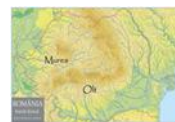


MURES AND OLT THE SADNESS OF THE FAIRY WOMAN (T₁)

S13
T₁
D₁
L1 P1



Focus on:

- Graphomotor skills (D1)

Task1: How to make a toilet paper castle?

Students create a castle as an element of the landscape.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- Building environment out of recycled materials
- Drawing
- Creating

For details of the creation, see the Idea sheets!

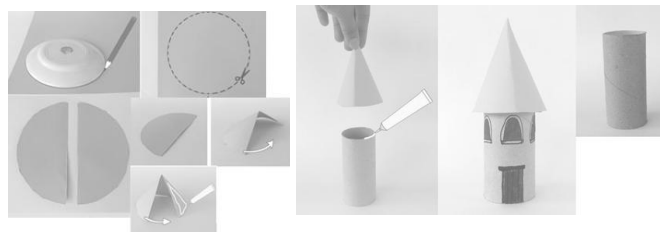
Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity

In addition:

- Attention concentration
- Subject concentration – Art
- Talent development



Task2: How to create a golden castle.

Students create a castle as an element of the landscape.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.

Idea Bazaar – some ideas:

- Building environment out of recycled materials
- Drawing
- Creating

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

Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity

In addition:

- Attention concentration
- Subject concentration – Art
- Talent development



How to manage output:

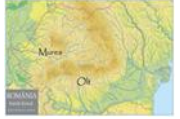
Record videos of the castles children created used as the elements of the landscape.

MURES AND OLT THE SADNESS OF THE FAIRY WOMAN (T1)

Focus on:

- Graphomotor skills (D1)

S13
T1
D1
L1 P2



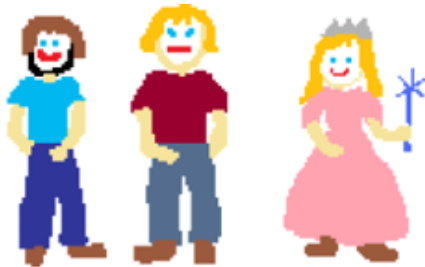
Task3: How does the characters and the scenes of the story look like?

Students create elements of the environment, the mountain, castle. They create plants, animals, figures as well.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- Building environment and characters out of ArTeC Blocks, using Artec mechanisms
- Drawing
- Creating computer graphics

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

Developmental fields:

In focus:

- Spatial orientation
- Presentation skills
- Creativity
- Talent development

In addition:

Subject concentration
– Natural Sciences,
Arts

How to manage output:

Record videos with different characters and elements of the environment.

Task4: How to use arguments in a conflict? How to convince people of your ideas?

The main situation of the story can be used to talk about conflict solving and argumentation techniques. How to do it, what language to use to convince people in a conflict situation?

They dramatize and act out the given situation.

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

Idea Bazaar – some ideas:

- Finish sentences about siblings.
- Dramatize a conflict situation with your sibling. Think of the solution, argumentation!
- Imagine a conflict before travelling. What could be the reason and the solution?
- Dramatize the two end of the conflict.

For details see the Idea sheets!

Developmental fields:

In focus:

- Social competences
- Critical thinking
- Civics
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development



MURES AND OLT

Some ideas – Behaviors in different situations

Finish the sentences:

What I like about my sibling(s) is that they...

What I cannot stand about my sibling(s) is that...

Act it out!

The brothers in the story were always quarrelling. Have you found yourself in a similar situation before? What was the reason and the resolution of the conflict? Find out and play out the situation!

Act it out!

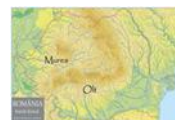
In the story the brothers could not come to common sense regarding the travelling. What could be the reason? Do you think they managed to agree? How? If not, why? Imagine and dramatize the two ends of the conflict.

How to manage output:

Record a video acting out the situations.

MURES AND OLT THE SADNESS OF THE FAIRY WOMAN (T1)

S13
T1
D1
L2 P3



Focus on:

- Graphomotor skills (D1)

Goals of the lesson:

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

Summary: Tarcau the fairy lived in a golden palace on top of a mountain. She had two sons: Mures and Olt. Tarcau was very sad for two reasons. First, because her sons were always fighting with each other. But also because when the sons were young, their father was exiled from his kingdom by the king because he once rebelled against him. Since then he has lived on the Black Sea coast, longing for his family.

Main features and interactions of the characters

Character	Features	Interactions
Tarcau	Walks, moves	Walkes in front of the golden palace, talks to her sons
Mures	Walk, moves	Quarrels with his brother
Olt	Walk, moves	Quarrels with his brother

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

Discussion topics:

- Why was Tarcau sad?
- Why were the brothers fighting?
- Have them act out the dialogue, and think of possible arguments.

