

HOLIDAY WITH CINNAMON FIRST AID (T5)

S15
T5
D1
L1 P3



In focus:

- Text comprehension (D1)

Task 1: Create an infographic 2D/3D

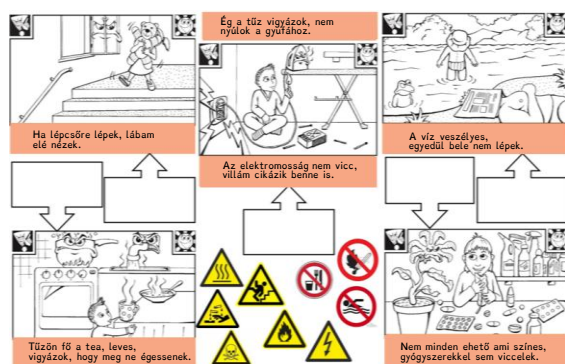
The infographic could be about the basic rules of cycling or accident prevention.

In what situations can accidents happen?

What to do in the event of an accident?

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 (I8)
- Discuss the most common mistakes that lead to traffic accidents!
- Help James with the treatment and healing of his wounds (I8)

For details, see the Ideas pages.

Developmental fields:

In focus:

- Accident prevention
- First aid
- communication
- Citizenship skills

In addition:

- Life skills
- subject – science, art



Task 2: Make a memory game

The "Little Rescuer" / "Drive Smarter" memory game demonstrates first aid / traffic rules.

Act out an emergency call.

Prepare a first aid kit/medical bag/headgear.

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:

- Check a first aid box! Discuss what it is for! Check the expiry date on each one! (I8)
- Each team plays an injury situation, and the other team has to recognise the trouble and take care of it. The team playing the "injured" team can also play the role of the person who answers the 112 call.

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

Take photos of the constructions in progress and finished.

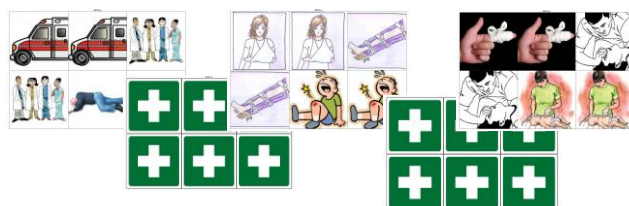
Developmental fields:

In focus:

- First aid
- Fine motoric skills
- focus
- Emotional intelligence

In addition:

- Life skills
- subject – art, technic, IT



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!

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L2 P3



First aid

On a beautiful summer day, we experienced something that a schoolboy doesn't often do. We wanted to go for a bike ride, but Cinnamon couldn't ride a bike, so Bukta wanted to put him in the basket that was mounted on the handlebars of the bike. Cinnamon, grabbed my bike and got back on the pedals. He hadn't even gone a metre and suddenly Boom! He fell. He immediately raised his paw and we knew he was going to do something magical. All at once, dozens of inflated colored balloons were strapped to my bike, lifting the bike and the monkey into the air. Our breath was taken away. Fortunately, the monkey slowly lowered both paws and the bike began to descend, landing safely. "That's enough, Cinnamon!" waved Bukta in order and put it in the basket. He put his helmet on his head and then gave the monkey one too. "Ouch! Why are you giving me that pot?" he defended himself.

"You shouldn't ride a bike without a helmet., Finally we were on our way. The cycle path ended at a crossroads. There was a sign saying **GET OFF THE CYCLING PATH.**

"Why did you stop?" - the monkey huffed. - After all, there are no cars coming, we could cross faster on our bikes. "The rules must be followed. We are in a city, not in the jungle!" - said Ropi. The insubordinate Cinnamon raised his paw again and muttered something under his breath. Suddenly the environment changed. We found ourselves somewhere in the African jungle! "We are in the jungle now, there are no restrictions here. You can get on the bike! ""Listen Cinnamon, what about the lion?" - I noted fearfully. "Kids, the lion is coming." - Bukta whispered pale-faced. Fortunately, as the lion was about to pounce, the monkey quickly cancelled the spell and the jungle disappeared with the lion. After crossing the intersection, we got back on our bikes and rode along the bike path to the park to the park. We passed two classmates who were repairing their bikes. Soon there was a loud "Watch out!" and 2 guys passed us at crazy speeds. Neither of them were wearing helmets. They looked back with grins on their faces, proud of themselves for speeding past us like that, and suddenly a **BOOM!** They crashed their bikes and fell to the ground.

