

Spare Parts Puppet Theatre's  
**THE LITTLE PRINCE**

*Adapted from the book by Antoine de Saint-Exupéry*



**TEACHERS NOTES**

*A comprehensive set of classroom activities  
relating to the performance of The Little Prince.*

## The Little Prince Teachers Notes

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## Spare Parts Puppet Theatre's *The Little Prince*:

**Director:** Michael Barlow

**Writer:** Adaptation by Simon Clarke

**Designer:** Jiri Zmitko

**Composer:** Lee Buddle

**Lighting Designer:** Karen Cook

**Puppet Construction:** Jiri Zmitko & Kipling Smith

**Production Manager:** Karen Cook

**Performers:** Shane Adamczak, Kylie Bywaters

With its timeless message about the importance of forming friendships, *The Little Prince* is an adventure story that celebrates the strength of a child's imagination.

*The Little Prince* leaves his tiny home planet, with its three volcanoes and single glorious flower, and journeys across the universe to Earth. He meets a pilot crash-landed in the desert, a cunning snake, a wild fox and an oddball cast of grown ups with some very silly ideas about the things that really matter.

### The history of the Little Prince:

*The Little Prince*, first published in 1943, is a novella and the most famous work of the French aristocrat, writer, poet and pioneering aviator Antoine de Saint-Exupéry (1900–1944).

The novella is both the most-read and most-translated book in the French language, and was voted the best book of the 20th century in France. Translated into more than 250 languages and dialects (as well as braille), selling nearly two million copies annually with sales totalling over 140 million copies worldwide, it has become one of the top best-selling books ever published.



# Activity 1: Constellations

Learning Area: Science

Outcomes: Earth and Space Sciences

Foundation	Daily seasonal changes in our environment including weather affect our lives ACSSU004
Year 1	Observable changes occur in the sky and landscapes. ACSSU019
Year 2	Earth's resources, including water, are used in a variety of ways. ACSSU032
Year 3	Earth's rotation on its axis causes regular changes, including night and day. ACSSU048
Year 4	Earth's surface changes over time as a result of natural processes and human activity. ACSSU075
Year 5	The Earth is part of a system of planets orbiting around a star (the sun) ACSSU078
Year 6	Sudden geological changes or extreme weather conditions can affect Earth's surface. ACSSU097

## Cross Curriculum Priorities:

Sustainability, Aboriginal and Torres Strait islander histories and cultures.

## General Capabilities:

Critical and Creative Thinking, Literacy, ICT, Ethical understandings.

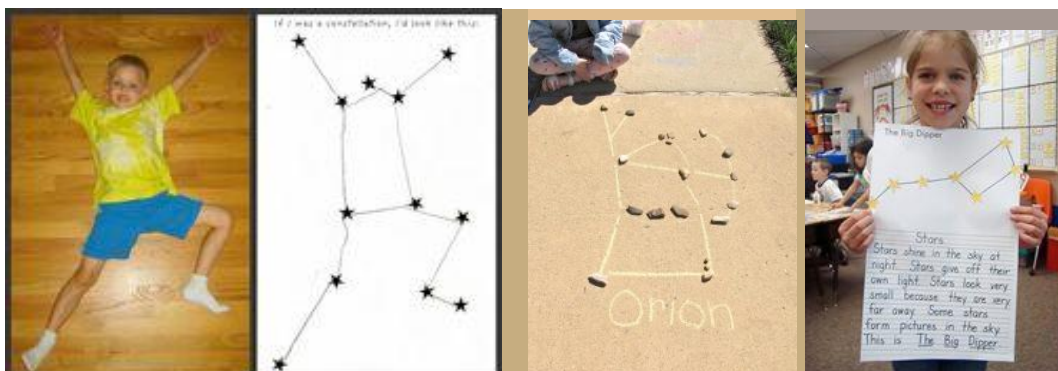
## Introduction:

Look at the constellations and their importance in story telling. Visit sites such as *Science Screen Report for Kids- Night Sky: Navigating the Constellations* at <http://www.youtube.com/watch?v=Hm2MKez7> to expose students to different constellations and the stories behind them. Specifically focus on the Southern Cross and its significance to the Aboriginal people in story telling. Compare and contrast the stories told from the Noongar people of WA to indigenous groups in Victoria (more information visit sites such as *ABC Science Beginner's Guide to the Night Sky* <http://www.abc.net.au/science/starhunt/tour/virtual/> for further information.

## Activities to follow:

Design a Constellation

Children create constellations using rocks and chalk or fingerprints; constellations using orange fingerprints. Have children connect their fingerprints as a dot to dot with a pen. Older children could write a text on Zodiac fun facts to create a classroom display. As an extension the constellation could be transposed by children onto a geo-board (*links to Maths Measurement and Geometry Shape and Location & Transformation*).



Additional constellation activities taken from Constellation Activities taken from Pinterest 2014.

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## Activity 2: Claymation and Puppets

Learning Area: The Arts

Outcomes: Media Arts

<b>Foundation-year 2</b>	<i>Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)</i> <i>Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)</i> <i>Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)</i>
<b>Year 3</b>	<i>Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)</i>
<b>Year 4</b>	<i>Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)</i> <i>Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)</i>
<b>Year 5</b>	<i>Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)</i> <i>Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)</i> <i>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)</i>
<b>Year 6</b>	<i>Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)</i> <i>Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)</i> <i>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)</i>

**General Capabilities:** *Critical and Creative Thinking, Literacy, ICT.*

### Introduction:

View the Little Prince in claymation (<http://goo.gl/6cYs2L>). Compare and contrast with the *Spare Parts* production. How did the director impart the story using figures, music and a written text?

