

HOLIDAY WITH CINNAMON HOME, SWEET CABIN (T4)

S15
T4
D9
L1 P3



In focus:

- Talent development (D9)

Task 1: Build a fire truck or indoor/outdoor installation

How can a fire be prevented?

What to do in case of fire?

What materials can be used for fire fighting?

What are the indications on the flammable substances box?

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:

- They can use recycled materials, textiles, cardboard, glue, Canva image editor (I15)
- Discuss steps to prevent a fire
- Once the damage is done, how do we prevent the fire from spreading?

For details, see the Ideas pages.

Developmental fields:

In focus:

- Environmental protection
- communication
- Social competences

In addition:

- Life skills
- subject –science, art, technic



Task 2: Folk traditions

Make a paper plate decorated with a folk motif, paint a T-shirt, create a country house or colour in the folk motif. Talk about the importance of traditions and folk customs.

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)
- They can colour a folk motif (I8)
- Highlight the importance of events and customs to help keep the community together

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 HOME, SWEET CABIN (T4)

S15
T4
D9
L2 P3



Home, sweet cabin

It was wonderful in Greece. When our holiday was over, I couldn't wait to go home. I missed Málna and Bukta. Now I, Cinnamon Monkey, will write the story of our arrival. In Bratislava, we were met an old lady at the airport by Málna, Bukta. She had beautiful white hair, her name was Hannamami, actually Hanna, and she was Emma's grandmother. She invited us to Liptov below the Tatras. Pali and Emma's luggage was already in the car. They were waiting for Gyuri.

I'll skip the new packing, the trip to Lipton, and start with our entry into the hut. In the kitchen was a nice big oven where bread and other delicacies had once been baked. Hannamami told me that when it was properly heated, nowhere in the world was goose as delicious as in it. The walls were decorated with painted flower-patterned mugs, the windows were hung with embroidered curtains, and on the white wall beside the table, also embroidered, was a cloth with the following inscription **WHERE THERE IS WORK, THERE IS SUCCESS**. From the fabulous kitchen we entered the so-called Great Room. On the three beds were huge quilt towers.

"These are quilts made of feathers. They used to be used for quilts. There was no heating in the hut at night, but we were still warm. - Hannamami explained. "The hut has been here for two hundred years. All you see around you is folk culture and tradition. ""Tradition is actually habits that we learnt from our parents since childhood, and they learnt from their parents." - noted Málna. Hannamami took out a match and lit a kerosene lamp. "Watch out for kerosene!" warned Hannamami. "Just such a lamp was the most common cause of hut fires. She hadn't even finished when there was a cry from outside: "Burn!,, We ran out of the house.

In the distance, at the end of the village, one of the cottages burst into flames and black smoke rose into the sky. People were putting out the flames with buckets of water. Cinnamon soon raised my front paws high above my head and whispered softly, "Abraka dabraka!" Then water rained down on the flames from the cloud that appeared over the hut. After a short time the flames were reduced to white smoke, and the black cloud disappeared as soon as it appeared. The kitchen was scorched, but not burnt. "Hurray, we did it!,, I shouted. Málna whispered in my ear, "Cinnamon, I wish you'd always do magic like that. Thanks to this, you've saved a slice of folk culture."

Focus on:

- Talent development (D9)

Goals 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.
- Compliance with fire safety rules
- Flammable materials
- What to do to prevent a fire?
- The tradition
- The importance of collecting old objects
- Why is the museum important?
- Country House
- Making notes

character	features	actions
Cinnamon	friendly fairytale naughty mischievous	travelling curious Making spell Extinguish fire making notes
Ropi and his friends	interested	travelling Giving advice
Hannamama	old tradition-keeper	show the house and old customs and objects
Guy on tractor	afraid	scare Run away

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!

Cinnamon, Ropi, riends

**Hannamama, villagers
Old objects**

**Travelling
goes around the house
free
Making magic - fire
fighting**

**house
Village
burning house
bucket**

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

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D9
L3-4
P4

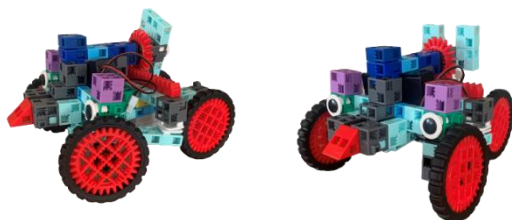


Focus on:

- Talent development (D9)

Goals of the lesson:

- Problem solving
- Decision making



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 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 cars move
- The most important thing is to prevent fires.
- Often we cannot tell how flammable a material is, so you should always read the instructions on the packaging.

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:

Function	Sensor	DC motor	Sound sensor	Light sensor
Actuator	Touch sensor	IR Photoreflector	LED	Speaker

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.

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.

This is how I build and program my robot:

What do I see?	What is it doing?	What? (action)	What? (object)	To whom? (person)	What? (verb)	What? (adjective)

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

travelling
view cabin
Conversation
running
Making spell -
firefighting
tractor
movement

Ropi, Cinnamon, friends, villagers, tractor, car or plane, movable figures „puppet theatre“

PROG1

Cinnamon, Ropi and his friends travel by car to Hannamama.

PROG2

Hannamama shows the kerosene lamp. The children tour the cabin.

PROG3

The children run out of the house, Cinnamon makes it rain by the burning house, the tractor arrives, but the tractor driver is scared of Cinnamon.

PROG4

HOLIDAY WITH CINNAMON HOME, SWEET CABIN (T4)

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T4
D9
L3-4
P5

Ideas for robots on different programming levels

Ropi, Cinnamon, friends, villagers, tractor, car or plane, movable figures „puppet theatre“

PROG1

Cinnamon, Ropi and his friends travel by car to Hannamama.

PROG2

Hannamama shows the kerosene lamp. The children tour the cabin.

PROG3

The children run out of the house, Cinnamon makes it rain by the burning house, the tractor arrives, but the tractor driver is scared of Cinnamon.

PROG4



Cinnamon and his friends in the cottage

P1 Puppet theatre

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

P2 Arrival at Hannamama's house

- The plane lands
 - building a slope-moving aircraft
 - movable by gears
- The car is heading towards the cabin
 - Moves forward with DC motors
 - passengers can move their hands, feet and head on it

P3 Wonderful cabin

- Hannamama shows the petroleum lamp
 - the lamp lights up (flashes) when Hannamama presses the touch sensor
- Children built on a robot base walk around the house
 - 3 IRs to help avoid obstacles

P4 Firefighting

- We put a buzzer on the burning house
 - the Buzzer sounds
 - if the robot used in P2 c.) makes a sound (they were travelling in a car), it goes to the burning house (children run out of the house)
- The monkey makes magic on a robot base
 - monkey's mooves his two arms using 2 servo motors,
 - when it raises its arm, its eye lights up (2 LEDs in place of the eye)
- The tractor arrives
 - 4 touch sensor to control the tractor (forward, left, backward, right)
 - 2 LEDs to indicate if you are turning left or right
- Cinnamon scares the tractor driver
 - Tractor driver with movable mouth
 - The forward facing IR on the tractor detects Cinnamon and the tractor driver opens his mouth (scared)
 - if a buzzer is installed, it can also emit sound

