

HOLIDAY WITH CINNAMON THE COAST IS NOT A GARBAGE DUMP (T3)

S15
T3
D8
L1 P3



In focus:

- Teaching other subjects with robotics (D8)

Task 1: Sustainability

What is environmental pollution? What can a student do to protect the environment?

Discuss why recycling is so important today!

Make a recycling toy!

There is no wrong answer!

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:

The group can rethink the rules of the board game (I13)

- Discuss steps to prevent environmental pollution:
 - Protect your environment, rethink your transport!
 - Change your shopping habits!
 - Conserve energy
 - Dig in!

For details, see the Ideas pages.

Developmental fields:

In focus:

- Environmental protection
- communication
- Social competences

In addition:

- Life skills
- subject – science, biology



Task 2: Create an eye-catching creation

Organise a discussion session, find out each other's opinions, maybe even convince each other

Create an awareness-raising poster, lapbook, indoor or outdoor installation using recycled materials.

No wrong solution!

Any tools or materials 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. (I4)
- What is the meaning sustainability? (I3)
- The future depends on us!
- Talk about the importance of protecting the environment
- You can create online games on the topics concerned.

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

Take photos of the constructions in progress and finished.

Developmental fields:

In focus:

- Educating for sustainability
- Fine motor skills
- focus
- Emotional intelligence

In addition:

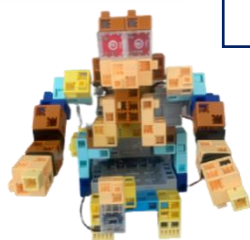
- Life skills
- subject – art, technic, IT, language



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

THE COAST IS NOT A GARBAGE DUMP (T3)

S15
T3
D8
L2 P3



The coast is not a garbage dump

After the rich breakfast, my parents and I and the enthusiastic Cinnamon Monkey went down to the beautiful sandy beach behind the hotel. We took two large blankets and a canvas bag with sunscreen and small snacks. The monkey suddenly stopped and kicked a plastic bottle lying on the sand. "Oh, what have I found!" "It's a PET bottle that someone just threw on the beach," I shook my head. Dad picked up the bottle and took it to a nearby trash can. At that moment, a beach ball from a little boy playing nearby came flying towards him. Cinnamon kicked it back and was all smiles. While my parents and I were putting down the blankets, the monkey joined the little boy, kicking the ball at each other. Then he ran into the warm sea where I taught him to swim. And he really did. The monkey was proud of himself and immediately started singing:

„I'm Cinnamon,
the monkey,

No one has fur like
Cinnamon the monkey."

The sun was shining. The parents slathered each other with sunscreen. "I'm a bit bored. What if I..." said Cinnamon. I quickly sat up and took his paw. "Listen, you're not going to start doing magic here! "If you're bored, you and Gyurka can go on an exploring trip behind the rocks," Mom suggested. When Cinnamon and I climbed the cliffs, we were surprised. Everywhere we looked there were piles of plastic bottles, cups, plates, torn bags..." "Oh, there's our beach sheltered from the wind by the rocks. That's why it's so clean there," said Cinnamon. "Exactly. You are a very clever fairy tale monkey. The wind and waves bring all the garbage people throw into the sea here. Let's get away from this horrible place".

"Well, what's going on?" asked Mum. "Guess what, we found a plastic field instead of a beach", chattered the monkey. I explained to my parents what we had discovered. The monkey raised his paw and started whispering, "Abraka - dabraka!" Suddenly the wind blew bottles, cups, plastic cutlery, torn bags from the garbage beach behind the rocks onto the clean hotel beach..." "What are you doing again?", I said to the monkey. "Don't be angry with me, Ropi. All that garbage has to be cleaned up, and behind the rocks no one would have noticed." Suddenly we noticed hotel workers approaching us with shovels and rakes in their hands. Soon a small tractor with a trailer appeared. The workers were loading the garbage they had collected onto it. Dad stood up, took a free rake and began to collect the garbage into a pile. We started cleaning up, too. Eventually some volunteers joined in. Within moments, the trailer was full. Cinnamon sighed, "And that's it. It's clean again."

