

YANA'S NEW WORLD THE JOURNEY OF HOPE (T1)

S21
T1
D1
L1 P1

In focus:

- Text comprehension (D1)



**Task 1: How did Yana and her mother travel?
Which country did they choose to go to?
Which means of transportation did they use?**

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:

- Building characters and environment from ArTeC' blocks, recycled materials
- Programming to move and transport people and objects,
- Computer graphics creation, animation
- Working with maps

For details of the different solutions, see the Idea sheets!

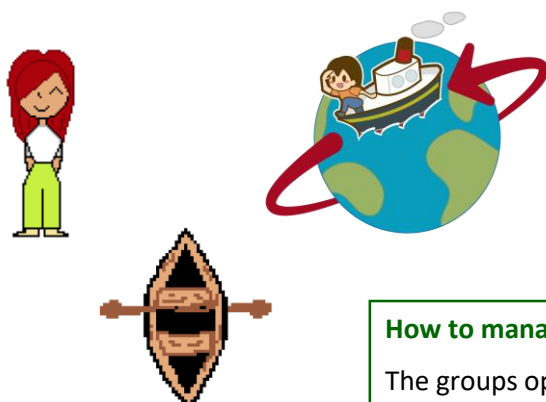
Developmental skills:

In focus:

- Fine motor skills
- Spatial orientation
- Life skills
- Creativity
- Algorithmic thinking

In addition:

- Social skills
- Subject concentration – Citizenship, Geography
- Talent development
- Subject – Arts and crafts



How to manage output:

The groups open a world map and decide which country to visit. Then they think about how transportation to this country will be done. They design and draw the decided means of transportation.

Task 5: How do you make friends with people in the country you migrated 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:

- Play icebreaking games that don't use words
- For details of the different solutions, see the Idea sheets!**

Developmental skills:

In focus:

- Social skills
- Attention
- Creativity
- Life skills

In addition:

- Protection of nature
- Attention development
- Spatial orientation



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In focus:

- Text comprehension (D1)

Task 3: How do you make a living in the early days after migrating to a new country? How can you earn the local currency?

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:

- You can do the money-making activity with ArTeC Blocks.
- You can make the money using recycled materials.
- A drawing of the environment where the activity takes place.
- You can create computer graphics

For different solutions, refer to the Idea Sheets!

Developmental fields:

In focus:

- Social skills
- Life skills
- Mathematical calculation

In addition:

- Creativity
- Spatial orientation
- Attention development



Task 4: What do the characters and scenes in the story look like?

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:

- You can make the environment and the characters with ArTeC Blocks
- You can make the environment with recycled materials
- Drawing of the environment to be built
- You can create computer graphics

For different solutions, refer to the Idea Sheets!

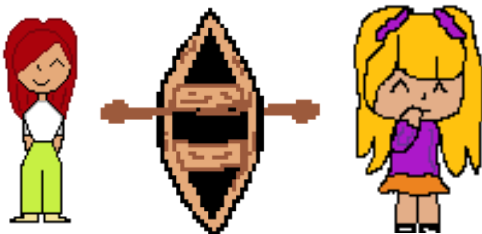
Developmental fields:

In focus:

- Attention
- Fine motor skills
- Creativity
- Spatial orientation

In addition:

- Attention development
- Social skills
- Life skills



How to manage output:

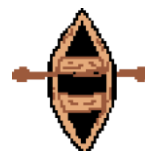
The groups research what the currency of the country they migrated to is. Then, they discuss and decide how to obtain it. They also think about how they can make friends with the people in the country they migrated to and make a decision.

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In focus:

- Text comprehension (D1)



Task 5: Where can a child visit in the country they have migrated to? What are some famous places in the country they have migrated 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:

- You can make the money using recycled materials.
- A drawing of the environment where the activity takes place.
- You can create computer graphics

For different solutions, refer to the Idea Sheets!

Developmental fields:

In focus:

- Social skills
- Critical thinking
- Civic knowledge
- Creativity

In addition:

- Protection of nature
- Attention development
- Life skills



Task 6: What should be done to adapt to the country you have migrated to? How can we get along with people?

Every solution is good!

Students talk about fear, tension, exclusion, anxiety and judgements.

They dramatise and act out the given situation.

Focus.

- Critical thinking
- Social skills
- Citizenship.

Idea Bazaar – some ideas:

- Discuss the situation as you act it out!
- Find a situation given in the task and dramatise it!

For details of the different solutions, see the Idea sheets!

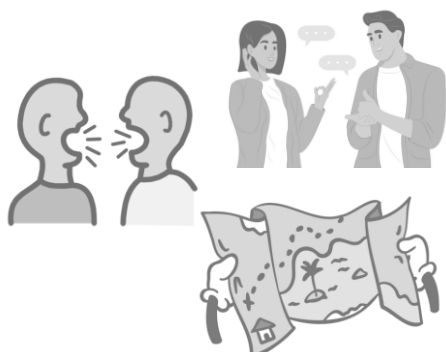
Developmental skills:

In focus:

- Social skills
- Critical thinking
- Civic knowledge
- Text comprehension

In addition:

- Attention concentration
- Life skills
- Talent development



How to manage output:

After the groups begin living in the country they are migrating to, they research and plan the places to visit in that country. They then decide and discuss what to pay attention to when communicating with other people while living in that country.

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L2 P1



Yana woke up to a loud, thunderous noise. She sat up in her bed, trying to make sense of what was happening. The outside was eerily dark, as if night had fallen; a massive black cloud covered the sky. Just then, she heard a scream from the neighboring building and spotted a bomber plane in the distance. Her heart began to race.

