

YANA'S NEW WORLD

THE CURRENCY EXCHANGE MISTAKE (T2)

S21
T2
D5
L1 P1

In focus:

- Social skills (D5)



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!

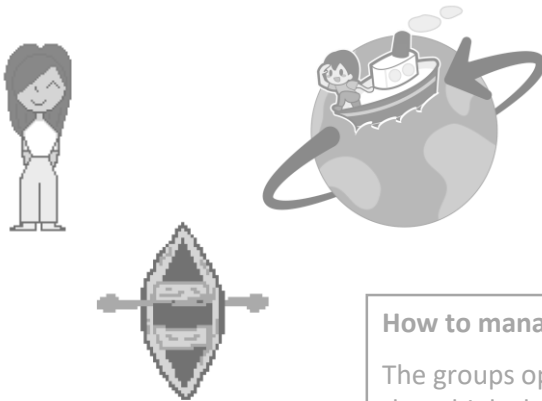
Developmental skills:

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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L1 P2



In focus:

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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!

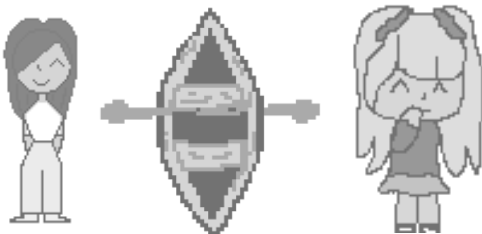
Developmental fields:

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.

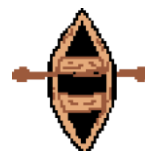
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D5
L1 P3

In focus:

- Social skills (D5)



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!

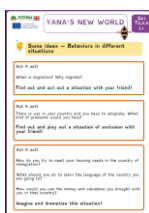
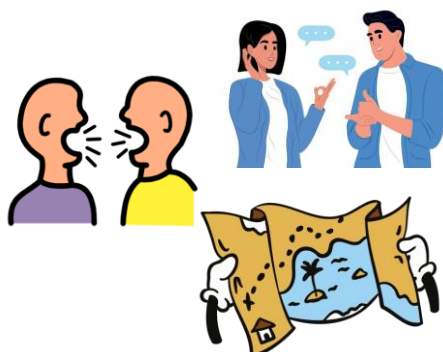
Developmental skills:

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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T2
D5
L2 P1



In focus:

- Social skills (D5)

Goals of the lesson:

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

When they arrived in Türkiye, they were welcomed into Aunt Nadia's home. Aunt Nadia embraced them warmly and said, "This is your home now." For the first time, a faint smile appeared on Yana's face. However, building a new life in a foreign country would not be easy.

Yana's mother decided to exchange their Ukrainian currency for Turkish liras to start anew. Tired from the long journey, she planned to rest before heading out, but Yana said, "You should rest a bit. I'll go to the currency exchange office." Her mother reluctantly agreed.

At the exchange office, Yana handed over the money. The cashier calculated the amount in his head and returned the liras to her. However, Yana, being clever, had done the math at home and realized the amount was incorrect. She turned back to the cashier and asked, "Are you sure you calculated this correctly?" The cashier confidently said, "Yes," but double-checked using a calculator. Realizing his mistake, he apologized and gave her the remaining money. Yana thanked him and returned home, where she handed the money to her mother. "You're my little hero," her mother said, hugging her tightly.

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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(T2)

S21
T2
D5
L3-4
P1



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (3 Studuino motherboards, 3 LEDs, 3 Buzzer, 5 servo motors, 1 touch sensor, 8 DC motors)
- Mindmap or Chart draft, Storyline
- Character cards and Robotic task card template
- Pencil

In focus:

- Social skills (D5)

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:

Arduino	Studuino	DC motor	Servo motor	LED sensor	Touch sensor
Buzzer	Light sensor	Ultrasonic sensor	Temperature sensor	Humidity sensor	Gas sensor

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

Basic action: Walking
 What happens: Autonomous movement in the technical corner!

This is how I build and program my robot:

What do I use?	What is it for?	What? (action)	What? (sensor)	What? (motor)	What? (light)	What? (touch)	What? (other)

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)
- Programming servo motor
 - Moving elements mounted on a servo motor to a given angle (3.a)
- Using LED (5.a)
 - Flashing (5.b)
- Using Buzzer (6.a)

We act out the scene with characters that can be moved around on axles.

PROG1

Yana goes to the currency exchange office in a small car. The money is represented by LEDs.

PROG2

Yana and the currency exchange machine are automatically operating, cooperating robots.

PROG3

Yana and the currency exchange machine are automatically operating, cooperating robots.

PROG4

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P2

Ideas for robots on different programming levels

We act out the scene with characters that can be moved around on axles.

PROG1

Yana goes to the currency exchange office in a small car. The money is represented by LEDs.

PROG2

Yana and the currency exchange machine are automatically operating, cooperating robots.

PROG3

Yana and the currency exchange machine are automatically operating, cooperating robots.

PROG4



Yana's is going to the currency exchange

P1 Yana's is going to the currency exchange

- 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 The currency exchange mistake

- Yana and the currency exchange are two separate robots Yana is a robot mounted on a small car.
- She has two blue LEDs in one hand and three red LEDs in the other, and we also install a buzzer on her.
- We build the money changer and its counter, and install two blue and three red LEDs on the counter.
- When switched on, the blue LEDs in Yana's hand light up, and the robot automatically moves forward to the money changer and stops there.
- The two blue LEDs on the counter light up, the ones in Yana's hand go out, and then the two red LEDs on the counter light up.
- Then Yana's buzzer sounds, and the third red LED on the counter lights up.
- Finally, the 3 red LEDs in Yana's hand light up, the 3 red LEDs on the counter go out, and Yana moves away from the counter.

P3 Yana complains

- We build Yana and the money changer in the same way as P2, but we install a photoreflexor on both robots.
- There is also a sound sensor on the counter, and the part detected by Yana's photoreflexor can be turned by a servo motor.
- Yana stops automatically when it detects the counter, and the blue LEDs on the counter light up when it detects Yana.
- The sound sensor detects Yana's buzzer, at which point the third red LED lights up and a part of the counter turns.
- Detecting this, Yana leaves the money changer, similar to P2.

P4 Yana and the currency exchange dispute

- We build the counter. On one side, we install a photo reflector, a ramp, a push button, and a blue LED.
- On the other side, there is a red LED and a Yana with a servo motor-driven arm.
- We drop cubes onto the photo reflector, which the robot counts. The blue LED flashes after each cube. We signal the end of counting by pressing the push button.
- At this point, the red LED flashes a random number of times. When it shows the correct number, Yana raises her hand.