Focus on:

- Teaching other subjects with robotics (D8)

Goals of the lesson:

- text comprehension
- Problem solving
- Decision making
- organising group work

character	features	actions
Cinnamon	friendly fairytale naughty mischievous	playing ball with the boy Walking on the shore curious Making spell Collecting garbage Making notes
Ropi, mum, dad	environmentally responsible	Taking sunbath Giving advice Help to take the garbage
hotel staff	hardworking	collect garbage sweeping Driving a tractor

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- The future of man and the Earth
- What is Greenwashing?
- My ecological footprint
- How big is yours?
- We must take the world wild again!
- Collect selectively
- Recycling practices
- Making a note

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 staff
traktor**

**playing ball
Taking sunbath
Making spell
Taking garbage**

**coast
garbage
traktor
shovel, broom**

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

S15
T3
D8
L3-4
P4



- 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 Photoreflector)
- Character cards and Robotic task card template
- Pencil

Suggestions

walking, raising a hand or object, moving the mouth

Discuss with children how people move, how animals move

- It is important to keep our environment clean
- What is sustainability?
- Discuss with your children what and how to collect selectively

Focus on:

- Teaching other subjects with robotics (D8)

Goals of the lesson:

- Problem solving
- Decision making
- body image

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 Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector 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:



Taking sunbath
playing ball
walking
taking garbage
sweeping
tractor movement

This is how I build and program my robot:

What do I need?	What is it doing?	What? (color)	What? (color)	To what? How long? How many times?	With what?

This is how my robot will work:

Write it in complete sentences using the table above!

100

Ropi, Cinnamon,
parents, hotel staff,
boy, traktor, with
movable figures
„puppet theatre”

PROG1

Cinnamon plays ball with the boy, Ropi walks with the monkey on the rocks, mum and dad sunbathe, the hotel staff sweep, the tractor arrives

PROG2

Cinnamon's arm, like a robotic arm, picks up the garbage and puts it on the tractor, if there is no more garbage, the tractor will leave

PROG3

The ball rolls back and forth between the monkey and the boy, Cinnamon makes magic on the beach, the employees sweep.

HOLIDAY WITH CINNAMON THE COAST IS NOT A GARBAGE DUMP (T3)

S15
T3
D8
L3-4
P5

Ideas for robots on different programming levels



Ropi, Cinnamon, parents, hotel staff, boy, traktor, with movable figures „puppet theatre“

PROG1

Cinnamon plays ball with the boy, Ropi walks with the monkey on the rocks, mum and dad sunbathe, the hotel staff sweep, the tractor arrives

PROG2

Cinnamon's arm, like a robotic arm, picks up the garbage and puts it on the tractor, if there is no more garbage, the tractor will leave

PROG3

The ball rolls back and forth between the monkey and the boy, Cinnamon makes magic on the beach, the employees sweep.

PROG4

Cinnamon, Ropi and their friends on the coast

P1 puppet theatre

- Building the characters in the scene
- Their head, arms and mouth can move axially
- All the characters are movable

P2 monkey is playing ball

a.) The construction of the characters in the scene in the form of a football

- the monkey and the boy are mounted on 1-1 goal
- they act as movable figures using gears
- the cogwheel moves on a rail to ensure movement in the gate and kick
- c.) Mum and Dad's mouths move as if they are talking
- start the program by pressing a touch sensor

P3 Garbage picking

a.) The tractor arrives

- 4 touch sensor to control the tractor (forward, left, backward, right)
- 2 LEDs to indicate if it is turning left or right
- b.) Robotic arm with 4 gears and 2 DC motors
- pick up and move the object - "rubbish,,
- controlled by the buttons on the motherboard
- c.) Mount a buzzer on the mother/father figure
- make mother/father sounds - praise the monkey when its trash gets into a pile
- d.) We build a grapple on the front of the tractor
- we collect the rubbish with our grabber
- e.) Line-following or obstacle avoiding monkey
- 2 downward-facing IRs mounted on the monkey's robotic base for walking on the pavement or
- Building a robot that avoids rocks by incorporating 2+1 (1 forward-facing on each side) IRs

P4 Monkey makes magic

- a.) Ropi walks with the help of 3 servo motors
- Ropi's legs and upper body are driven by 3 servo motors
- press a button to start the program (it can also be started by sound by adding a sound sensor)
- b.) The monkey makes magic on a robot base
- monkey's two arms moving by using 2 servo motors,
- when it raises its arm, its eye lights up (2 LEDs in place of the eye)

