# Learning Activities for Oti-Bot

# (Ages 4-7)



This set of individual activities have been created by Tallinn University. Designed for children aged 4-7 years, the activities explore some of the basic functions of Oti-Bot, including using the QR-codes and programming Oti to make simple movements. In completing the activities, children develop a range of skills from across the curriculum, including problem-solving, spatial awareness, and early coding abilities. Through these fun and engaging experiences with Oti-Bot, young learners build a strong foundation for future STEAM learning while enjoying the process of discovery and innovation.

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In this activity, children are introduced to Oti-Bot and use the QR codes to explore different emotions.

#### Learning Outcomes

- Begin to understand how a robot works and that they need commands to work.
- Can express and discuss different emotions.
- Can use simple functions, such as using QRcodes with Oti-Bot robot.
- Can use digital technology safely.
- Begins to understand how robots are used in everyday life.

#### Resources

- Oti-Bot robot
- QR-codes (6 emotions, see Appendix 1)
- Printable paper dice (see Appendix 2)

Additional note: The teacher can use all emotion cards. In this activity, only six are used. The number of emotions can be increased/decreased according to the number of children, their age, and skills.

#### Preparation

- Print out and cut out the cube, break the cube along the lines, and glue together.
- Print and cut out QR codes.

Additional note: It may be useful for some children to use larger QR-code cards rather than the smaller original ones, to help them position the QR code in front of the Oti-Bot eye.

#### **Teacher Notes**

- The activity is suitable for a maximum of six children.
- It is not important to guess the correct emotions of Oti-Bot, but what the children think, and what the robot feels when it shows different emotions.

#### Activity

- Children sit in a circle, together with the teacher, and roll the paper dice. The child who has rolled the dice takes the QR code that came from the dice (The QR-codes could be divided so that each child gets at least 2 emotion cards).
- When the child has picked the emotion card (the QR-code card), they try to name the emotion on the card and try to make this emotion (using facial expressions and voice).
- Children discuss (with the help of the teacher) why such emotions arise and who has experienced them. Also, they discuss how to deal with such emotions.

#### Comments:

• Children themselves can decide and choose the order of rolling the paper dice.

- Introduce the robot to the children and let them take the Oti-Bot out of the box and turn it on.
- Now there is an Oti-Bot in the centre of the circle and children can show their QR codes to the robot.
- Children discuss (with the help of the teacher) Are robot emotions different from human emotions? Can a robot feel the same as a human? Does technology that doesn't feel emotions like we do, still need care and love? What does it mean to care about technology?
- Ask children to turn off the Oti-bot and put it back in the box or on the shelf.
- Recommendations

- It is important for children to be involved in hands-on activities themselves, it motivates them and keeps them actively engaged.
- Children themselves can decide and choose the order of showing the QR-codes.

- Make agreements with the children on how to lift and move Oti-Bot (to change robot location).
- Let the children practise showing the QR-code to Oti-Bot (it takes time, so take this into account when planning your activities).
- If the Oti-Bot does not respond to the QR-code, let the child pet/touch the robot on the back- this gives a feeling of success that the robot responds to the child's actions, and you can focus on the emotion the robot feels when it is touched.













### Appendix 2



# 2. How are you doing?

In this activity, children explore different emotions and record themselves expressing different emotions on Oti-Bot, using the QR-codes.

Resources

•

Oti-Bot robot

Appendix 1)

choose 4-6 emotions)

• QR-codes emotions (all emotions, or just

• QR-codes (pictures, video, voice cards - see

#### Learning Outcomes

- Can express and discuss different emotions.
- Can use simple functions, such as using QRcodes with Oti-Bot.
- Can see mathematical relations in everyday activities.
- Can determine the number of objects by counting between 1 to 12.
- Understands that robots need commands to work.
- Begins to understand how robots are used in everyday life.
- Can use digital technology safely.

#### **Teacher Notes**

- The activity is suitable for a maximum of six children. If you have more children in a group, do it in smaller groups.
- It is not important to guess the correct emotions of Oti-Bot, but what the children think the robot feels when it shows different emotions.

#### Preparation

- Print and cut out QR-codes
- Computer and USB cable to connect Oti-Bot

Additional note: It may be useful for some children to use larger QR-code cards rather than the smaller original ones, to help them position the QR code in front of the Oti-Bot eye.