Civic, social studies:

- Talk about the scene, participants, interactions during the dialogue (who are the participants, what is the environment like, who can speak, how can they quarrel, etc.)
- Collect information about the geographical situation of the rivers.

Suggested materials

- ArTeC Blocks (at least the 112 pcs set)
- Act it out! cards
- Pencil, paper, cardboard, glue


 Your name _____
Build

Tarcau
Mures
Olt
Father
Golden palace


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

Walk
Sit


 Your name _____
 There also should be: _____
Shores, trees, palace

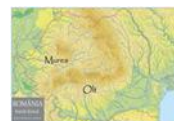
Landscape on a map


 Your name _____
 Think over: _____
The main actions of the story

Media files needed
Divide the text segment into pieces
Make a list about things needed

MURES AND OLT THE SADNESS OF THE FAIRY WOMAN (T1)

S13
T1
D1
L3-4
P4



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (1 or 2 Studuino motherboards, 2 DC motors, wheels, 2 servo motors, 4 Touch sensors, 2 IR Photoreflectors, 1 Buzzer, 1 Sound sensor, 3 LEDs)
- Mindmap or Chart draft , Storyline
- Character cards and Robotic task card template
- Pencil

Suggestions

- Collect information about the landscapes with the two rivers (paintings, photos)
- Collect information about clothing of fairies, kings

Tarcău, the fairy Moves
Lights her magic wand
Mures /Olt Moves
Has LED

The name of my robot: _____

The parts I need for my robot:

Block	Function	Part
Block 1	Block 2	Block 3
Block 4	Block 5	Block 6
Block 7	Block 8	Block 9
Block 10	Block 11	Block 12

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

Buzzer action: _____

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? (sensors)	What? (actuators)	To what? (how many times, how long, how often)	What kind of code?

This is how my robot will work: _____

Write it in complete sentences using the table above!

Focus on:

- Graphomotor skills (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 character 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 Technical corner

- Programming DC motor(2.a)
 - Winding the motor until the sensor detects change (2.b, 2.c)
- Programming servo motor (3.a)
 - Moving the arm up and down (3.b)
- Testing and programming Touch sensor (4.a, 4.b, 4.c)
- Using LED (5.a)
 - Blinking (5.a, 5.b)
- Using Buzzer (6.a, 6.b)
- Testing and programming IR Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector for detecting an object (7.d, 7.e)
 - Line tracing (7.f)
- Using Sound sensor
 - Testing the Sound sensor and activating the robot with clapping 9.a, 9.b)

The actors are axially constructed figures

PROG1

The fairy's arm is powered by a DC motor, it's eyes light up.
Fairy father is a 4 Touch sensor robot

PROG2

The fairy stops at the bushes, crying. The fairy father is a line tracing robot

PROG3

We'll build Tarcău's head, tears fall from her eyes

PROG4

MURES AND OLT THE SADNESS OF THE FAIRY WOMAN (T1)

Ideas for robots on different programming levels

S13
T1
D1
L3-4
P5

The actors are axially constructed figures

PROG1

The fairy's arm is powered by a DC motor, it's eyes light up. Fairy father is a 4 Touch sensor robot

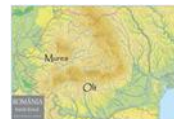
PROG2

The fairy stops at the bushes, crying. The fairy father is a line tracing robot

PROG3

We'll build Tarcău's head, tears fall from her eyes

PROG4



Tarkő, the fairy

P1 Let's build Tarcău Fairy and the other characters

- Stunning the scene with axially movable figures
- Build the fairy and her two daughters and the king and the fairy father.

- Environment: mountains, sea, palace

P2 Build the fairy Tarcău and the husband of Tarcău

- Tarcău is a static robot, 2 LEDs in place of his eyes, a DC motor is mounted in her shoulder.
- When the robot is switched on, it moves up and down 5 times automatically and its eyes flash
- The other characters are built in the same way as in P1
- b) Husband of Tarcău is a 4 Touch sensor robot
- Led by the 4-button remote control, it goes to the sea
- The other characters are built in the same way as in P1

P3 Tarcău and her husband are mobile robots

- a) Robot built on a cart for the fairy Tarcău
- 1 servo motor in the shoulder, LEDs in place of the eyes, 1 IR Photoreflector on the front of the robot
- On power up it moves forward until it detects bushes with the IR photoreflector and stops, then it stretches out both hands and starts crying.
- b) Husband of Tarcău tracking robot.
- A Sound sensor is connected to it, so it starts on sound
- 1 IR Photoreflector, tracking to the sea, stops, turns back, 2 servo motors stretch its arms and sighs using Buzzer
- King is still just a puppet, like in P1

P4 Tarcău is crying

- Building a weeping Tarcău Fairy
- Building Tarcău's head and rack and pinion structure from the building instruction so that tears are "pushed out" through Mother's eyes by a DC motor mechanism
- The mechanism is triggered when the two girls appear in front of the mother (P1 figures). This is detected by an IR Photoreflector

