



Listen To The Voice of Earth

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Tarik and the White Crow

PR1



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Tarık and the White Crow

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Publisher: Sarıgaga

Number of pages: 32

Interests: Emotions

Reading level: 1st, 2nd, and 3rd grade

**Topic to be related to: Theme 5
"Future Profession Works and Voluntarism"**

The activities of this book are organized by the primary school teachers in the project team in order to disseminate the results of the Erasmus+ KA 220- LISTEN project. Workshop has been reshaped by addressing the impact of climate change.

Summary:

Tarik and his family lived on a beautiful island. One day, a huge rain cloud appeared over the island and the incessant rains began. Tarik and his father decided to go to sea in their boats and look for another place to live as a family. They traveled for days over the sea. Just when their hope was about to die, the White Crow led them. Everyone on the island they came out of was helpful. But there was something strange and everyone on the island was very unhappy. Two friends found a solution to change this situation. Tarik and White Crow did what they loved most, playing the flute and singing...

The main idea:

We always have good points or strengths to share with others. The more living things share with each other, the happier they will be and they will not be alone.

Explanation:

Prepared for inclusive education, the children's book was chosen to relate it to climate change. One of the most important reasons for migration movements is the negative effects of climate change. Considering that this change will affect the whole world in the near future, it becomes a necessity that students and teachers should be prepared for the process.

Tarik's escape from his island solved the problem in the short term. Can these abandonments solve the problems? What can be done to bring the remaining living spaces back to life?

Lesson Plan

Aim(s):

- Recognizes that others have feelings, can express their own feelings, realizes that emotions are volatile.
- Recognizes that an article has introduction, development and conclusion sections.
- Visual arts; designs and uses their creative skills.
- Finds and expresses solutions for sustainable life.

Tools and equipment:

Note: Workshop offers options that can be adapted to different learning environments. Please review carefully before planning the training. Determine your list of tools and equipment according to the workshop you will construct.

Storybooks, drawing books, paint sets, cookie doll molds, glue, scissors, mobile phone, computer, newspaper, cushion etc. materials, cards with the names of vehicles, and what is given in the annexes should be reproduced as much as the number of students.

Pre-reading activities:

Silent cinema technique: Students are divided into three groups and one student from each group is taken to the blackboard in turn. The card on which the name of a vehicle is written is given to the student and is asked to explain the object on this card to the group without speaking. If his friends guess the car within one minute, his group gets points. Rules such as telling without speaking, not speaking without taking permission and not being able to make more than two guesses are determined in advance.

At the end of the game, "If you were to go on a journey, which vehicle would you choose and why?" the question is posed.

Key words:

Types of emotions, occupations, volunteering

Reading the story:

The teacher introduces the book to the students. He/she states that the story is a project book and was written by refugee children. "There is a child who needs to go on a trip, how do you think that child goes?" The question is asked to the class. Why might he/she be embarking on this forced journey?

The cover of the book is shown and the children are asked to guess the story. A table divided into three is drawn on the board and emotions are written on it. In the introduction, development and conclusion parts of the story, the children are asked to guess what the feelings of the main character might be and place them on the table.

Estimates are placed in the table in Appendix 1, with a drawing of facial expressions or pre-prepared facial expressions.

The teacher reads the story to the children by showing the pictures.

Post-reading activities:

Do you think Tarik had the same feelings from the beginning to the end of the story? What events were taking place at the moments when his emotions changed? For example:

- While living on the island, he was happy.
- When the rain cloud came, he was afraid.
- When he set out with his father, he was worried, etc

Can you give examples from your own life? What emotion do you feel when? What do you do to change your negative feelings or share the feelings of others?

Animation Activities:

Cookie man drawings (Appendix-2) are given to the children. With instructions such as “dress the cookie man’s arms, dress his legs, dress his feet, do his hair” everyone is allowed to create their own designs.

- They are asked to draw a boat on their picture book and paste a paper doll that expresses themselves.
- Another way of working is to draw a boat on the board or a large piece of drawing paper and ask them to place all the cookie men in this boat.
- Leader gives instructions such as:
 - Soon we will set out on a journey to an island that is wanted to be completely abandoned. We are environmental volunteer groups. Our mission is to make this flooded island habitable again. We will form working groups on the island. What is your profession? With whom the people working in this profession should cooperate? What can be done for people, animals and agriculture? When our work is finished, we will listen to the presentations of the groups”.
- Educators who want to do animation: They can create a dock from newspaper, cushions, etc. Groups approach the dock by boat. They go to the island and settle in the section they want. Each group acts on what they will do on the island after this stage, without leaving the role.