Activ	ity	Comments:
•	Children sit in a circle, together with the teacher. Introduce the robot to the children and let them take the Oti-Bot out of the box and turn it on.	• It is important for children to be involved in hands-on activities themselves, it motivates them and keeps them actively engaged. Also, using technology helps to improve their digital skills.
•	Place all the QR-code cards face-down in the centre of the circle. Each child can choose 2-3 QR-cards. You can also make it so that each	• Children themselves can decide and choose the order to pick-up the QR-codes. Also, they

child can take the same number of QR-code cards as his/her age (e.g. 5-year-olds can take 5 cards).

- When the child has picked the emotion cards (the QR-code cards), they have to name the emotion on the card and try to make this emotion (using facial expressions and voice). Children can work in pairs and demonstrate their emotions to each other.
- Children discuss (with the help of the teacher) why such emotions arise and who has experienced them. Also, they discuss how to deal with such emotions.
- Children are free to choose, if they want to take a picture of their emotion, or to film it, or to record only the sound of the emotion.
- Now there is an Oti-bot on the table and children have to show the picture, video or sound record card to the robot and record their emotions.
- Note: In this activity, it is more convenient to put the robot on the table, because children should be able to use the robot at their eye level. Also, print some extra cards. You can use them repeatedly in other activities too.
- Together, children watch recorded material and with the help of a teacher they can discuss – Which emotion was the hardest to imitate? Did you understand the emotion of your group member/friend? Do you have the same emotions/feelings in school as you have at home?

have to demonstrate their mathematical skills and understanding of counting and numbers.

- Children themselves can decide and choose the order of showing the QR-codes.
- If they have to do at least 6-7 emotions (according to their age), they can record one emotion at a time.

#### Recommendations

- Children may need help forming a queue and standing in line (if they themselves have come up with this rule). What does the queue mean and how do I know when I am next?
- Involve the children in the process when you connect the Oti-Bot with the computer to view recorded videos, images and hear recorded sounds.
- Discuss what will happen next with the recorded material. Should we delete it from the computer immediately, or send the pictures and videos to the parents? Why is sharing not always a good idea?

### Appendix 1

Emotions	Feelings/status	Commands
Нарру	Cold	Take a picture
Angry	Hot	Take a video
Surprised	Sleepy	Record a sound
Sad	Thinking	Move to right 10
In Love	Game over	Move tor left 10
Unhappy	Battery status	#1
		#2



# 3. How do I feel?

In this activity, children explore emotions by taking part in a QR-code emotions treasure hunt and portray and discuss the emotions shown on Oti-Bot's QR-codes through art.

#### Learning Outcomes

- Can use simple functions, such as using QR-codes with Oti-Bot robot.
- Can express ideas and explain their point of view.
- Can use digital technologies in a responsible way.
- Can use drawings to express emotions.
   Can describes their work and the choices they made.

#### Resources

- Oti-Bot robot
- QR-codes emotions (all emotions, or just choose 4-6 emotions)
- Printable worksheets

#### Preparation

- Print and cut-out QR codes
- Drawing pencils

Additional note: It may be useful for some children to use larger QR-code cards rather than the smaller original ones, to help them position the QR code in front of the Oti-Bot eye.

#### **Teacher Notes**

- The activity is suitable for a maximum of six children. If you have more children in a group or a class, do it in smaller groups.
- It is not important to guess the correct emotions of Oti-Bot, but what the children think the robot feels when it shows different emotions.

Activity	Comments:
<ul> <li>Children sit in a circle, together with the teacher.</li> <li>Introduce the robot to the children and let them take the Oti-Bot out of the box and turn it on.</li> </ul>	• It is important for children to be involved in hands-on activities themselves, it motivates them and keeps them actively engaged. Also, using technology helps to improve their digital skills.
• <b>Note:</b> If the robot is already familiar to the children, this part can be skipped.	
• Hide all emotions (or choose certain emotions) in the classroom or in the building, so that the	<ul> <li>It is good to use larger copies of the QR codes and hide them in places where they can be</li> </ul>

children have to find them, like QR-code seen, but the children have to make a physical treasure hunt). effort to find them. Children show all the codes to the Oti-Bot • and have to name the emotion that the robot feels. Children also have to create their own agreements in which order they show the codes to the robot. The children can also choose between • The child chooses one emotion to represent • different tools (markers, pencils, watercolours, on the worksheet. etc). Emoticon moulding (using clay or something • Invite children to share and explain what • similar) can also be an option. emotion they portrayed.







In this activity, children explore changing Oti-Bot's tummy colour with the Oti-Bot app by playing a game that involves simple counting and colour recognition.

