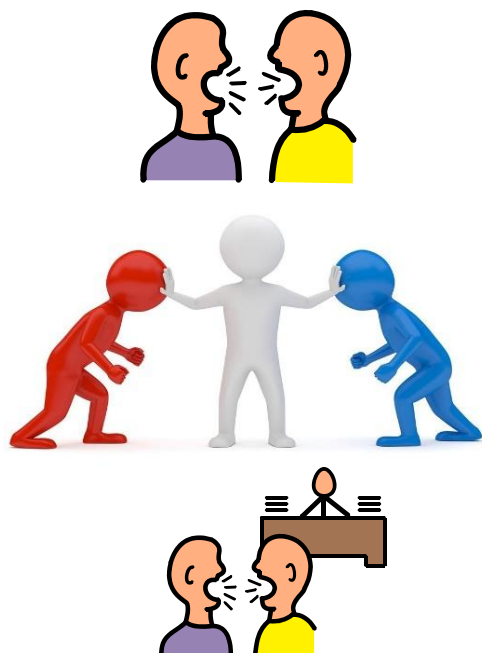
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THE FIVE LOAVES

S1 T1
L1




Some ideas- conflict solving

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 How did you solve it?
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THE FIVE LOAVES EAT ON THE WAY (T1)

S1
T3
D12
L2 P3



Focus on:

- Linguistic communication (D12)

Goals of the lesson:

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



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Suggested materials

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- Examples to be analyzed


 Your name _____
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 Your name _____
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 Your name _____
 Think over: _____

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loan

Sit
Raise their arm
Emit sound

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5 coins

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

THE FIVE LOAVES THE DEBATE (T3)

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T3
D12
L3-4
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Focus on:

- Linguistic communication (D12)

Goals of the lesson:

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

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

Arm
Mouth
Make noise
Show the bread's division

The name of my robot: _____

The parts I need for my robot:

Part	Quantity	Color	Function
Motor	1	Red	Power
Servo	2	Blue	Control
LED	1	Yellow	Light
Buzzer	1	Green	Sound
Touch sensor	1	Purple	Touch
Sound sensor	1	Orange	Sound

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

Blue: action
Green: setting
Five robots: support materials in the Technical Corner!

This is how I build and program my robot:

What do I need?	What is its design?	What? (robotic)	What? (robotic)	In what? How long? How many times?	When long? When once?

This is how my robot will work: _____

Write it in complete sentences using the table above!



Related topics in the Technical corner

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PROG1

The 2 debaters can raise and let down their arms while making sounds and can reply to each other

PROG2

Debater can move its mouth show emotions, „shout” different tones and reply to the student

PROG3

Debaters can move their mouth show emotions, „shout” different tones and reply each other

PROG4

THE FIVE LOAVES THE DEBATE (T3)

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Ideas for robots on different programming levels

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PROG4



Body language and dynamics of the debate

P1 Debate shown by movements OR sound

How to build:

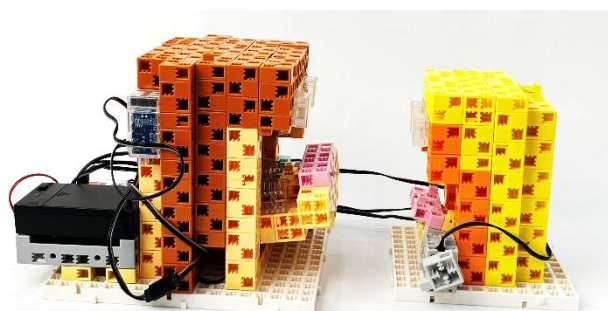
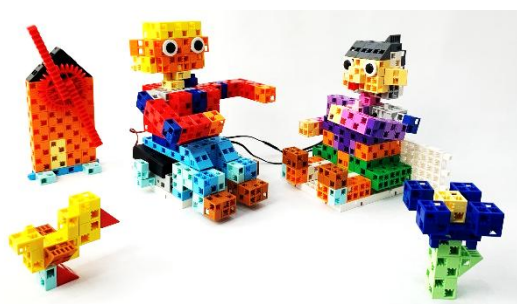
- Debate can be shown by movements of servo motors
- periodic up and down movement of the arms, shaking the head a number of times

OR

- A buzzer can be used to make the debaters loud
- Have them make sounds in turns, in different „voices“
- The two figures are connected to two different motherboards
- The actions are activated and continued automatically by switching on the robot

• P2 Debaters should be loud

- Debate can be shown by movements of arms and/or head AND the voices of the debaters
- periodic up and down movement of the arms, shaking the head a number of times with servo motors
- A buzzer can be used to make the debaters loud
- The two figures should give different tones
- The two figures are controlled by the press of touch sensors, like in a puppet show
- The two figures are connected to the same motherboard



Showing emotions while debating

P3 Build the person showing emotions while debating

- Moving the mouth with a servo motor
- Making sounds with a buzzer
- Eyes can glow with LEDs when angry
- Activated by a sound sensor

P4 Two debaters

- The two figures are controlled by the same motherboard
- Moving the mouth with a servo motor
- Making different sounds with buzzers
- Eyes can glow with LEDs when angry
- The two figures are controlled by the press of touch sensors, like in a puppet show