

THE LITTLE PRINCE DRAW ME A SHEEP (T1)



S22
T1
D1
L1 P3

Focus on:

- Text comprehension (D1)

Task1: Imagine and model a huge desert!

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 sand or semolina and paint to make a sand picture about a desert.
- They can use air-drying ceramic or plasticine, pebbles, plastic plants and animals, recycled materials to build a maquette or diorama.

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

Developmental fields:

In focus:

- Fine motor skills
- Creativity
- Geography

In addition:

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

Task3: What are the characteristics of the desert biosphere?

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:

- Fill in the table on the Idea Sheet about the weather features, vegetation and fauna of the deserts
- Watch videos about different deserts and collect the common and different features of them

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:

- Subject – Nature
- Critical thinking
- Life skills
- Spatial orientation

In addition:

- Creativity
- Social skills
- Talent development

Daytime temperature	
night-time temperature	
precipitation	
wind	
vegetation	
fauna	

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.

THE LITTLE PRINCE DRAW ME A SHEEP (T1)



S22
T1
D1
L1 P4

Focus on:

- Text comprehension (D1)

Task3: Build your own solar system!

Make a solar system using papier-mâché techniques!

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:

- Discuss the features and order of planets of the Solar System!
- Make the planets using balloons, papier-mâché!
- Paint them according to their characteristics!
- Hang them from the ceiling in the correct order!

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

Developmental fields:

In focus:

- Fine motor skills
- Creativity
- Geography
- Mathematics

In addition:

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

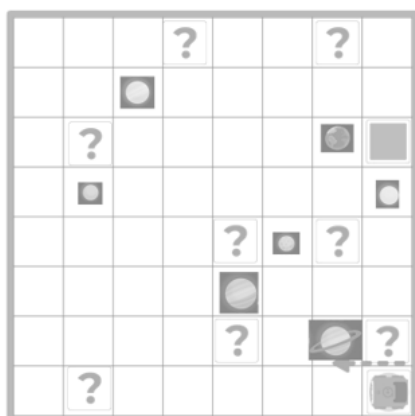
How to manage output:

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.

Task4: Explore the Solar System with your robots!

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:

- Different types of floor-robots can be used.
- The screen-free programming of the robots can be based on color coding, push-buttons for the directions, controlling by application, etc.
- Program the robot so that it travels through the fields marking the planets in the correct order!

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:

- Spatial orientation
- Creativity
- Algorithymical thinking
- Social skills

In addition:

- Life skills
- Subject – IT
- Talent development

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 L1 P3

Focus on:

- Text comprehension (D1)

Task5: Sprout some beans! Observe how light and temperature affect the germination of the beans!

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:

- Prepare four identical sprouting containers with a thick layer of wet cotton wool in a flat bowl and place a few dry beans on top!
- Place the 4 bowls to 4 different places of different temperature and light!
- Observe how the beans develop! Take a photo of the growing plants every day!
- Record the observations in a table, take photos.
- Make a time-lapse video from the photos! (e.g. <https://www.youtube.com/watch?v=I36VF7ZVy-o>)

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

Developmental fields:

In focus:

- Life skills
- Critical thinking
- Nature

In addition:

- Social skills
- Responsibility
- Talent development

Task6: How do emotions show on the face? What emotions do these facial expressions correspond to?

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:

- Use modelling clay to create faces showing different emotions on the heads on the pages of the Idea Sheet!
- Depict joy, sadness, fear, pride, shame

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:

- Social skills
- Fine motor skills
- Life skills
- Spatial orientation
- Creativity

In addition:

- 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.

THE LITTLE PRINCE DRAW ME A SHEEP (T1)



S22
T1
D1
L2 P3

In focus:

- Text comprehension (D1)

Goals of the lesson:

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

Antoine de Saint-Exupéry, an aviator, recounts how he lived alone for a long time, with no one to truly share his thoughts with, until one day when his plane broke down in the middle of the Sahara Desert, far from any civilization, with barely enough water for eight days. He falls asleep on the sand, feeling more isolated than a castaway at sea. But at dawn, a soft voice wakes him. It's not a hallucination: a little boy with a serious expression stands before him and politely asks, "Please... draw me a sheep."

Stunned, the narrator tries to make sense of this strange appearance. The child doesn't seem lost, frightened, or thirsty. He simply repeats his request with calm seriousness. Though slightly irritated, the man tries to draw a sheep, but each sketch is rejected: one is sick, another is a ram, the next one too old. Rushed to return to his engine repairs, the narrator draws a box and says the sheep is inside. To his surprise, the boy is delighted. He sees what the adult cannot: a perfect sheep, asleep inside the box. Thus, in this quiet corner of the desert, the narrator meets the Little Prince a being from another world, full of mystery, who sees the world with eyes that grown-ups have long forgotten.

Character	Features	Interactions
Little Prince	Soft voice Not lost, tired or thirsty Calm, serious Dlighted	Wakes the aviator Asks him to draw a sheep Repeats the request
Aviator	Feels isolated Stunned	His plane broke down in the Desert Tries to draw a sheep rushes

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- Discuss what imagination means
- Talk about the honesty of friendship and relationships based on interest.

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!

Little Prince, Sheep, Box

Open, close, goes into the box

Desert, tree, Aviator

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

	Build	Your name _____
	Be attentive, your robot should be able to:	Your name _____
	There also should be:	Your name _____
	Think over:	Your name _____

PROG4

THE LITTLE PRINCE DRAW ME A SHEEP (T1)



S22
T1
D3
L3-4
P5

Ideas for robots on different programming levels

Little Prince sheep,
box, palm tree are
axially built figures

PROG1

Box opens with servo
motor

PROG2

Box that stays open
for a random
amount of time

PROG3

Box closing
controlled by infra
sensor

PROG4

Sheep in the box

P1 Puppeteering

- The characters in the scene are built: Little Prince, sheep, box, palm tree
- Movable arm with axes, the door of the box opens with axes
- Scene with moving figures
- Puppeteering the scene

P2 Box opening on push button

- Box opens on push button with servo motor
- The door of the box closes and the Buzzer sounds

P3 Box that stays open for a random amount of time

- Box opens with servo motor on push button
- The box opens on push button,
- The random number generator is used in the program to control the time the box is left open and then the Buzzer sounds when the box closes

P4 Box with infrared sensor

- Box opens with servo motor on push button
- The box opens on push button,
- The door of the box closes on the 1 infrared sensor placed in the box
- After a random time controlled by the random number generator, the door of the box opens and the sheep is removed
- The sheep escapes from the infrared sensor and the door of the box closes