Web 2.0

- For Android phones: Chatterpix
- For iOS: Talker
- For PC: Platagon (it also supports language skills because it works with English)

Students create a character for themselves by choosing one of these web tools instead of cookie man characters. He/she explains who he/she is and what he/she will do on the island through his/her virtual character.

Closure:

Designs are shared with peers and teachers. They talk about how they felt while preparing the boat and working with their friends to save the island.

How did it make you feel to be a part of the solution?

How does taking part in volunteer work affect people?

What did you do on the island?

Appendix 1: Tarik's Emotions Chart

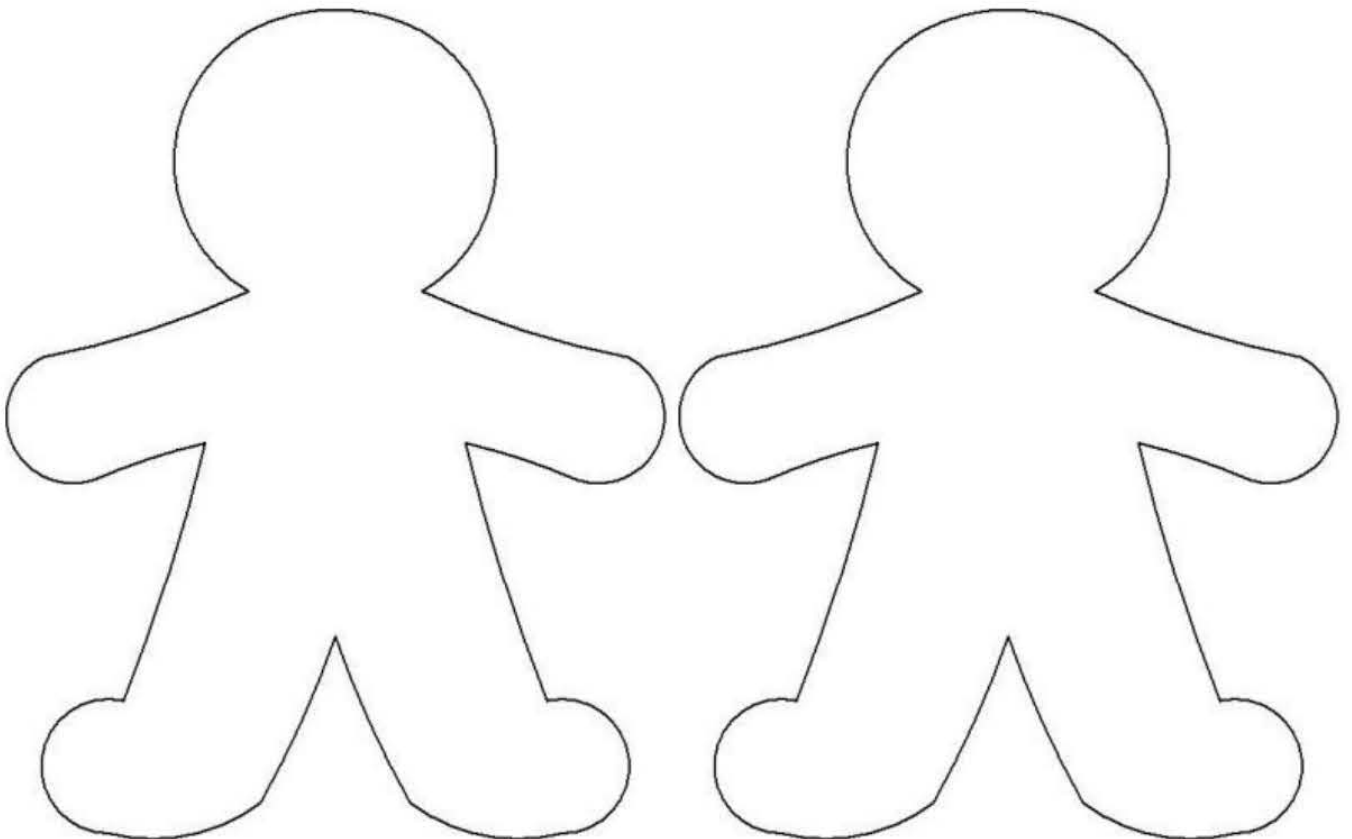
Tarik's Emotions.

At the beginning of the story:

In the middle of the story:

At the end of the story:

Appendix 2: Cookie





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