

SENSE	TITLE	TIMING
  	Lansen and The Title Prince	 120 minutes
AUTHORS	KEY WORDS	LANGUAGE
Eloína Marín-Baldo Gema Bueno García Pablo García Sánchez	Literature, communication, symbols	English & French
LEVEL	TARGET GROUP	AGE
B1 - B2+	Secondary Students	15 - 17

COMPETENCES			
☒	Global	☒	Oral Production
☒	Oral comprehension	☐	Written Expression
☒	Oral expression	☐	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Develop students' reading, speaking, listening, and interaction skills through collaborative activities. - Improve oral fluency by presenting information, reading aloud, and participating in discussions. - Foster confidence in communicating ideas and opinions in different languages. - Promote active listening and respectful communication during group work and debates.
FUNCTIONAL	- Present information about a literary work. Read and understand authentic literary texts. - Express opinions, agree and disagree respectfully, and justify personal interpretations. - Answer comprehension and reflection questions. - Collaborate effectively in multilingual and multicultural groups. - Create an artistic product inspired by a literary text.
CULTURAL	- Appreciate <i>The Little Prince</i> as a universal literary masterpiece. - Promote intercultural awareness through multilingual readings of the novel. - Recognise the shared values and messages conveyed across different languages and cultures. - Encourage respect for linguistic diversity and different perspectives. - Explore the philosophical and symbolic themes of the story.

METHODOLOGY	- Student-centred approach, promoting active participation and learner autonomy. - Communicative Language Teaching (CLT), encouraging meaningful communication through authentic tasks. - Cooperative Learning, fostering teamwork, peer interaction, and shared responsibility. - Project-Based Learning (PBL), engaging students in presentations, discussions, and creative tasks based on <i>The Little Prince</i>. - Task-based learning, with activities designed around meaningful communicative outcomes. - Collaborative learning through pair work, group work, and whole-class discussions. - Learning by doing, encouraging students to apply their knowledge through creative and hands-on activities. - Critical thinking and reflection, enabling students to interpret the philosophical themes and symbols of the novel.
TECHNIQUES	- Cooperative learning. - Project-Based Learning (PBL). - Oral presentations. - Guided reading. - Think-Pair-Share.

	• Group discussion and debate.
RESOURCES	• Copies of <i>The Little Prince</i> in different languages. • Posters and exhibition materials. • Presentation slides. • Printed discussion questions. • Markers, fabric pieces, scissors, and other craft materials. • Images and illustrations from the book. • Classroom whiteboard or interactive whiteboard.
ICT TOOL	• PowerPoint, Google Slides or Canva for student presentations. • Interactive Whiteboard (IWB). • Projector. • Internet resources for multilingual versions of the text. • Digital images and audiovisual materials related to <i>The Little Prince</i>.



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This session was created as a **2 hour workshop**. It has got 5 main parts which are flexible to be changed. In addition, it is very suitable to be worked interdisciplinarily with Spanish, English, French, Literature and Arts.

For more information and ideas, check our eTwinning activities in the following link:

<https://school-education.ec.europa.eu/en/etwinning/projects/learning-languages-senses>

DESCRIPTION OF ACTIVITIES		
Appetizer	20'	Activity 1 - The Little Prince Presentation A group of students give a presentation on the most important aspects of "The Little Prince."
Salad	10'	Activity 2 - The Little Prince Exhibition The students visiting the poster read the different posters with the text in different languages, the philosophical interpretation, as well as, the sensory stimuli (flowers, characters, pictures, etc)
Main Dish	30'	Activity 3 - The Little Prince Reading Different students from different nationalities read the first chapter of "The Little Prince" in different languages.
	30'	Activity 4 - Debate Students are given a chapter of "The Little Prince", which they read in groups. Then, they must answer a set of questions orally. After some time, the teacher and the students have open class feedback with the answers and interpretation of the questions. (Note: this activity was prepared to be half in English and half in French. Moreover, you can add as many chapters as possible in any language you are teaching).
Dessert	30'	Activity 5 - Creation of Bookmarks Students are given a piece of clothing and different markers. They must create a book mark based on "The Little Prince." (Note: this activity can be worked in the Arts subject as an interdisciplinary connection).

ASSESSMENT

The workshop will be assessed through **continuous and formative assessment**, focusing on students' participation, communication, collaboration, and creativity throughout the different activities.

