

# THE LITTLE PRINCE DRAW ME A SHEEP (T1)



S22  
T1  
D5  
L1 P3

## Focus on:

- Social skills (D5)

### 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**  
**D5**  
**L1 P4**

## Focus on:

- Social skills (D5)

### 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

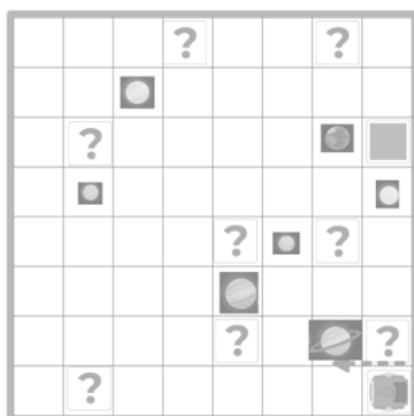
### How to manage output:

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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## Focus on:

- Social skills (D5)

### 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  
D5  
L2 P3

## In focus:

- Social skills (D5)

## 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<br>Not lost, tired or thirsty<br>Calm, serious<br>Dlighted | Wakes the aviator<br>Asks him to draw a sheep<br>Repeats the request  |
| Aviator       | Feels isolated<br>Stunned                                             | His plane broke down in the Desert<br>Tries to draw a sheep<br>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 _____ |

# THE LITTLE PRINCE DRAW ME A SHEEP (T1)



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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, 1 servo motor, 2 Touch sensors, 2 Red LEDs, 1 IR Photoreflector,)
- Character cards and Robotic task card template
- Pencil

## In focus:

- Social skills (D5)

## Goals of the lesson:

- problem solving
- decision making
- body image

## Suggestions

### Walking, staggering

- Discuss with children how people and animal 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

## 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.

Open  
Close

**Robotic task card**

The name of my robot: \_\_\_\_\_

The parts I need for my robot:

| Robot | Brain | DC Motor | Sound sensor | Light sensor |
|-------|-------|----------|--------------|--------------|
| Robot | Brain | DC Motor | Sound sensor | Light sensor |

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

Brain: action  
Sensors: sensing  
Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

| What do I want? | What is in it? | What do I want? | What is in it? | What do I want? | What is in it? | What do I want? | What is in it? |
|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|
|                 |                |                 |                |                 |                |                 |                |
|                 |                |                 |                |                 |                |                 |                |
|                 |                |                 |                |                 |                |                 |                |
|                 |                |                 |                |                 |                |                 |                |

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

## Related topics in the Technical corner

- 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)
- Testing and programming IR Photoreflector (7.a, 7.c, 7.e)
  - Using IR photoreflector for detecting an object (7.d, 7.e)

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

# THE LITTLE PRINCE DRAW ME A SHEEP (T1)



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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

