

MASTER EDER AND HIS PUMUCKL

MASTER EDER MEETS HIS FRIENDS (T2)

S20
T2
D11
L1 P4



Focus on:

- Language consciousness (D11)

Task 3: What vocabulary do carpenters have?

Every profession has its own vocabulary. In everyday life, many of them are used so rarely that we usually don't even know them. But we often hear strange or even foreign-sounding words from our tradespeople. It would be a shame if these words were forgotten.

Can the children give examples of such words? For example, do they know what a carpenter's square is? Or what the difference is between a screw clamp and a pair of pliers? Collect words together, use the Quizlet, make a Kahoot! game for your classmates or play dominoes.

Idea bazaar – some ideas:

- Collect words
- Learn new terms
- Match vocabulary to the profession
- Learn vocabulary with domino

Developmental fields:

In Focus:

- Language
- Attention
- Memory
- Reading accuracy

In addition:

- Strategies for learning vocabulary
- Subject concentration – Mother tongue, IT
- Talent development



How to manage output:

Take photos of the games the children have made or save them on your computer. You can give them for other groups as an assignment or show them as examples.

Task 4: Has anything unbelievable happened to you?

The children talk about their own experiences, act out scenes or make up unbelievable stories. In this case, the task of the others is to bring them to their senses and prove that they were only dreaming. They can use the ideas from the ideas bazaar or even take the adventures of Baron von Münchhausen as an example.



Idea bazaar – some ideas:

- Report on own experiences
- Act out situations
- Make up unbelievable stories

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

Developmental fields:

In Focus:

- Language, expression
- Creativity

In addition:

- Subject concentration – Mother tongue, IT
- Creativity
- Talent development

How to manage the output:

Create video recordings or photos, write down the best stories

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T2
D11
L1 P6



Focus on:

- Language consciousness (D11)

Task 7: Make your own craft badges!

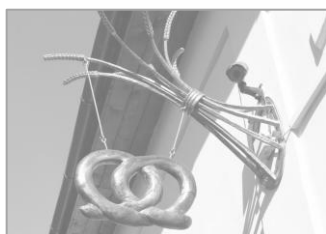
Discuss with the children what a craft badge / guild badge is. Let them talk about their own experiences or do some research on the Internet. What kind of visual adverts are used nowadays? What senses are affected by other adverts? What symbols could be used to symbolise different professions?

Plan craft badges with the children!

Give the children free rein to be creative.

Every solution is correct!

Any tool and material can be used!



Idea bazaar – some ideas:

- Materials to use: Clay paper, glue, scissors, colours, modelling clay, clay, polymer clay, ...

Details of the various solutions can be found in the idea sheets!

Developmental fields:

In Focus:

- Seriality
- Practical life education
- Social skills (teamwork)
- Creativity

In addition:

- Subject concentration – drawing, crafts, history
- Talent development

Task 8: Rhyming

Pumuckl liked to speak in rhymes and make up poems, although the endings of the lines were sometimes a little 'limp' as he often changed the words for the sake of rhyme.

The children search for rhyming words, either freely or with the help of the worksheets or word cards. Older children can make up little nursery rhymes or even poems with the selected pair of words. Who can do it the fastest? Who can write the longest poem? Who can use more pairs from the worksheet in the same poem?

Give the children free rein to be creative.

Every solution is good!

Any tool and material can be used!

Ideabazaar – some ideas:

- Worksheets
- Word cards to print out

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

Developmental fields:

In focus:

- Mother tongue
- Phonological awareness
- Creativity

In addition:

- Fachschwerpunkt – Mother tongue, history
- Talent development



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S20
T2
D11
L2 P3



Focus on:

- Language consciousness (D11)

Goals of the lesson:

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

After finding the little goblin Pumuckl, Master Eder meets his friends. They immediately notice that the old master carpenter is quiet. He tells them that a goblin lives with him. The three men are surprised, but they don't believe Master Eder. They try to convince him that he has only dreamed the whole story.

Main features and interactions of the characters

Charakter	Features	Interactions
Master Eder	old, lives alone, works very precisely, confused	Talks to his friends, orders a beer, pays
Bernbacher	locksmith, the best friend, tries to prove that Eder was dreaming	Pats Eder on the shoulder, bangs his fist on the table
Schmitt	Tinsmith, forgetful	talks
Bierlein	Mechanic, good-natured, hasty judgement	Believes that Eder has gone mad, talks about his own dream

Suggestions

- Discuss, how people move, do some leg and arm movements together and have the children notice the phases of their own movements
- Build simple figures with movable legs and arms from ArTec blocks
- Discuss what gestures a sad and a confused person makes.
- Which gesture expresses compassion and support?
- How could you distinguish between the four figures so that they are recognisable? What markings, signs, tools, etc. should they wear on their clothes to indicate their profession?

