

HOLIDAY WITH CINNAMON IN THE RESTAURANT (T2)

S15
T2
D6
L1 P3



On focus:

- Computational thinking – life skills (D6)

Task 1: Collect the most common ways of saying hello and goodbye in everyday life.

Think of how many different ways you can say hello and goodbye in one day! Act it out in pairs, then swap roles!

Pair the greetings with the pictures!

There is no wrong solution!

You can use ideas from the Idea Bazaar, apply your own ideas or let the children find a solution using their creativity.

Idea bazaar - some ideas:

Can use their own pictures and greetings (I12)
 Who met? Identify who says hello to whom ((I12)
 For details, see the Ideas pages.

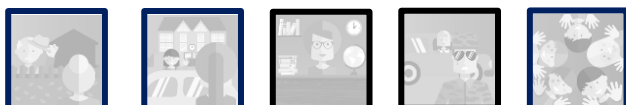
Developmental fields:

In focus:

- Social competences
- Communication
- Emotional intelligent

In addition:

- Life skills
- Subject – language



Take care of yourself!
Come home soon!

Good morning to
you!

Goodbye, kids!

Hi, Mom!

Hello!



Task 2: Make a menu

Come up with a name, logo, address and menu for your imaginary restaurant. Pretend that a guest arrives and the waiter takes the order.

There is no wrong solution!

Any tool or material can be used!

You can use the ideas and materials suggested in the Idea Bazaar, use your own ideas or let the children find a solution using their creativity.

Idea Bazaar - some ideas:

They can use recycled materials, textiles, cardboard, glue, Canva photo editor, etc. (I7)
 Talk about how we behave as guests in a hotel or restaurant.

- Set up a hotel etiquette (I12)
- Make a food pyramid (I11)

Details of the different solutions can be found on the Ideas Sheets.

Developmental fields:

In focus:

- Social competences
- Fine motoric skills
- concentration
- Emotional intelligent

In addition:

- Life skills
- subject– art, technic, IT, language



How to manage output:

Hang the pictures on the wall, on a big poster, and ask the children to arrange them according to a rule they decide.
 Store the objects in a wardrobe, to protect them from falls. Attach a label with the name of the group!

HOLIDAY WITH CINNAMON IN THE RESTAURANT (T2)

S15
T2
D6
L2 P3



In the restaurant

"After we arrived at the hotel, Cinnamon was so tired that he went to bed and fell asleep. In the morning I couldn't find him in the room. After I told Mum and Dad, the three of us went to look for him. We found him in the long marble corridor, where he was gamboling merrily along, hitting an old lady as he went. "Excuse me," I apologised to the surprised lady and helped her up. "It won't happen again, I'll look after our monkey. "On the way to the restaurant we greeted a family. "Are these your friends?" she asked, surprised. "No, but at the hotel people greet each other when they meet," the father explained. In the hotel restaurant, Dad had taken a table by a window so we could see the sea while we ate breakfast.

A long row of tables was full – full of food. There were a variety of salamis and hams, cheeses, boiled eggs, scrambled eggs, sausages, bread, rolls, fruit and vegetable salads to choose from. "Wow! Do we have to eat everything?" – asked the monkey in amazement. "Of course not, it's for all the guests. You can have whatever you want. Look, there's chopped pineapple, bananas and kiwi. Take a plate and..." I hadn't even finished before the monkey was spooning the pineapple with his paws, although they had prepared a fork to go with it. "Cinnamon, wait! We don't pick food by hand!" I warned him. Mom, Dad and I picked some of the goodies and ate them at our table. Cinnamon paced up and down, placing a delicious treat on her plate. She had a huge amount already. Finally, with my help, she brought the overflowing plates to our table. "Then we can eat. Enjoy your meal," he said after he finally sat down. Dad shook his head. "Cinnamon, you can't eat this much unless you sit here for a week," he said. "How can I not eat the whole thing? Look at that!" The monkey hid his paws under the table and... Cinnamon suddenly started to grow. Soon, he grew bigger than a gorilla.

"So what?" he asked in a low, booming voice that made all the tables shake. "You still think I won't eat the whole thing?" "Cinnamon, stop this spell at once!" shouted I, but the huge monkey didn't hear me. I boldly jumped on his front paw as he took a whole bunch of bananas in his mouth. Cinnamon almost swallowed. I found refuge in its huge teeth and screamed, "No!," He just noticed me. He took me out of his mouth, placed me in the palm of his huge hand and hummed, "See, Ropi. I can eat everything in here if I want to. "Stop your magic at once, Cinnamon!", I ordered him angrily. The monkey lifted his paws, whispered the magic word, and I flopped to the ground. The little monkey, grinning, helped me: "It's all right, Ropi!" "But it could have happened!" The elderly couple with the granddaughter and the other guests returned to the restaurant, discouraged. My parents and I were picking again, because the monstrous monkey had eaten everything. As Cinnamon had overeaten, she waited for us to finish our breakfasts, singing softly.

"I'm Cinnamon, the monkey,
No one has fur like
Cinnamon the monkey."