Jumping out of bed, she ran to wake her parents. Her mother held her trembling hands and said, "Don't be afraid, my dear. We'll get through this together." But Yana couldn't shake off the fear rising within her. Her father told them about a boat waiting at the harbor that could save them. However, he decided to stay behind, not wanting to leave his homeland.

Yana's mother grabbed her hand tightly, and they hurried towards the harbor. The streets were chaotic; people were running in all directions, some carrying what little they could. Raindrops started falling, hitting Yana's hair. She pulled her hood over her head to hide her tears. Her mother turned to her and said, "We have to be brave, Yana. There's a better life waiting for us in Turkey."

When they reached the harbor, they got on the boat and set out across the Black Sea. Yana looked back at the shore one last time, feeling the ache of leaving her father behind. Her mother held her close and whispered, "Everything will be alright, you'll see." These words brought a small comfort to Yana's troubled heart.

In focus:

- Text comprehension (D1)

Goals of the lesson:

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

Main features and interactions of the characters

Character	Features	Interactions
Yana	Curious, small, caution, hardworking, friendly	Talking, learning together, playing games
Nil	Helpful, hardworking, friendly	
Cashier	Old, forgotten, understanding	Talking, calculation

Suggestions

- Discuss what the text tells us about Yana's emotions as she faces the chaos in her surroundings.
- Show the children images or videos of refugees leaving their homes to illustrate Yana's journey to safety.
- Compare the sense of loss Yana feels about leaving her father with the hope she has for a better life in Türkiye.

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!


 Your name _____
 I am building: _____


 Your name _____
 Make sure your robot is able to: _____


 Your name _____
 There also should be : _____


 Your name _____
 Think over : _____

Yana,
Nil,
Cashier

Curious, Small,
Caution,
Hardworking,
Friendly, Helpful,
Old, Forgotten,
Understanding

Money, Speaking,
Movement,
Dancing,

The main actions
of the story
Media files needed
Divide the text
segment into
pieces
Make a list about
things needed

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L3-4
P1



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (2 Studuino motherboards, 2 LEDs, 1 Buzzer, 1 servo motor, 5 touch sensors, 2 DC motors, 2 Servo motots, gears, gear racks)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

In focus:

- Text comprehension (D1)

Goals of the lesson:

- text comprehension
- problem solving
- decision making
- expressing movement

Suggestions

- Collect ideas about how to move a characters forward and backwards.
- Collect ideas about how to imitate characters movements: walking, speaking, dance, running, moving.
- Show children anatomical mannequins in motion.
- Build simple figures from ArTeC Blocks.

Boat

- Collect information about different types of boats.
- Create simple models with different techniques

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.

Legs , Body, Walking, Arms, Mouth

The name of my robot: _____

The parts I need for my robot:

Function	Material	DC motor	Servo motor	Light sensor
Walking	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks
Arms	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks
Head	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks
Body	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks
Legs	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks
Mouth	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks	ArTeC Blocks

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

Blank action: walking, arms, head, body, legs, mouth

This is how I build and program my robot:

What do I use?	What is it doing?	What? (action)	What? (material)	Is it moving? How long? How many times?	When does it stop?

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)
- Testing and programming Touch sensor
 - Starting and stopping LED and buzzer by pressing the same or different buttons or Touch Sensors (4.b, 4.c)
 - Remote control made of 4 Touch sensors (4.d)
- Programming servo motor
 - Moving elements mounted on a servo motor to a given angle (3.a)
 - Programming waving movement (3.b)
- Using LED (5.a)
 - Blinking (5.b)
- Using Buzzer (6.a)
- Using IR photoreflexor (7)
 - Detecting and avoiding obstacles (7.b, 7.c, 7.d)

Yana and her mother walk to the boat and then get on the boat.

PROG1

Yana and her mother are dodging the fleeing people. Yana is a robot 4 Touch sensor. Yana is traveling on a rocking boat.

PROG2

Yana and her mother use Photoreflexor to track down people who are fleeing.

PROG3

A boat that automatically travels between the two shores.

PROG4

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L3-4
P2

Ideas for robots on different programming levels

Yana and her mother walk to the boat and then get on the boat.

PROG1

Yana and her mother are dodging the fleeing people. Yana is a robot 4 Touch sensor. Yana is traveling on a rocking boat.

PROG2

Yana and her mother use Photorelector to track down people who are fleeing.

PROG3

A boat that automatically travels between the two shores.

PROG4



Yana, Nil, Boat and Cashier's movements

P1 Moving towards the boat

- Build the characters of the scene
- Their heads and arms can be moved on axis
- All the characters can be moved, the whole scene

P2 Escape on the street

- We build the figures of Yana, Mother, and the fleeing people coming towards them in the same way as P1.
- We mount the Yana and Mother figures on a robot with four buttons.
- We build houses as a backdrop and place the fleeing people on the street. Yana and Mother's robots must be controlled so that they avoid the other figures.

OR

- Building a boat Build the boat with 1 DC motor that moves on a rack!
- Use one servo motor to move Yana's head and one to rock the boat.
- Use one push button to move the boat forward when pressed and one to move it backward.
- The buzzer should sound when the boat stops.

P3 Yana and her mother avoid the fleeing people

- Like P2, Yana and her mother sit in a small cart equipped with two DC motors.
- We connect three photoreflectors to the robot
- The robot uses two photoreflectors to avoid the other refugees.
- The third photoreflector detects when it reaches the ship, at which point it stops.

P4 Build a boat that automatically stops at the coast of Turkey.

- Build the boat (as in P2), the sea, and the flag on the shore.
- Connect an IR photoreflector to the flag.
- At the push of a button, the ship should sound the buzzer and start moving toward the flag, as in P2.
- Stop when the IR photoreflector detects it.
- After waiting for a random amount of time, the LED should flash and the ship should return to its starting point.