Assessment methods include:

- Teacher observation during presentations, the exhibition, multilingual reading, and group discussions.
- A rubric assessing oral communication, reading fluency, comprehension, critical thinking, collaboration, and creativity.
- Observation of students' active participation and engagement in cooperative tasks.
- Evaluation of students' contributions during the debate, including their ability to express and justify opinions respectfully.
- Assessment of the final bookmark, considering creativity, effort, and its connection to the themes and symbols of "The Little Prince."
- Peer assessment, allowing students to provide constructive feedback on presentations and group work.
- Self-assessment through a short reflection in which students evaluate what they have learned about the book, language, and intercultural awareness.



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LANSEN - Learning languages with sense(s)
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ANNEXES

ANNEX 1

Chapter 2

1. Where is the narrator?
2. Who does he meet there?
3. What does the little prince ask of him?
4. Is the narrator alone or accompanied?
5. Does the little prince come from Earth or another planet

Chapter 5

1. What plants are mentioned?
2. On what planet do they appear?
3. Are they good or dangerous?
4. What happens if they grow too large?
5. Should they be removed soon or late?

Chapter 8

1. Who appears on the little prince's planet?
2. Is it a person, a flower, or an animal?
3. Is the rose kind or capricious?
4. Is the little prince happy or sad?
5. Do they live together?

Chapter 9

1. Does the principle stay or go?
2. Where does it go from?
3. Is it despised by anyone?
4. Who stays on the planet?
5. Does a journey begin?

ANNEX 2

Discussion Questions

Chapter 2. Concept of essence and utility.

Key questions

1. What is the principle able to recognize in the objects it sees that others cannot?
2. What is the more correct interpretation of the world, one that is based in imagination and creativity or the one that is based mostly in utility?

Chapter 5. Ethics as the organic way in which we develop who we are. Seeds are acts, bush like habits and a tree like our character.

1. What do baobabs symbolize?
2. The little prince says that taking care of the baobabs (our personality) is something very simple but at the same time very boring. We can understand that taking care of ourselves and being the person that we want to become is something very easy. Do you agree?

Chapter 8. The rose is the symbol of the loved one.

1. Imagine that all the adjectives that are used in this chapter refers to the relationship that you have with your couple or your beloved one.
2. Would you say that this expresses a healthy relation or a toxic one? Who is the “bad one” in this relation, the little prince or the rose?

Chapter 9. Being in love as the way through develop yourself. A relation that finishes may not be a failure if you have learned something and you have truly loved.

1. Do you need to be mature in order to love someone?
2. How do we learn how to love others (even ourselves),

ANNEX 3

Rubric. Student's Active Participation



RUBRIC: STUDENTS' ACTIVE PARTICIPATION



This rubric assesses students' active participation throughout the workshop activities.

CRITERIA	4 - EXCELLENT	3 - GOOD	2 - SATISFACTORY	1 - NEEDS IMPROVEMENT
 PARTICIPATION	Actively participates in all activities and consistently contributes ideas.	Participates in most activities and contributes relevant ideas.	Participates only when prompted and contributes occasionally.	Rarely participates or does not engage in the activities.
 COLLABORATION	Works cooperatively, supports peers, and encourages group participation.	Works well with others and contributes positively to the group.	Cooperates with the group but needs occasional guidance.	Has difficulty cooperating or does not contribute to group work.
 COMMUNICATION	Expresses ideas clearly and confidently, using the target language appropriately.	Expresses ideas clearly with minor difficulties.	Communicates basic ideas but needs support or encouragement.	Has difficulty expressing ideas or avoids communicating.
 RESPECT AND LISTENING	Always listens attentively, respects others' opinions, and waits for their turn to speak.	Usually listens and shows respect for others.	Sometimes interrupts or loses focus during discussions.	Frequently interrupts, is inattentive, or shows little respect for others' contributions.
 ENGAGEMENT AND EFFORT	Shows enthusiasm, remains focused throughout the workshop, and always completes tasks.	Is engaged during most activities and completes assigned tasks.	Shows inconsistent engagement or completes tasks with limited effort.	Shows little interest, is frequently off-task, or leaves tasks incomplete.

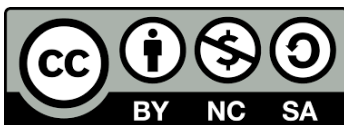
Scoring Guide ★

17-20 points
Excellent participation

13-16 points
Good participation

9-12 points
Satisfactory participation

5-8 points
Needs improvement



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