In focus:

- Computational thinking – life skills (D6)

Goal of the lesson:

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

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- How do we behave in the hotel?
- How do we behave at the table?
- Discussing the rules of room or hotel etiquette
- A discuss about healthy eating
- Learning lessons
- Taking a note

character	features	actions
Cinnamon	friendly fairy naughty	sliding wondering taking food Making magic „gobble“ Making notes
Ropi, mom, dad	dutiful	Giving advices Saying hello helps the lady up
hotel guest	Forgiving polite respect etiquette	falling

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: _____
 I am building: _____


 Your name: _____
 Make sure your robot is able to: _____


 Your name: _____
 There also should be: _____


 Your name: _____
 Think over: _____

Cinnamon, Ropi, parents
hotel guest
gorilla

sliding
Greeting each other
Making spell
Having breakfast

Corridor
Buffet
table, chair

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

HOLIDAY WITH CINNAMON IN THE RESTAURANT (T2)

S15
T2
D6
L3-4
P4



Focus on:

- Computational thinking – life skills (D6)

Goals of the lesson:

- Problem solving
- Decision making
- Body image

Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least Studuino motherboard, 2 DC motors, wheels, 1 servo motor, 1, 2 or 5 Touch sensor, 1 IR Photoreflexor)
- Character cards and Robotic task card template
- Pencil

Suggestions

sliding, walking, rising hand or object, nodding

- Discuss with children how people move, how animals move
- How do we express our feelings?
- Non-verbal communication
- Discuss with your children how we behave in a hotel, restaurant or school

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, 2.b)
- Programming servo motor (3.a, 3.b)
- Testing and programming IR Photoreflexor (7.a, 7.c, 7.e)
 - Using an IR Photoreflexor for detecting an object (7.d, 7.e)
 - Maze walking robot (7.h)
- Sound sensor testing and programming (9.a)
 - Activating robot with sound (9.b)
- Using LED (5.a)
 - Blinking (5.b)

The name of my robot: _____

The parts I need for my robot:

Buttons	Servo motor	DC motor	Sound sensor	Light sensor
Accelerometer	IR Photoreflexor	Touch sensor	Electronic board	LED

This is how I build and program my robot:

What do I need?	What is in the table?	What? (action)	What? (object)	To whom? (person)	How? (manner)	When? (time)	Where? (place)

This is how my robot will work: _____

Write it in complete sentences using the table above!

sliding
walking
Rising hand
Rising an object
nodding
arm movement
greeting

Ropi, Cinnamon, parents, lady corridor, door, room Setted table with movable figures „ puppet theatre“

PROG1

the door opens and closes, Cinnamon slides, his hand moves, lady falls, dad nods, Ropi helps the lady, mum says hello to guests

PROG2

Cinnamon's arm, like a robotic arm, lifts the food and places it on the plate, when the plate is full, he sits down

PROG3

Cinnamon slips and hits the aunt, mum says hello on meeting Cinnamon puts lots of food on his plate

PROG4

HOLIDAY WITH CINNAMON IN THE RESTAURANT (T2)

S15
T2
D6
L3-4
P5

Robot ideas for different programming levels

Ropi, Cinnamon, parents, lady corridor, door, room Setted table with movable figures „puppet theatre“

PROG1

the door opens and closes, Cinnamon slides, his hand moves, lady falls, dad nods, Ropi helps the lady, mum says hello to guests

PROG2

Cinnamon's arm, like a robotic arm, lifts the food and places it on the plate, when the plate is full, he sits down

PROG3

Cinnamon slips and hits the aunt, mum says hello on meeting Cinnamon puts lots of food on his plate

PROG4



Cinnamon, Ropi and his parents in the hotel

P1 Puppet theatre

- Building the characters in the scene
- Head, arm, door can be moved axially
- All characters are movable
- **P2 Monkey slides**
- a.) Construction of the characters in the scene as in P1
 - Place the monkey on a robot plate
 - rolling back and forth (sliding down the corridor)
 - LEDs in the eye area - lights up when scrolling (happy)
- b.) We put a touch sensor on the monkey
- The monkey stops when he hits an obstacle (hits the lady)
- c.) We put a buzzer on mum
- mum/Dad/Ropi make a noise (say hello/thank the guest)

P3 The monkey makes magic

- a.) A touch sensor is installed on the plate
- If there's too much food on the plate, it makes a ringing sound
- b.) Placing a gorilla on the monkey's robot base
- the robot turns - the fairytale monkey in front, the gorilla behind
- turn to sound (spell)
- then turns back at Ropi's voice/touch (spell)
- c.) guests/guests flee/retreat from the restaurant
- guests/guests are built on a robotic base
- 4 touch sensor to operate it as a controllable robot

P4 Restaurant scene

- a.) The table is set in the restaurant, the actors act as in P2 a.)
- By mounting 2 IRs on the monkey, it avoids obstacles so it can move between the buffet table and the breakfast table (it brings food and drinks to their table)
- Stop if you see an obstacle (stop next to the tables)
- b.) Building a monkey that picks food
- Monkey's two arms are operated as a robot arm by 3 servo motors
- Can lift the arm and put the object down (picking up food on a plate)
- The robotic arm is operated by 4 touch sensor

