

YANA'S NEW WORLD

YANA AND NIL'S FRIENDSHIP (T3)

S21
T3
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!

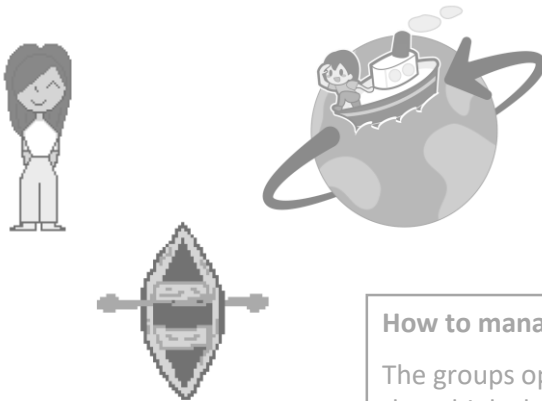
Developmental skills:

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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S21
T3
D5
L1 P2



In focus:

- Social skills (D5)

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!

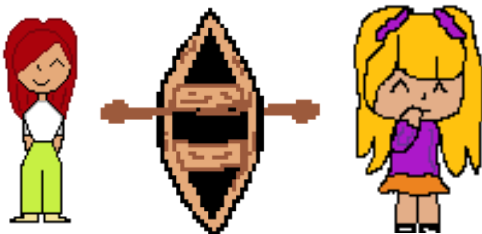
Developmental fields:

In focus:

- Attention
- Fine motor skills
- Creativity
- Spatial orientation

In addition:

- Attention development
- Social skills
- Life skills



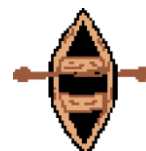
How to manage output:

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:

- 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



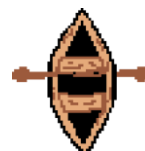
How to manage output:

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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T3
D5
L2 P1



In focus:

- Social skills (D5)

Goals of the lesson:

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

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.

After a few weeks, Yana was enrolled in a school. At first, the new language and culture intimidated her. But one day, while walking down the school corridor looking sad, a girl named Nil approached her and said, "Hi, I'm Nil! Can we be friends?" Yana smiled shyly and nodded. That was the beginning of a beautiful friendship.

Nil started helping Yana learn Turkish. They spent hours studying together, often turning lessons into fun games. The first words Yana learned were "Günaydın" and "Merhaba." When she mastered these, they danced around joyfully, celebrating her progress. "Soon, you'll be able to talk to everyone in Turkish!" Nil encouraged her.

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

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!

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


 Your name _____
 I am building: _____


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


 Your name _____
 There also should be : _____


 Your name _____
 Think over : _____

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YANA AND NIL'S FRIENDSHIP (T3)

S21
T3
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:

Buttons	LEDs	DC motor	Servo motor	Light sensor
Touch sensor	Temperature sensor	Sound sensor	Ultrasonic sensor	Distance sensor

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

Basic action: Walking
Write possible actions/materials in the Technical Corner!

This is how I build and program my robot:

What do I use?	What is it for?	What? (action)	What? (material)	Explain how you built your robot!	What does it do?

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)

Lifts his arm, OR automatically makes a sound.

PROG1

The debaters raise their arms, make sounds, and respond to each other..

PROG2

The speaker moves their mouth, shows emotions, "speaks" in different tones, and responds.

PROG3

The speakers move their mouths, show emotions, "shout" in different tones, and respond to each other.

PROG4

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(T3)

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L3-4
P2

Ideas for robots on different programming levels

Lifts his arm, OR
automatically makes
a sound.

PROG1

The debaters raise their
arms, make sounds, and
respond to each other..

PROG2

The speaker moves
their mouth, shows
emotions, "speaks" in
different tones, and
responds.

PROG3

The speakers move
their mouths, show
emotions, "shout" in
different tones, and
respond to each
other.

PROG4



Yana and Nil's friendship

P1 Conversation presented with sound OR movement

- Servo motors simulate conversation
- raising arms, shaking head

OR

- Buzzer allows speakers to make sounds
- Take turns making sounds in different "voices,,
- The two figures are connected to separate base plates
- They operate automatically when the robot is turned on

P2 Yana and Nil are talking loudly.

- Arm and head movements and vocalizations symbolize conversation
- Arm and head movements controlled by servo motors
- The conversationalists can make sounds using a buzzer
- The two figures should make different sounds
- The two figures can be controlled like puppets using push buttons
- The two figures are connected to the same base plate

P3 Building a person who shows emotions during conversation

- Mouth movement with servo motor
- Sound production with buzzer
- The enthusiastic figure's eyes light up with LEDs
- Activated by sound sensor

P4 Two interlocutors

- The two figures are connected to the same motherboard.
- Mouth movement is controlled by a servo motor.
- Different sounds are produced by buzzers.
- The talking figure's eyes light up with LEDs.
- The two figures can be controlled like puppets using push buttons.