### Activities:

Compare and contrast the two medium. What images were used and how were these scenes pivotal in the writers/directors delivering their story? Who is the intended audience? Look at the scenes used in the Claymation movie and how frames have been used. How does this vary from scenes in the *Spare Parts*' performance? Examine other mediums in which the story could be retold, for example, a comic strip.

Use digital media such as i-pads to recreate stories through different mediums.

Younger children could retell the story through a dramatisation or using puppets.

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## Activity 3: Characterisation

**Learning Area:** Visual Arts

**Outcomes:** Media Arts

<b>Foundation – Year 2</b>	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107) Create and display artworks to communicate ideas to an audience (ACAVAM108)
<b>Year 3 &amp; 4</b>	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)
<b>Year 5 &amp; 6</b>	Develop and apply techniques and processes when making their artworks (ACAVAM115) Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

**General Capabilities:** *Critical and Creative Thinking, Literacy, Personal and Social Capability*

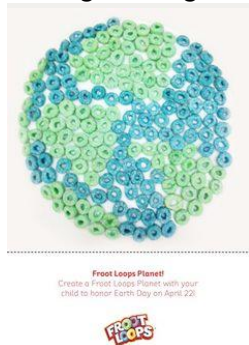
### Introduction:

Discuss the symbolism in the production of *The Little Prince*. Examine the relationships that the Little Prince valued as well as his observations on ‘grown ups’. Discuss the three planets visited in the performance of *The Little Prince*. In small groups students brainstorm the character traits of the inhabitants of the planets.

### Activities:

Students create their own planet through the teacher’s preferred medium. For example:

#### Collage using Fruit Loops



<http://www.pinterest.com/frootloopsusa/pins/kids.com/type/papermache.htm>

#### Paper Mache

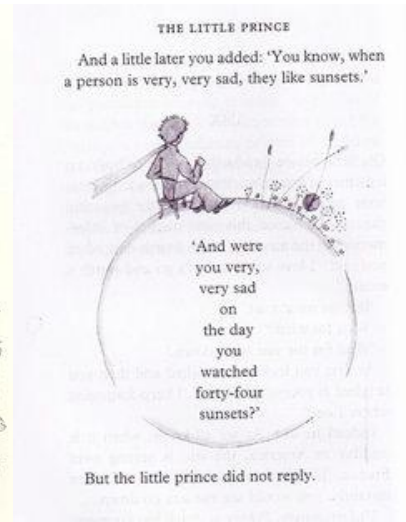


<http://www.dltk->

Students create a character for that planet using a medium such as clay or play dough. What characteristics does the character have? Are these attributes valued by the Little Prince? Why/Why not? Older children could create a new planet and character and write down the characteristics of the inhabitants of their planet.

### Extension:

Look at quotes from *The Little Prince* <http://www.pinterest.com/sagotutu/the-little-prince/>  
For example:



What does the quote mean? What message is the author trying to impart? Discuss the meaning of philosophy and how the author uses his story to get people thinking. What do the quotes mean to individuals?

## Activity 4: Characterisation

Learning Area: English

Outcomes: Literature and Context

<b>Foundation – Year 2</b>	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
<b>Year 3 and 4</b>	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594) Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)
<b>Year 5 and 6</b>	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

**General Capabilities:** *Critical and Creative Thinking, Literacy, Personal and Social Capability*

### Introduction:

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### Activities:

Setting Making a Postcard.

The little prince visits several planets and meets a different character on each one. Imagine that you are a traveller visiting those same planets. Choose one planet and send a postcard from it. Draw a picture of the place on one side and write your message on the other. In your message, identify the character you meet, what he is like, what he represents, and your opinion of the person and place.

### Extension:

This could become an assembly item, in small groups the children could dramatise their postcards in short skits. Using a reporter to interview the Little Prince and the characters from from the various planets. In junior classes some clear guidelines of what questions the reporter is going to ask would not only guide the childrens answers but ensure that some higher order questions are asked and answered.



## Activity 5: Planet Problem

**Learning Area:** English

**Outcomes:** Literacy – Interacting with others

### Foundation – Year 2

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)  
Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)  
Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

### Year 3 and 4

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)  
Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

### Year 5 and 6

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)  
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)

**General Capabilities:** *Critical and Creative Thinking, Literacy, Personal and Social Capability*

### Introduction:

The Little Prince visited different planets. Discuss what the attributes of planet earth are and what makes earth an inhabitable planet.

### Activities:

Focus Worksheets. In small groups complete and expand on the questions on the worksheet below. Ensure each group has a different focus planet and then as a class come together to discuss the similarities and differences. Encourage the children to all have input into the answers by having different roles within the group such as scribe, reporter to other tables etc so that everyone's participation is valued.

# Planet Problem

Inhabitant: \_\_\_\_\_

Describe the planet, including other living things on or near the planet:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What else is on the planet that could be used:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Problem(s) faced by the inhabitant:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Brainstorm solutions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Extension:

This could become a collaborative art project where the small groups design what their planet would look like. They could delve into making 3D models using different textures to expand their ideas.

Worksheet copied from

<http://www.pinterest.com/shannondcoffey/moving-beyond-the-page/>