#### Learning Outcomes

- Can use simple functions, such as connecting Oti-Bot to the app.
- Understands what "opposite" means.
- Recognises colours and numbers (1-5 or higher) and knows names of numbers.
- Understands that a robot needs commands to work.
- Can solve problems and come to agreements with fellow players during the game.
- Can count within the range of five (or ten, twenty etc.).

#### Resources

- Oti-Bot robot
- Tablet with Oti-Bot App
- Printable cards (6 colours, numbers 1-10 see Appendix)

Additional note: The teacher can use more cards. In this activity, only five of each colour are used. The number of cards can be increased/decreased according to the number of children, their age, and skills.

#### Preparation

• Print and cut out the numbers and colour cards, then glue them together so that each card has a colour on one side and a number on the other side. The cards should be printed on thicker paper to make them more durable and easier to handle.

Additional note: If the cards are too small when printed on A4 paper, they can be printed on A3 paper. If necessary, the cards can also be laminated.

#### **Teacher Notes**

- The activity is suitable for a maximum of four children (all participants must be able to see clearly the colours displayed on Oti-Bot's belly and the number cards on the table).
- If you have more children in a group or class, do it in smaller groups.

#### Activity

- Introduce the robot to the children, and once they are familiar with it, let them take it out of the box and turn it on themselves. The children should also turn on the tablet, open the Oti-Bot app and connect the robot to the app.
- The children shuffle the cards and then lay them out on the table, with the numbers facing downwards and the colours facing upwards.

#### Comments:

- It is important for children to be involved in hands-on activities themselves, it motivates them and keeps them actively engaged. Also, using technology helps to improve their digital skills.
- The number and type of cards used vary based on the number of players and their skill level – for younger players, fewer cards are used (with fewer colours and numbers up to

- The children choose a game leader, who takes the tablet with the open Oti-Bot app and sits at the table facing the other players. The game leader places the Oti-Bot in the centre of the table, facing the players (with its back to the game leader).
- The other players sit at the table with Oti-Bot positioned in front of them, ensuring everyone has a clear view of the colours displayed on its belly.
- Each player selects one card of every colour from the table and arranges them in front of themselves in a row, with the number side facing downwards.
- The remaining cards are put away from the table.
- The children count their cards to see if they each have the same number.
- The game leader chooses one of the colours on the table and displays it on Oti-Bots screen for everyone to see.
- Each player then selects a card of the same colour from their row and places it either in the centre of the table or in front of themselves with the number facing up (ensuring that the numbers are visible to all).
- If a player notices multiple cards with the same number on the table, they call out that number. For example, if there is one 1, one 3, and two 5s on the table, and a player notices the two 5s, they call out "five".
- If there are two or more fives, the player collects those cards and places them beside their other cards in a pile with the number side up to avoid mixing them with other cards.
- The remaining cards are put away from the table.
- If the player calling out the number is mistaken, they must give away two cards, if they have already collected some.

five), while for older players, more cards can be included (numbers 1-10).

• The children or teacher can come up with their own rules for choosing the game leader. This allows for learning or reinforcing various mathematical concepts through the activity.

• Depending on the number of players (four or more), there may be more than one pair of the same numbers on the table at once. In this case, multiple children can win cards for correct answers. Additionally, you can add a rule that if all the numbers on the table are different, a player can shout, "all different," and if they are correct, they get all those cards.

The cards already in front of the player are not In order to help the game leader keep track of • given away. the remaining colours on the table, they can Afterwards, the game leader chooses the next also start by taking one card of each colour colour to display on Oti-Bot (only the colours from the table. Then, each time a colour is of the cards held by the players may be displayed, the game leader can flip over the displayed) and the process repeats. corresponding card or set it aside in a pile for used cards. If the cards are thicker (the card sides are • attached to thicker cardboard), players do not The game ends when players run out of cards. need to count their cards at the end of the Players count (with assistance if needed) the game; they can simply compare the height of their stacks of collected cards to determine card they have collected. The player with the most cards wins. the winner.

#### Options for changing the activity

The activity can be enriched by adding movement and emotions. For example, a rule could be introduced where, after finding matching numbers, the respondent has to stand up and approach the game leader. This action should be completed within the time it takes the game leader to rotate Oti-Bot by 180 degrees. Subsequently, the game leader displays an emotion on Oti-Bot's face, and the approaching player must mimic it. Others then have to guess which emotion was shown on Oti-Bot.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

6	7	8	9	10
6	7	8	9	10
6	7	8	9	10
6	7	8	9	10
6	7	8	9	10
6	7	8	9	10
6	7	8	9	10
6	7	8	9	10


# 5. Describe the Item

In this activity, children practise controlling Oti-Bot using the app by playing a game which involves using Oti-Bot's pusher to reveal, describe and discuss hidden items from around the classroom.

