

# YANA'S NEW WORLD THE BEGINNING OF A NEW LIFE (T4)

S21  
T4  
D12  
L1 P1

## In focus:

- Language communication (D12)



**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!**

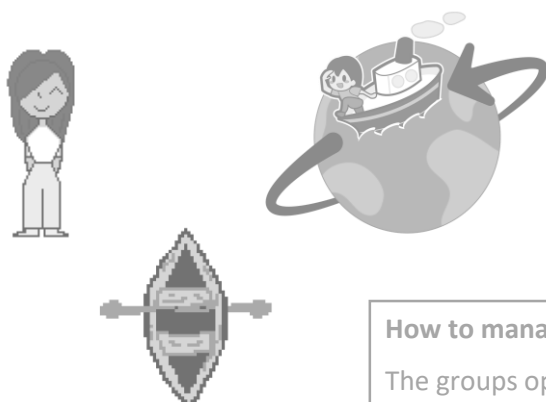
### Developmental skills:

#### 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



# YANA'S NEW WORLD

## THE BEGINNING OF A NEW LIFE (T4)

S21  
T4  
D12  
L1 P2



### In focus:

- Language communication (D12)

**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!**

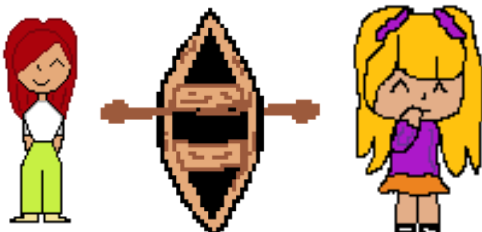
#### Developmental fields:

##### In focus:

- Attention
- Fine motor skills
- Creativity
- Spatial orientation

##### In addition:

- Attention development
- Social skills
- Life skills



#### How to manage output:

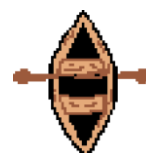
The groups research what the currency of the country they migrated to is. Then, they discuss and decide how to obtain it. They also think about how they can make friends with the people in the country they migrated to and make a decision.

# YANA'S NEW WORLD THE BEGINNING OF A NEW LIFE (T4)

S21  
T4  
D12  
L1 P3

## In focus:

- Language communication (D12)



**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!**

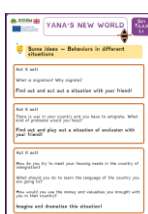
### Developmental skills:

#### In focus:

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

#### In addition:

- Attention concentration
- Life skills
- Talent development



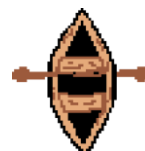
### How to manage output:

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.

# YANA'S NEW WORLD

## THE BEGINNING OF A NEW LIFE (T4)

S21  
T4  
D12  
L2 P1



### In focus:

- Language communication (D12)

### 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.

Over time, Yana's Turkish improved. She could now communicate not only with Nil but also with her other classmates. She felt more confident and began to enjoy her time at school.

One day, Nil invited Yana and her mother to her home. When they arrived, Nil greeted Yana with a big hug. Together, they sang songs, played games, and even had a colorful ball game that filled the room with laughter. Yana hadn't felt this happy in a long time.

After enduring a difficult journey and many challenges, Yana and her mother had finally built a new life for themselves. Aunt Nadia, Nil, and her family had been a great source of love and support. Yana learned the true meaning of kindness, compassion, and friendship from these people. "Friendship speaks a universal language," she thought.

Türkiye had become a second home for Yana. With a smile on her face, she said, "This is where my life began anew."

### 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!


 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

# YANA'S NEW WORLD

## THE BEGINNING OF A NEW LIFE (T4)

S21  
T4  
D12  
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:

- Language communication (D12)

### 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  | DC motor | LED    | Buzzer       | Touch sensor | Light sensor |
| DC motor | LED      | Buzzer | Touch sensor | Light sensor | Arduino      |

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

Basic action: starting  
 What happens: robotic 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) | Is it used? How long? (Time? How many times?) | When does it start? |
|----------------|-----------------|----------------|------------------|-----------------------------------------------|---------------------|
|                |                 |                |                  |                                               |                     |
|                |                 |                |                  |                                               |                     |
|                |                 |                |                  |                                               |                     |
|                |                 |                |                  |                                               |                     |
|                |                 |                |                  |                                               |                     |

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)

Yana and Nil are figures that can be moved axially.

PROG1

Yana and Nil are playing ball on top of a puppet theater structure.

PROG2

Yana and Nil play ball using a target-aiming catapult equipped with a servo motor.

PROG3

Yana and Nil play ball using a target-seeking catapult equipped with a servo motor that automatically reacts to the ball.

PROG4

# YANA'S NEW WORLD THE BEGINNING OF A NEW LIFE (T4)

S21  
T3  
D12  
L3-4  
P2

## Ideas for robots on different programming levels

Yana and Nil are figures that can be moved axially

PROG1

Yana and Nil are playing ball on top of a puppet theater structure.

PROG2

Yana and Nil play ball using a target-aiming catapult equipped with a servo motor.

PROG3

Yana and Nil play ball using a target-seeking catapult equipped with a servo motor that automatically reacts to the ball.

PROG4



## Yana and Nil are playing ball

### P1 Yana and Nil play football

- Build the characters of the scene
- The two girls move their knees in a circular motion and kick the ball away.

### P2 Puppet theater

- We are building a puppet theater.
- The two mothers are in the foreground, and the two girls are at the top.
- Between them, we are making running lights out of red LEDs, which show the ball flying back and forth.
- We use a buzzer to play their song.

### P3 Yana and Nil playing ball

#### Building an accurate catapult

- The two girls play ball with each other.
- Two servo motors are required: one for launching and one for aiming.
- Launching is done at the push of a button.
- The catapult turns right and left under the control of two push buttons.

### P4 Yana and Nil are playing ball

- Two servo motors are required: one for launching and one for aiming.
- A photoreflexor is installed in the catapult's scoop. This detects when the ball is placed in it, at which point the launch occurs.
- The catapult turns right and left under the control of two push buttons.