When we got closer to the boys, we could see that one of them just had a bad nose, but the other guy wasn't moving at all. I leaned down and put my ear to his face. His breathing was very shallow. I put him on his side to secure his airway. "Call 112!" - said to Ropi. Soon the siren of an ambulance could be heard. It braked close to us and the doctor and driver jumped out. The doctor quickly assessed the situation and opened his bag, gave the lying boy a breathing apparatus and an injection, after which he regained consciousness for a while. I promised to accompany the other boy home and the parents of the injured boy were informed that he had been taken to hospital.

"Where is the Cinnamon?" - Ropi suddenly asked. A monkey was hopping on the roof of a car driving away. It was Cinnamon. "And now?" - Shouted Bukta. "There is nothing we can do now. Maybe our Cinnamon can find his way home on his own." - I sighed.

Focus on:

- Text comprehension (D1)

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.
- Discuss the situations in which accidents can happen!
- Discuss the most common mistakes that lead to traffic accidents!
- Discuss what to do in the case of an accident
- Look through a first aid box!

character	features	actions
Cinnamon	friendly fairytale naughty mischievous	curious Making spells jumping Making notes
Ropi and his friends	rule followers	cicling helping
classmates	do not respect the rules	no helmets on their heads have an accident
ambulance	has a white coat and a medical bag	takes care of the boys

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, friends,
lion, classmates
ambulance

bike takes off by
balloons
helmet
traffic sign

bike
basket
Ambulance car

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: _____

HOLIDAY WITH CINNAMON FIRST AID (T5)

S15
T5
D1
L3-4
P4



Focus on:

- Text comprehension (D1)

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

Suggestions

walking, raising a hand or object, side lying, bike control

- Discuss the situations in which accidents can happen!
- Discuss what to do in the case of an accident!
- List the most important traffic rules!
- Recognising traffic signs

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	DC motor	Sound sensor
Accelerometer	IR Photoreflexor	Touch sensor
Microcontroller	LED	DC motor

This is how I build and program my robot:

What do I see?	What is it doing?	What? between?	What? between?	Is what I see? the way I see?

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

Cycling
Conversation
observing traffic signs
Magic
arrival of an ambulance
first aid

Ropi, Cinnamon, friends, bike, balloon, ambulance car, lion with movable figures „puppet theatre“

PROG1

Cinnamon, Ropi and his friends riding their bike on the cycle path

PROG2

Cinnamon works its magic, bikes take to the skies.
A classmate falls down.

PROG3

Help is called on the phone, an ambulance arrives and the injured person is taken to hospital.

PROG4

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Robot ideas for different programming levels

Ropi, Cinnamon, friends, bike, baloon, ambulance car, lion with movable figures „puppet theatre“

PROG1

Cinnamon, Ropi and his friends riding their bike on the cycle path

PROG2

Cinnamon works its magic, bikes take to the skies.
A classmate falls down.

PROG3

Help is called on the phone, an ambulance arrives and the injured person is taken to hospital.

PROG4



Cinnamon and his friends on the cycle path

P1 Puppet theatre

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

P2 Bike trip

- a.) Friends go on a bike ride
 - kids ride their bikes on the cycle path
 - Cinnamon sitting in the basket
- b.) Cinnamon makes magic
 - raises its hand with a servomotor
 - the bike rises with the baloon (it moves up a slope with the help of a cogwheel)

P3 Respecting traffic rules

- a.) placing the bike on the robot platform
 - Moving forward with DC motors
- b.) When it reaches a black line, it stops (end of cycle path)
 - detects the black line using 1 IR
- c.) cars driving on the road
 - building a small car with gears
 - building a line-following robot car (2 downward facing IR)
- d.) traffic light
 - Using 3 LED
 - the 3 LEDs flash one after the other

P4 First aid

- a.) the cyclist has an accident
 - one bike rings (1 Buzzer) when it detects an obstacle (1 touch sensor) and stops
- b.) the cyclist detects an object but can no longer stop and falls
 - 1 with servomotor tilted to the right
 - the other cyclist makes a phone call
- c.) The ambulance arrives
 - 4 touch sensor to control the ambulance (forward, left, backward, right)
 - 2 LEDs to indicate if you are turning left or right