#### Learning Outcomes

- Estimate the size of an object by sight (weather it fits under a cup).
- Can use a range of adjectives to describe objectives.
- Can use simple functions, such as connecting Oti-Bot to the app and changing its accessories.
- Can use the app to program Oti-Bot to perform simple movements.
- Can group objects based on one or two characteristics.
- Understands that a robot needs commands to work.

#### Resources

- Oti-Bot robot
- Tablet for programming Oti-Bot's movements.
- Opaque plastic or cardboard cups
- Various small items to hide under the cups.
- Sufficient floor space to place different items 15-20 cm apart from each other.

#### **Teacher Notes**

• The activity is suitable for a maximum of six children. If you have more children in a group or class, do it in smaller groups.

#### Activity

- The children search in the room for various items to hide under the cups. Then each child presents their item(s) to the others, showing and naming them, explaining what they are, and trying to describe them (colour, size etc). Once all the items have been introduced, they are hidden under the upside-down-cups.
- The cups are then shuffled by sliding them around on the floor so that the children no longer know which item is under which cup.
- Once the cups are in place, the children take Oti-Bot out of the box, attach the pusher, turn Oti-Bot on, and place it on the floor. They then turn on the tablet, open the Oti-Bot app, connect Oti-Bot to the tablet, and navigate to

#### **Comments:**

• With younger children, the teacher can act as the game leader, helping them search for items and initially describing the items to them. At first, it is more important for the child to know the name of the item rather than describing it in detail.

 If the children are not yet familiar with Oti-Bot, they should be given time to get to know it and be taught how to start and use it. It is also important to introduce the rules for using Oti-Bot (e.g. always lift it by the body, not the the section where they can control Oti-Bot's movements.

- The children stand or sit in a circle around the cups placed on the floor. The oldest child or the one most familiar with technology starts controlling the robot using the tablet. If the children already know how to play, they can create their own rules for choosing who starts.
- The child with the tablet guides Oti-Bot to a cup and uses the robot to push the cup behind one of the players in the circle. That player then turns around, picks up the cup and the item underneath it, and describes the item aloud to the others (for example, "It is soft, brown, and it is an animal"). The others try to guess what the item is. Once the item is guessed correctly, the child shows it to the others and then uses Oti-Bot to move another cup behind another player. The game continues until all the items on the floor have been guessed.
- When all the items have been picked up, the children can compare their items and/or group them based on certain characteristics.
- Once the game is over and Oti-Bot is no longer needed, the children turn off the devices and put everything back in its place.

head; it should be moving using the app, not by pushing it mechanically).

- To determine who starts the game, you can integrate content from other areas (e.g. the game begins with the child who first solves a riddle, completes a maths problem, or does five squats first).
- With younger children, the teacher can guide the item in front of the player, who then removes the cup from the item and then shows everyone what was hidden under the cup. Together, they try to name the item.
- With older children, the game leader can push one item in front of one child and another item in front of another child. These two children must then either compare their items (biggersmaller-same size; lighter-darker; longershorter-same length; harder-softer- same hardness/softness etc.) or create a short story using both items. If a story is planned, items should be distributed in front of all children, and then they should be given time to create their stories.
- Children can also draw the items or create a story about them later.
- It is important to teach children to turn off the robotics equipment after the game to preserve the battery life of the devices.

# 6. Mathematical Story

In this activity, children practise controlling Oti-Bot using the app by playing a game using Oti-Bot's basket tummy, which involves creating maths word problems using picture and number cards.

#### Learning Outcomes

- Can use simple functions, such as connecting Oti-Bot to the app and changing its accessories.
- Can use the app to program Oti-Bot to perform simple movements.
- Can read short words with the help of an adult.
- Can recognise numbers and can create a mathematical story using numbers and pictures.
- Understands what steps are needed to solve different maths problems.
- Understands that a robot needs commands to work.

#### Resources

- Oti-Bot robot
- Tablet for programming Oti-Bot's movements
- Ice cream sticks with children's names
- Animal pictures (Appendix 1 or other picture cards)
- Number cards (Appendix 1 or other number cards)

Additional note: You will need sufficient table space for Oti-Bot to move from one child to another.

