

ALICE IN WONDERLAND

ALICE'S EVIDENCE (T6)

S9
T6
D11
L1 P3

Focus on:

- Language consciousness (D11)



Task1: How does the characters and the scenes of the story look like?!

Students create the characters of the story or the elements of the landscape.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and the list of materials from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity



Idea Bazaar – some ideas:

- Building environment out of ArTeC Blocks
- Building environment out of recycled materials
- Drawing
- Creating computer graphics

For details of the different solutions, see the Idea sheets!

Developmental fields:

In focus:

- Spatial orientation
- Fine motor skills
- Creativity

In addition:

- Attention concentration
- Subject concentration – Drawing, IT
- Talent development

Task2: How to behave in Wonderland?

Students talk about parody, exclusion, accusing and trials.

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
- Critical thinking
- Civics
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development
- Talent development

Idea Bazaar – some ideas:

- Discuss the situation on the act it out! Card!
- Find out and dramatize a situation given in the task!

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!



How to manage output:

Record a video acting out the situations.


ALICE IN WONDERLAND

Some ideas – Behaviors in different situations

Act it out!
The Mad Tea-Party scene is a parody. What does this word mean?
Find out and play out a situation with your friend once seriously and once as a parody!

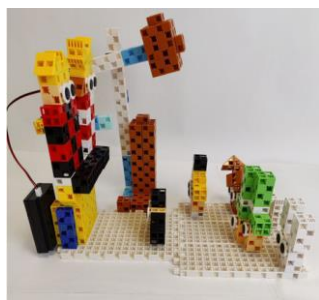
Act it out!
At the Mad Tea-Party, the Hare and Hatter told Alice there was no room at the table, but actually there was. Why did they tell her so?
Why did the Hatter tell Alice to find an answer to the riddle when neither him nor the Hare knew it?
Have you found yourself in a similar situation before?
Find out and play out a situation of exclusion with your friend!

Act it out!
Alice must stand in court before the King of Hearts.
What does a court and a trial mean?
Who are the participants of a trial? What is their role?
What is the process of a trial?
Imagine and dramatize a trial at the court!

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ALICE'S EVIDENCE (T6)

S9
T6
D11
L2 P3



Focus on:

- Language consciousness (D11)

Goals of the lesson:

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



Alice arrives in the courtroom and finds the King and Queen of Hearts on their thrones, surrounded by a large crowd of animals and the whole deck of cards. The Knave is standing before them in chains and the White Rabbit has a trumpet in one hand and a scroll of parchment in the other. In the middle of the court is a table with a large dish of tarts upon it. While waiting for the trial to begin, Alice looks around and notices that the King is the judge and that the jurors are not very smart. The White Rabbit starts reading the accusation; he claims that the Knave of Hearts stole the tarts. The King wants the jury to consider their verdict, but the Rabbit tells him that they should have the witnesses first. The first witness is the Mad Hatter, accompanied by the March Hare and the Dormouse. Alice feels that she is starting to grow again. The Hatter gives no evidence so they move on to the next witness. The next witness is the Duchess' cook and she is being cross-examined. She testifies that tarts are made mostly of pepper. To her great surprise Alice herself is being called as the third witness.

In the meantime, Alice has grown so much that she upsets the jury box when she gets up. She tells the King that she knows nothing about the stolen tarts. The King Reads Rule 42, which states, "All persons more than a mile high to leave the court." Everyone turns to Alice, who denies she is a mile high and accuses the King of fabricating the rule. The King becomes quiet for a moment before calling for a verdict. The White Rabbit presents a paper supposedly written by the Knave, with no meaning. Eventually the King asks the jury for the third time to consider a verdict, and now the Queen contradicts him and says that there should be a sentence first and a verdict afterwards. Alice isn't afraid to contradict her anymore, as she has grown to her full size now, and tells them that they're nothing but a pack of cards. Alice suddenly wakes up and finds herself back on her sister's lap at the riverbank. Alice realizes that everything was a dream and tells her adventures to her sister. As Alice runs off for the tea, her sister thinks about the dream and falls asleep herself, and dreams the same dream as Alice. She continues to dream about how her little sister will eventually become herself a grown woman and how she will always keep the simple and loving heart of her childhood.

Main features and interactions of the characters

Character	Features	Interactions
Alice	Walks, grows	Argues, contradicts
Cards	Walk, move arms	Move gavel
King and Queen of Hearts		Calls for a verdict, contradict each other
Knave, Rabbit, Hare, Hatter, Dormouse	Act in different roles, speak	

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!

Alice
Card

Moves
Walks
Moves arm
Makes sounds

Courtroom
Gavel
Heads

The main actions
of the story
Divide the text
segment into
pieces

Make a list about
things needed
Media files
needed


 Your name _____
 Build _____


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


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

ALICE IN WONDERLAND

ALICE'S EVIDENCE (T6)

S9
T6
D11
L3-L4
P4



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (1 Studuino motherboards, 1 DC motor, 2 servo motors, 4 Touch sensors, 1 Sound sensor, 1 Buzzer, 1 LED, baseplate)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

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 robot's „activity” and its programming complexity according to the Character task card, the developmental aim and the programming level that fits the child's skills.
- More Robotic cards can be filled in if needed (for clarification or for differentiation).

Suggestions

- Discuss about trials, legal procedures and about bringing somebody to court.
- Raise discussion about evidence.
- Why are witnesses necessary?
- Build simple figures from ArTeC Blocks.

