

ODYSSEY

THE MASTER OF THE WINDS (T4)

S23
T4
D8
L1 P3



Focus on:

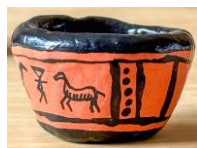
- Subjects – Geography (D8)

Task1: Do some arts and crafts! Make a mosaic picture or an "ancient" Greek vase!

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- They can use pieces of coloured paper, or broken coloured tiles, pebbles or coloured beads, caps for making mosaic picture
- They can use air-drying ceramic or plasticine and black paint for making a Greek vase.
- They can roll a random vase using the template.

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

Developmental fields:

In focus:

- Fine motor skills
- Creativity
- History
- Mathematics

In addition:

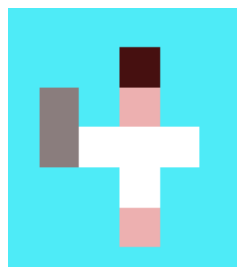
- Life skills
- Subject – Civics
- Talent development
- Social skills

Task3: Make a pixel art picture! Use the technique to scale it up and down!

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- They can use ArTeC blocks and baseplate
- They can work in the Piskelapp application
- Using the template, students can color the picture according to binary color codes

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

Take photos of buildings while they are being built and when they are finished.

Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity
- Mathematics, IT

In addition:

- Life skills
- Social skills
- Subject – Arts and crafts
- Talent development

How to manage output:

Organise the completed photos either in an online repository or printed on a notice board. If the children have made notes, or have any additional ideas left over, attach them as well.

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L1 P4



Focus on:

- Subjects – Geography (D8)

Task2: Play blind man's buff! Play a Seeing-eye guide game!

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- Blindfold one child in the class. His job is to catch the others. Use sounds and touch to get his attention.
- Blindfold one child from the class with a scarf. Build an obstacle course in the room using tables, chairs, and other objects! Guide them through the obstacle course! You can guide them with words, other sounds, or touch—agree on this beforehand!
- Make sure that no accidents happen!

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

Developmental fields:

In focus:

- Social skills
- Life skills
- Spatial orientation

In addition:

- Creativity
- Subject – Civics
- Talent development

Task4: Help the sailors escape!

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and list of materials from the Idea Bazaar, come up with your own ideas or just let the children be creative.



Idea Bazaar – some ideas:

- Group the sheep on the teplate
- Select the numbers that, when divided by 3, leave a remainder of 1.

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

Take photos of buildings while they are being built and when they are finished.

Developmental fields:

In focus:

- Mathematics, IT
- Life skills
- Fine motor skills
- Spatial orientation

In addition:

- Social skills
- Talent development

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T4
D8
L2 P3



In focus:

- Subjects – Geography (D8)

Goals of the lesson:

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

After reuniting with his companions on the island, Odysseus tells them about their adventures with the Cyclopes. They then share the herds stolen from Polyphemus, and Odysseus decides to offer a ram as a sacrifice to Zeus, hoping to appease the anger of Poseidon. The next morning, Odysseus orders his men to prepare to depart, and they begin their journey back to Ithaca. During their voyage, they make a stop at Aeolia, a floating island, the kingdom of Aeolus, the ruler of the Winds, who welcomes them with remarkable hospitality. Aeolus lives in a magnificent palace, surrounded by his wife and twelve children. After sharing many feasts and discussing Odysseus's exploits during the Trojan War, Aeolus, moved by his desire to return home to be reunited with his wife Penelope and his son Telemachus, offers him a precious gift. He gives him a wineskin made of oxhide, containing all the violent winds, except the one that will bring them directly to Ithaca. Aeolus advises Odysseus to keep it a secret and not to open the wineskin, or they will lose everything. After warm farewells, Odysseus and his men resume their journey, full of hope to return to their home.

Character	Features	Interactions
Odysseus	Strong, brave,	Sacrifices a ram to Zeus Wants to return home to his family,
Sailors	Strong, tired	Reunites with their companions
Aeolus	Moved by Odysseus' desire to return home	King of the winds Lives in a magnificent palace with his family

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- Collect informations about different wind and storms
- Collect stories about islands
- Collect information about ancient Greek festive dinners

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!

Odysseus, sailors, Aeolus

Move, walk, eat, speak, row a boat

Island, palace, dinner table

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


 Your name _____
 Build _____


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


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

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L3-4
P4



Suggested materials

- ArTeC blocks (at least the 112 pcs set) and ArTeC robot set (at least 1 Studuino motherboard, 2 DC motors, 2 servo motors, 2 Touch sensors 1 Buzzer, 2 Red LEDs, 1 IR Photoreflexor, 1 Sound sensor drive rails, gears)
- Character cards and Robotic task card template
- Pencil

Suggestions

Walking, staggering

- Discuss with children how people move
- Do some movements together so that children can observe the phases of their movements
- Show children anatomical mannequins in motion
- Build figures with moving body parts from ArTeC blocks

In focus:

- Subjects – Geography (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 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.

Stepping
Staggering
Screaming

Robotic task card

The name of my robot: _____

The parts I need for my robot:

Touch sensor	DC motor	Servo motor	LED	Buzzer	Sound sensor	IR Photoreflexor
☐	☐	☐	☐	☐	☐	☐

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

Brain action
Creative thinking
Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

What do I want?	What is it?	What do I want?	What is it?	What do I want?	What is it?	What do I want?	What is it?

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, 2.b)
- Programming servo motor
 - Moving servo motor to a given angle (3.a, 3.b)
 - Repeated movements a given number of times (3.b)
- Using Touch sensors (4.a)
 - Remote control made of 4 Touch sensors (4.d)
- Lighting the LED (5.a)
- Using Buzzer (6.a,b)
- Testing and programming IR Photoreflexor (7.a, 7.c, 7.e)
 - Using IR photoreflexor for detecting an object (7.d, 7.e)
- Testing the Sound sensor (9.a)
 - Activating the robot with voice (9.b)

King, queen and Odysseus axially built figures

PROG1

Puppet theatre with the king and Odysseus come up with servo motors

PROG2

Puppet theatre triggered by the queen

PROG3

Puppet theatre with gears and drive rails

PROG4

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P5

Ideas for robots on different programming levels

King, queen and
Odysseus axially built
figures

PROG1

Puppet theatre with the
king and Odysseus
come up with servo
motors

PROG2

Puppet theatre
triggered by the
queen

PROG3

Puppet theatre with
gears and drive rails

PROG4



Trick with the sheep

P1 Visit to the royal palace

- King, queen and Odysseus axially built figures
- In the background the crew, the 12 royal horns and the palace
- P2 Puppet theatre

Build a puppet theatre

- In the foreground the palace, the queen and the crew
- The king and Odysseus come up with servo motors, holding LEDs
- Between them two red LEDs side by side, alternating flashes of light to signal toasting
Buzzer to present the noise of the dinner

P3 Puppet theatre

- Similar to P2, we build a puppet theatre
- Movement is triggered by the Queen by activating an infrared sensor
- The King and Odysseus emerge with servo motor and then approach each other and clink glasses

P4 Puppet theatre

- Similar to P2, we build the puppet theatre
- Movement is triggered by sound sensor
- King and Odysseus approach each other with a gear system DC motor, then clink glasses and return to their original position