#### Preparation

• Each child writes their names on a lollipop stick. Print and cut out the number cards and animal pictures. If possible, print the number cards on coloured paper to distinguish them from the picture cards.

Activity	Comments:
<ul> <li>The children take Oti-Bot out of the box, attach the basket tummy to Oti-Bot, turn Oti- Bot on, and place it on a table.</li> <li>They then turn on the tablet, open the Oti-Bot app, connect Oti-Bot to the tablet, and navigate to the section where they can control Oti-Bot's movements.</li> </ul>	
• The children sit around the table and decide who will be the first game leader, the one to start controlling Oti-Bot. The game leader gives each child three picture cards and three number cards and places the name sticks, with names facing down, into Oti-Bots basket.	• To determine who starts the game, you can integrate content from other areas (e.g. the game begins with the child who first solves a riddle, completes a maths problem, or does five squats first.)

The players place their card face down in front of them.

- The game leader directs Oti-Bot to one of the players. This player takes a name stick from Oti-Bot's basket, reads the name on it, and then places two number cards and one picture card of their choice into Oti-Bot's basket. Then, they take the tablet and direct Oti-Bot to the child whose name they read earlier.
- The child to who Oti-Bot arrived takes the • cards from the basket, places them face up on the table, and creates a mathematical story using those cards. For example, if they received a card with a picture of a rabbit and the numbers 2 and 4, they might say, "Two rabbits were eating grass in the field. Four more rabbits came from the forest to the field. How many rabbits are in the field now?". The other children have to answer. Once the question is answered, the child takes the next name stick from Oti-Bot's basket, reads it aloud, places two number cards and one picture card into the basket, and directs Oti-Bot to the child whose name they read. The game repeats.
- The players can decide among themselves whether to do an addition or subtraction operation. Alternatively, the game can include cards with plus and minus signs, allowing the task giver to choose whether the operation will be addition or subtraction.



5	
6	
7	
8	











# 7. Right-Left

In this activity, children play games to help them understand about Oti-Bot's movement commands and colour features by physically mimicking Oti-Bot's movements and reacting to Oti's colour changes.

Learning Outcomes	Resources
<ul> <li>Can remember and imitate 5 non-verbal actions.</li> <li>Can move according to the rhythm.</li> <li>Can use and understand simple directional language.</li> <li>Can give constructive verbal feedback to peers.</li> <li>Understands that a robot needs commands to work.</li> </ul>	<ul> <li>Oti-Bot robot</li> <li>Tablet PC for programming the movement of Oti-Bot</li> <li>Additional note: You will need sufficient floor space for the children to do the same activities A, B, C with the robot.</li> </ul>

#### Preparation

• The teacher programs the robot to move according to the task, options A-C.

Additional note: The teacher programs the robot to move and change colours. The activity can be carried out most expediently with up to six children. If you have more children in a group or class, do it in smaller groups.

#### **Teacher Notes**

The activity can integrate the goals of various general skills (gaming skills, cognitive and learning skills; social skills; personal skills; digital competence) and different areas of educational activities (language and speech, mathematics, physical activity, music, art).

#### Possibilities of differentiating educational activities:

- The length of the planned activity depends on the children's age and/or level of cognitive development.
- The activity can be planned more easily based on the learner's need for support (fewer arrangements).
- The activity can be planned to be more complex if the learner has a high academic ability (more arrangements, more colour changes).
- The squared paper can have larger/smaller squares or weaker/more contrasting lines according to the child's fine motor development and/or visual acuity.
- When choosing the colours to be used, take into account the peculiarities of the learner's visual perception.

- When choosing the size of the group, take into account the peculiarities of the learner's social interaction.
- The activity planned with the robot can form the main part of the lesson or, in the case of a shortened version, also the introductory or reinforcing part.
- The activity is also suitable for individual special educational activities.

#### Activity

### Α.

The children stand next to each other, the programmed robot is in front of them (Note: Children must be supervised).

- a) Children repeat the movement of the robot by taking a step forward and backward, turning right and left, etc.
- b) The robot moves (for example, in a different direction than the 5 step sequence), the children must remember and move in the same way when the robot has stopped.

#### В.

Children stand in a row with their eyes closed; the programmed robot is in front of them.

One child is the so-called captain, who carefully monitors the robot's movement and names the direction of the robot's movement in a loud voice.

Other children are blindfolded; they have to move according to the captain's orders, taking a step forward and backward, turning right and left, etc. Afterwards, the captain gives a verbal evaluation of which of the children could step correctly to the right, left etc.

