

THE LITTLE PRINCE THE ROSE (T2)



S22
T2
D11
L1 P3

Focus on:

- Language consciousness (D11)

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.

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S22
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L1 P4

Focus on:

- Language consciousness (D11)

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

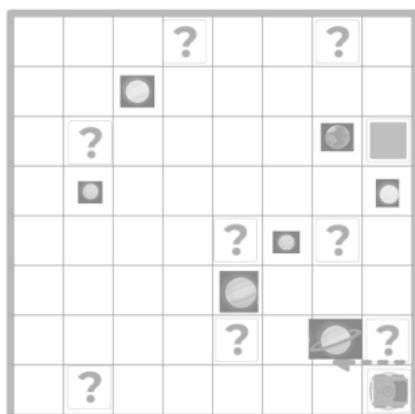
How to manage output:

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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S22
T2
D11
L1 P5

Focus on:

- Language consciousness (D11)

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.

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L2 P3

In focus:

- Language consciousness (D11)

Goals of the lesson:

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

Antoine de Saint-Exupéry tells how he learned to know the Little Prince's flower better, a unique flower that was unlike the others. On his planet, the flowers had always been simple, discreet, ephemeral, and unpretentious. But this one, born from a mysterious seed, had taken great care in making herself beautiful. For a long time, she had secretly prepared herself, adjusting her colors and petals, making herself desirable... And when she finally bloomed at sunrise, she appeared in all her splendor, yawning gently and apologizing for being disheveled.

The Little Prince was amazed. She was beautiful, she knew it, and she made no attempt to hide it. However, very soon, this graceful flower revealed herself to be vain, capricious, and a bit complicated. She complained about the cold, demanded a screen, boasted about her thorns which were supposed to ward off tigers though there were none on her planet. The Little Prince, young and full of good intentions, didn't know how to react. She troubled him, made him feel guilty, and left him in doubt.

With time, he confided to the author how much he had been hurt by her words, how much he had misunderstood her. He had taken seriously what were only clumsy remarks, pride, or fear, and had left, thinking she didn't love him. He would admit, with deep tenderness tinged with regret, that he should have looked at her instead of listening to her. He should have guessed the shy and awkward love hidden behind her little tricks. But he said he was too young to know how to love.

Character	Features	Interactions
Little Prince	Amazed Young and full of good intentions Felt guilty	Didn't know how to react Was hurt by the words of the Rose Didn't know how to love
Rose	Splendor Yawns gently Beautiful Vain, pride, capricious, and a bit complicated Had thorns	Takes great care in making herself beautiful Blooms Made no attempt to hide that she was beautiful complained

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- Collect informations about roses
- Discuss, what love, pride, conceit 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, Rose

Bloom, speak, sway

Sun, wind, tiger

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: _____

THE LITTLE PRINCE THE ROSE (T2)



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D11
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 Touch sensors 1 red LED, 1 IR Photoreflector)
- Character cards and Robotic task card template
- Pencil

In focus:

- Language consciousness (D11)

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.

Swaying Speaking

Robotic task card

The name of my robot: _____

The parts I need for my robot:

Motor	Touch sensor	Light sensor	Sound sensor	Light sensor
LED	IR Photoreflector	IR Photoreflector	IR Photoreflector	IR Photoreflector

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

Blue: action
Green: setting
Four minutes support materials in the Technical corner!

This is how I build and program my robot:

What do I want?	What is it made of?	What is it made of?	What is it made of?	What is it made of?	What is it made of?	What is it made of?	What is it made of?

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)
- Using Touch sensors (4.a)
- Lighting the LED (5.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 and Rose axially built figures

PROG1

Puppet theatre. The rose is presented by a red LED

PROG2

Puppet theatre with swaying rose

PROG3

Puppet theatre with swaying rose triggered by infra sensor

PROG4

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P5

Ideas for robots on different programming levels

Little Prince and Rose
axially built figures

PROG1

Puppet theatre. The
rose is presented by a
red LED

PROG2

Puppet theatre with
swaying rose

PROG3

Puppet theatre with
swaying rose
triggered by infra
sensor

PROG4

The rose

P1 Acting out the watering of the rose

- The scene is acted out with the constructed Little Prince figure and rose
- The arm of the Little Prince figure can be moved axially

P2 Feedback with LED

- The planet is constructed like a puppet theatre
- The red LED in the middle of the rose flashes when it is switched on

P3 Moving flower

- The rose is built on a DC motor and can rotate continuously with the help of a frame.
- When the robot is switched on, the rose starts to move and the LED in the centre starts to flash

P4 Robot switched on by sensor

- The robot is constructed in a similar way to P3, but with the addition of 1 infrared sensor
- When the Little Prince is placed in front of the infrared sensor, the robot starts to move, the rose starts to move and the LED in the centre starts to flash

