

SULTAN OF ELEPHANTS AND GIMPY RED BEARDED ANT SONG OF ANT'S (T3)

S18
T3
D3
L1 P5

Focus on:

• Spatial orientation (D3)



Task 1: How can a conflict be solved?

Students talk about roles in a group, convincing others, crushing the weak and freedom. They dramatize and act out the given situation.

Focus on

- Critical thinking
- Social skills
- Civics

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

Developmental fields:

In focus:

- Social competences
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development

How to manage output:

Take a video record of the dramatized situation!

Idea Bazaar – some ideas:

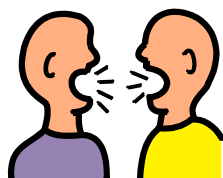
- Find out and dramatize a situation where you lead a group or you are led by others!
- Dramatize a situation when you take over others' mind!
- Imagine and dramatize a situation when freedom is restricted!

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

Cut out the situation cards!

Choose the focus that you want the children to deal with! Give them the appropriate situation card!

Help them to build the situation if needed!




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**SULTAN OF ELEPHANTS
AND GIMPY RED BEARDED
ANT**

S18
T3-4
L1



 **Some ideas- conflict solving**

Act it out!

Do you feel like a leader in a group?
 What roles can there be in the group other than being a leader?
 Which of these roles do you feel close to?

Imagine and dramatize examples of leadership!

Act it out!

Would you like to take over people's minds?
 If you could convince all humanity of one idea, what would it be?
 How do people who do not believe in this idea live?

Imagine and dramatize through sample ideas!

Act it out!

Is it important to be weak but big, or is it important to be strong but small?
 Should the strong crush the weak?
 How right is it to restrict freedom?

Discuss and compare the two situations.

SULTAN OF ELEPHANTS AND GIMPY RED BEARDED ANT SONG OF ANT'S (T3)

S18
T3
D3
L2 P3



Focus on:

- Spatial orientation (D3)

Goals of the lesson:

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

However, over time, the ants started imitating the Sultan of Elephant too much. They ate like him and rubbed their backs like elephants, and the Sultan of Elephant couldn't control it. One day, the ants were rubbing their backs in the forest but all of a sudden, they heard a song that reminded them they were ants, not slaves. They remembered their freedom and left the forest.

When the Sultan of Elephant learned about this, he was confused. The Red-Bearded Lambe Ant, inspired by the same song, declared war on the elephants. But the elephants were strong, and the ants were defeated. The Sultan of Elephant gave the surviving ants more work and food, and they multiplied again.

Some ants didn't want to work for the Sultan of Elephant anymore, so they joined the Red-Bearded Lambe Ant. They heard the song again and started planning to fight against the elephants but this time with a better and smarter plan. So they started digging the ground.

Main features and interactions of the characters

Character	Features	Interactions
Sultan of the Elephants	Walks, talks	They move together in sync.
Red bearded ant	Walks, talks, sings	

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!

Suggestions

- Find out what shows that ants imitate elephants.
- Discuss why the song affected the ants and how it helped them to find their way back to being an ant.
- Have the children collect songs and poems that reinforce the sense of togetherness of a group.

Suggested materials

- Camera, computer, projector
- white paper, pencil, folder
- Examples to be analyzed

Sultan of Elephants
Ulukepez
Ants

Walks
Talks

Elephants schools
Mountain

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


 Your name _____
 Build _____

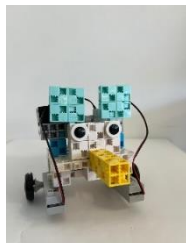
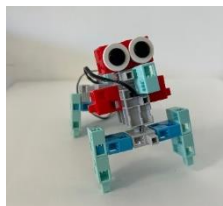

 Your name _____
 Be attentive, your robot should be able to _____


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

SULTAN OF ELEPHANTS AND GIMPY RED BEARDED ANT SONG OF ANT'S (T3)

S18
T3
D3
L3-4
P4



Focus on:

- Spatial orientation (D3)

Goals of the lesson:

- fine motor skills,
- problem solving,
- decision making



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (at least 1 or 2 Studuino motherboard, 2 servo motors, 2 Buzzers, 2 Touch sensors, 1 Sound sensor), gears, drive rails, base plates
- Videos, excerpts of cartoons and puppet plays used on the previous lesson
- Mindmap or Chart draft template
- Storyline template
- pencil

Suggestions

- Discuss how robots can be used to distinguish different melodies and sound effects.
- Examine how gears and drive rails work.

How to fill in the Robotic card?

- Choose robot's „activity” and its programming complexity according to the Character task card, the developmental aim and the programming level that fits the child's skills.
- More Robotic cards can be filled in if needed (for clarification or for differentiation).
- Fill in the robot cards in the target language!
- Not all columns of the table need to be filled in, only those that are relevant to the robot's particular operation.
- Based on each row of the table, use grammatically correct sentences to describe the robot's operation in the target language.

Ants
Elephants

The name of my robot: _____

The parts I need for my robot:

Module	Sensor	Motor	Light	Sound
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

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

Buzzer action: ☐ Green: ☐ Red: ☐ Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

What do I see?	When is it doing?	What? (action)	When? (time)	To what? (where? how? how many times?)	When loud? (how loud?)

This is how my robot will work: _____

Write in 10 complete sentences using the table above!

Related topics in the Technical corner

- Programming servo motor
 - Moving the arm to a given angle (3.a)
 - Repeated movement of the arm for a number of times (3.b)
 - Synchronous movement of several servo motors (3.d)
- Testing and programming Touch sensor (4.a, 4.b, 4.c)
- Testing and programming Sound sensor (9.a, 9.b)
- Using LED (5.a, 5.b, 5.c)
- Using Buzzer (6.a, 6.b)
- Using functions (12.a)

Motorized gear series to demonstrate the transition and reversion.

PROG1

The direction of rotation of the gear train is already programmed.

PROG2

Transitions and reversals are performed on a moving stage on hidden drive rails.

PROG3

A robot that responds to different sound levels.

PROG4



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Ideas for robots on different programming levels

Motorized gear series to demonstrate the transition and reversion.

PROG1

The direction of rotation of the gear train is already programmed.

PROG2

Transitions and reversals are performed on a moving stage on hidden drive rails.

PROG3

A robot that responds to different sound levels.

PROG4



Ants Carving Under the Palace

P1 Motorised but not yet programmed device

- 2 - 2 ants and elephants are mounted on a series of 4 gears. The 1 DC motor, driven by a small gear, powers this mechanism when the battery holder is switched on. By switching the battery holder on and off, the scene can be played, stopped and restarted.

P2 Programmed gear series

- Based on P1, but with programmable brain and 2 touch sensors to control the direction of rotation. On one, the wheels rotate until the red elephants are moved forward; the ants "turn" into elephants. Pushing the other one turns the gears backwards and the ants are moved forwards again; the ants feel like ants again.

P3 Puppet theatre with a stage moving on drive rail

- The 2 servo motors, which rotate the actors, can be moved to the centre and to the side of the stage on drive rails with 2 independently moving servo motors. The robot theatre is controlled by 2 touch sensors. Pressing one of them moves the two upper servo motors from the edge to the centre, which are then in front of the ants. When the robot reaches the centre, these servo motors turn and the red elephants are moved forward (changeover). The other touch sensor returns the robot to its default position, i.e. the servo motors that move the figures are moved back to the edge, turn back and the ants are moved forward again (changeback).

P4 Sound-driven puppet theatre

- Same as P3, but the robot is controlled by a sound sensor. The program starts to soft music and resets to a loud clap.