### C.

Children stand in one row, the programmed robot is in front of them (Note: Must be visible to all children).

Children move according to the movement of the robot and in the meantime crouch/clap according to the colour change of the robot.

### Comments:

- Children can decide for themselves and choose where to stand in line.
- The robot is programmed to move forwardbackward-right-left.

- The robot is programmed to move forwardbackward-right-left.
- The captain is chosen by the teacher of the children. The teacher appoints the captain according to the aspects that the child needs to develop. Children can decide for themselves and choose the captain using, for example, a lottery verse.
- The teacher could find an opportunity to be the captain for all the children in turn.
- The robot is programmed to move forwardbackward-right-left, while changing two colours, for example, red and blue. The teacher has previously explained the meaning of the colours to the children, for example, if the robot turns red, you have to crouch quickly for a while, if the robot turns blue, you have to clap quickly.

# 8. Right-Left

In this activity, children use observation skills to draw lines that copy Oti-Bot's movements and tummy colour changes.

#### Learning Outcomes

- Understands that a robot needs commands to work.
- Can imitate the movement of an object in space with a pencil on paper with accuracy.
- Can follow non-verbal signals.
- Can follow changing rules.

#### Resources

- Oti-Bot robot
- Tablet PC for programming the movement of Oti-Bot
- Each child has a seat at the table and squared paper and coloured pencils or pens A, B, C

#### Preparation

• The teacher programs the robot to move according to the task, options A-C.

Additional note: The teacher programs the robot to move and change colours. The activity can be carried out most expediently with up to six children. If you have more children in a group or class, do it in smaller groups.

#### **Teacher Notes**

• The activity can integrate the goals of various general skills (gaming skills, cognitive and learning skills, social skills, personal skills, digital competence) and different areas of educational activities (language and speech, mathematics, physical activity, music, art).

#### Possibilities of differentiating educational activities:

- The length of the planned activity depends on the children's age and/or level of cognitive development.
- The activity can be planned more easily based on the learner's need for support (fewer arrangements).
- The activity can be planned to be more complex if the learner has a high academic ability (more arrangements, more colour changes).
- The squared paper can have larger/smaller squares or weaker/more contrasting lines according to the child's fine motor development and/or visual acuity.
- When choosing the colours to be used, take into account the peculiarities of the learner's visual perception.
- When choosing the size of the group, take into account the peculiarities of the learner's social interaction.
- The activity planned with the robot can form the main part of the lesson or, in the case of a shortened version, also the introductory or reinforcing part.
- The activity is also suitable for individual special educational activities.

#### Activity

#### Α.

The children sit at the table, each with squared paper and a pencil.

The teacher has marked a dot in the middle of the paper, starting from where the robot's direction of movement will be marked.

With each step of the robot, the child draws the line with the pencil in the same direction by one square.

#### В.

Children sit at the table, each with a squared paper and two-coloured pencils (red and blue). The teacher has marked a dot in the middle of the paper, starting from where the robot's direction of movement will be marked.

With each step of the robot, the child draws the coloured line with a pencil in the same direction by one square (if the robot's belly is red, then a red line; if the robot's belly turns blue, then a blue line).

### C.

Children sit at the table, each with squared paper and two-coloured pencils (red and blue). The teacher has marked a dot in the middle of the paper, starting from where the robot's direction of movement will be marked.

For each step of the robot, the child draws the coloured line with a pencil in the same direction by one square, but the colour is opposite (if the robot's belly is red, then a blue line; if the robot's belly turns blue, then a red line).

#### Comments:

- The robot is programmed to move forwardbackward-right-left.
- The squared paper can have larger/smaller squares or weaker/more contrasting squares according to the child's fine motor development and/or visual impairment.
- The length of the programmable journey depends on the age and/or level of cognitive development of the children.
- The robot is programmed to move forwardbackward-right-left. Meanwhile, the colour of the robot changes to red and/or blue.
- According to the development level of the learner, several pens can be used according to the different colours of the robot.
- Depending on the learner's level of development, two (or more) square lengths can be marked with a pen during one robot step.
- The robot is programmed to move forwardbackward-right-left. Meanwhile, the colour of the robot changes to red and/or blue.
- According to the development level of the learner, several pens can be used according to the different colours of the robot

### We hope you enjoy exploring Oti-Bot with these fun and engaging activities.

#### Happy discovering!



With thanks to Tallinn University for creating these activities