Alice
Queen
Card

The name of my robot: _____

The parts I need for my robot:

Buttons	Touch sensors	DC motor	Sound sensor	LED	Baseplate
ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks

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

Does action create a story?

Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

What do I do?	What is it doing?	What does it do?	What does it do?	What does it do?	What does it do?

This is how my robot will work: _____

Write it in complete sentences using the table above!

Related topics in the Technical corner

- Programming DC motor
 - Setting power, direction(2.a, 2.b)
- Programming servo motor (3.a, 3.b, 3.c, 3.d)
- Buttons, Touch Sensors (4.a, 4.b, 4.c, 4.e)
- Buzzer (6.a, 6.b)
- Sound Sensor
 - Testing the Sound Sensor (9.a, 9.b)
- Using random numbers (10.a)

Witnesses in the court room like in a puppet show. Witnesses arrive on a carousel.

PROG1

The Queen strikes with her hammer and calls the witnesses, who arrive at different speeds on a carousel.

PROG2

The Queen strikes with her hammer and summons the witnesses, who arrive on a carousel that rotates random time long. The King stops the Queen's accusatory shouting.

PROG3

The courtroom is in chaos. The Queen calls the witnesses, who arrive at different speeds, and the King stops the Queen's accusations.

PROG4

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ALICE'S EVIDENCE (T6)

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L3-L4
P5

Ideas for robots on different programming levels

Witnesses in the court room like in a puppet show. Witnesses arrive on a carousel.

PROG1

The Queen strikes with her hammer and calls the witnesses, who arrive at different speeds on a carousel.

PROG2

The Queen strikes with her hammer and summons the witnesses, who arrive on a carousel that rotates random time long. The King stops the Queen's accusatory shouting.

PROG3

The courtroom is in chaos. The Queen calls the witnesses, who arrive at different speeds, and the King stops the Queen's accusations.

PROG4



The Courtroom

P1 Puppeteering with the characters

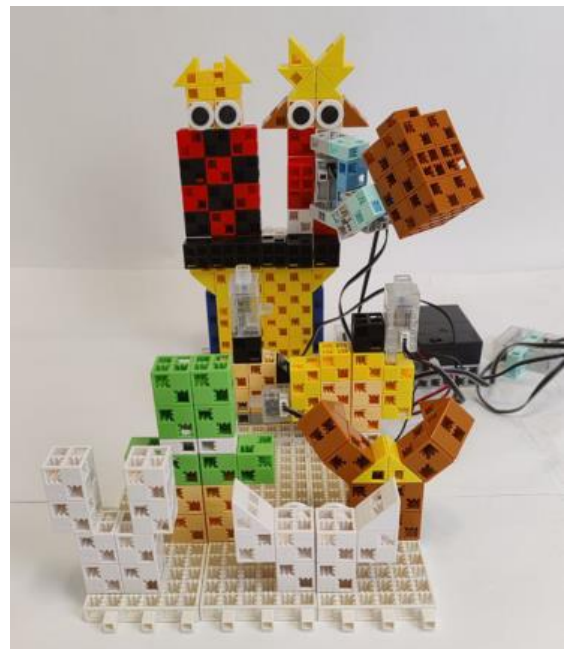
- Build the characters of the scene!
 - a.) The witnesses line up one after the other on a hand-rotating carousel, rotating on an axis.
 - The royal couple, Jack in chains, the other pieces of the deck of cards, Alice and the White Rabbit are in the courtroom.
 - b.) The ring game is powered by 1 DC motor and starts automatically. It is also equipped with movable parts with axles for some characters.

P2 Chaos in the courtroom

- The Queen of Hearts and the King of Hearts interrogate the negotiators while sitting on the throne.
- The witnesses line up on a carousel as in P1 b).
- 3 Touch sensors are attached to the carousel. The 3 Touch sensors on the carousel start the carousel at 3 different speeds, thus lining up the witnesses in front of the royal couple.
- The direction of the Queen of Hearts can be adjusted by an axle above the corresponding Touch sensor.
- Using her arm and a servo motor to move, she strikes the selected Touch sensor and starts the carousel at the chosen speed. The Queen of Hearts' program starts on pushing a Touch sensor.

P3 The King intervenes

- Build the King and Queen of Hearts on the throne.
- The witnesses line up on a carousel as in P1 b). 1 Touch sensor is connected to the carousel.
- The Queen's construction is similar to P2, with 1 Buzzer connected. The King is connected to 1 Sound sensor and 1 LED.
- Triggered by 1 Touch sensor, the Queen strikes with her hammer, moved by an Servo motor mounted in her shoulder, and sets the carousel in motion with the witnesses.
- The carousel spins for a random amount of time, then stops, and the Queen's Buzzer sounds, accusing.
- At that sound, the Sound Sensor mounted on the King activates its program and flashes an LED to indicate that the King is stopping the accusation and taking the witnesses to his defense.



P4 The King and Queen in court

- The King and Queen of Hearts sitting on the throne, as in P3.
- Build the carousel, as in P2.
- The Queen's arm is connected by a servo motor, as in P2. The Queen can turn on another servo motor to place her hammer over the selected Touch sensor. The Queen can be turned by stepping the servo motor step by step.
- In front of it, the carousel has 3 touch sensors that makes the DC motor to turn at different speeds and "guide" the witnesses to the throne.
- Once the carousel is switched on, the robot operates in the same way as the P3.