How to use the character card:

Each student fills in their 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!

Character task cards

Meister Eder
Bernbacher, Schmitt,
Bierlein

Build

Your name _____

Be attentive, your robot should be able to: _____

move, talk, raise and lower hands, order beer, pay

There also should be: _____

Pub, furniture, bar, beer mugs

Think over: _____

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

Suggested materials

- ArTeC Blocks (at least the 112 pcs set)
- Map of Europe
- Storyline template
- pencil

MASTER EDER AND HIS PUMUCKL

MASTER EDER MEETS HIS FRIENDS (T2)

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T2
D11
L3-4
P4



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (4 Studuino motherboard, 2 DC motors, wheels, 5 servo motors, 4 Touch sensors, 1 IR Photoreflectors, 4 Buzzer, 1 LED)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

Focus on:

- Language consciousness (D11)

Goal of the lesson:

- Fine motor skills
- Problem solving
- Decision making
- Life skills

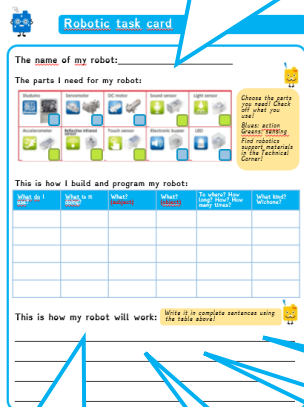
Suggestions

- Think about what the shoulder tap gesture can express.
- Collect possible ways in which the pat on the back or the fist bump on the table could best be represented.
- Collect possible ways of showing ordering and paying.
- What could happen in the pub if Pumuckl were (invisibly) present?

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 activity 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.

Raising and lowering the arms
Carrying beer mugs
Paying



Robotic task card

The name of my robot: _____

The parts I need for my robot:

Part	Quantity	Function
DC motor	1	Move the arm up and down
Servo motor	1	Rotate the arm
Touch sensor	1	Detect an object
IR Photoreflector	1	Detect an object
Buzzer	1	Make a sound
LED	1	Light up

Choose the parts you need! Check the action cards in the Technical corner!

This is how I build and program my robot:

Step	What I do	What I see	What I hear	What I feel	What I think
1					
2					
3					
4					
5					

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

Related topics in the Technical corner

- Programming DC motor (2.a)
- Programming servo motor (3.a)
 - Moving the arm up and down (3.b)
- Testing and programming Touch sensor (4.a, 4.b, 4.c)
- Testing and programming IR Photoreflector (7.a, 7.c, 7.e)
 - Using an IR Photoreflector for detecting an object (7.d, 7.e)
- Using Buzzer (6.a, 6.b)
- Using random numbers (10.a)

Figures with axes,
pub fixtures, Master
Eder and his friends

PROG1

The puppeteering of
conversation

PROG2

Speakers' thoughts
are presented as
puppet theatre

PROG3

Master Eder and his
friends are "talking"
in a mess

PROG4

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L3-4
P5

Ideas for robots on different programming levels

Figures with axes, pub
fixtures, Master Eder
and his friends

PROG1

The puppeteering of
conversation

PROG2

Speakers' thoughts are
presented as puppet
theatre

PROG3

Master Eder and his
friends are "talking" in a
mess

PROG4



Master Eder and his friends

P1 Master Eder and friends

- Build the scene with movable figures.
- Build the table and the four figures so that their profession is recognisable.
- Their arms can be moved axially.

P2 Master Eder and his friends are talking

- The 4 figures are sitting at the table. 2 of them have 1 DC motor in their shoulder, the other two have their heads turned by servo motors.
- Each figure is connected to a separate mother board and has 1-1 Touch sensors and 1-1 Buzzer connected to it.
- The Touch sensors are used to animate the scene: the characters move and they talk making sound by the Buzzer.

P3 Thoughts of the speakers

- Build the talkers in a similar way as in P2, but the 4 characters are connected to the same mother board.
- 4 Touch sensors control which character talks, 1 Buzzer gives the sound.
- 2 characters have DC motors in their shoulders, Master Eder has a servo motor in his neck, and the locksmith has a LED connected to his head.
- When they speak, their heads move, their arms move or the LED lights up.
- The topics of conversation emerge from behind a screen with a servo motor.

P4 Waitress

- The robot is built in a similar way as in P3.
- The Touch sensors are not used.
- The characters „speak“ in random order.

