

THE LITTLE PRINCE THE FOX (T4)



S22
 T4
 D9
 L1 P3

Focus on:

- Talent development (D9)

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.

Daytime temperature	
night-time temperature	
precipitation	
wind	
vegetation	
fauna	

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

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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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

THE LITTLE PRINCE THE FOX (T4)



S22
 T4
 D9
 L1 P5

Focus on:

- Talent development (D9)

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 THE FOX (T4)



S22
T4
D9
L2 P3

In focus:

- Talent development (D9)

Goals of the lesson:

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

One day, the Little Prince met a fox, curled up beneath an apple tree. The fox didn't want to play he wasn't tamed. Curious, the Little Prince asked what that meant.

The fox explained that to "tame" meant to create ties, to make someone unique in the world. Before that, they had meant nothing to each other. But by getting to know one another, they would become irreplaceable.

The fox lived a monotonous life: he hunted chickens, and men hunted him. Everything was the same.

But if the Little Prince tamed him, then even the wheat fields so far meaningless would remind him of the boy's golden hair, and would carry memories, beauty, and tenderness.

The Little Prince agreed to tame the fox. He learned patience, silence, the importance of rituals those little appointments that give time its meaning, that make waiting beautiful. Each day, they sat a little closer, until the time came to say goodbye.

Then, the fox was sad. He knew he would cry. But he had no regrets. Because now, he had a friend.

He had come to love the wheat that reminded him of the Little Prince's hair. He cherished the bond they had woven.

He had gained something invisible, yet essential.

Before they parted, he shared a secret with the Little Prince:

"One sees clearly only with the heart. What is essential is invisible to the eye."

The Little Prince went to look again at the roses those flowers that all looked like his. But now he understood: his rose was unique because he had loved her, cared for her, protected her because he had spent time with her. It was the bond, the time given, that made her irreplaceable.

And when he returned to say goodbye to the fox, he carried that secret with him forever: you become responsible for what you have tamed. He now knew that he was responsible for his rose

Character	Features	Interactions
Little Prince	Golden hair Curious	Asks Tames the fox Learns patience, silence, the importance of rituals
Fox	Strong, tired	Curled up Want to be tamed Explains Every day sits closer

Suggestions

- Identify the characters in the text, with particular emphasis on the main plot points, character traits, emotions and movements.
- Collect stories about friendship, wisdom
- Discuss, what friendship means
- Collect information about foxes

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, Fox

Move, walk, speak, wages its tale

Desert, tree

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 _____

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P4

Suggested materials

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

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

In focus:

- Talent development (D9)

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

Sitting

Wagging tale

Robotic task card

The name of my robot: _____

The parts I need for my robot:

Touch sensor	DC motor	Servo motor	LED	Buzzer	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?

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)

Little prince axially built figure, the Fox rolls on gears

PROG1

The wagging of the Fox's tail shows its emotions

PROG2

The wagging of the Fox's tail and its voice show its emotions

PROG3

The Fox gets closer and closer to the Little Prince

PROG4

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Ideas for robots on different programming levels

Little prince axially built figure, the Fox rolls on gears

PROG1

The wagging of the Fox's tail shows its emotions

PROG2

The wagging of the Fox's tail and its voice show its emotions

PROG3

The Fox gets closer and closer to the Little Prince

PROG4

The fox

P1 A construction that moves without programming

- The Little Prince is built with an axle arm
- The fox is driven by 1 DC motor connected to a battery holder
- When the battery holder is switched on, the fox starts, when it is switched off, the fox stops

P2 Expressing emotions through movement

- The Little Prince is built with an axle arm
- The fox is built on a robot base, 1 servo motor moves its tail, slow movement expresses fear
- Motor starts automatically when robot is switched on

P3 Expressing emotions through movement

- The Little Prince is built with a spindle arm
- The fox is built on a robot base, robot starts automatically
- 1 servo motor moves its tail and then slowly moves towards the Little Prince, indicating its intention to be friend him
- Finally, the Buzzer sounds

P4 Cooperating robots

- The Little Prince is built on a robot base
- The fox is also built on a robot base, the robot starts automatically
- The fox moves forward and back several times, indicating its fearlessness, and finally stays with the Little Prince and flashes the Buzzer to indicate its friendship

