

# The Day I Never Forget

## SECTION

This activity allows students to express in writing the experiences of a disaster or challenging life event (such as an earthquake, flood, fire, or pandemic) they have experienced or witnessed. Through journal or autobiographical writing, students share their emotional impact, personal observations, and learnings. This process helps them reconstruct and make sense of traumatic events, develop coping skills, and develop social awareness. It also develops skills in written expression, emotional expression, and self-awareness.

## LESSON

Turkish Language

## CLASS

6

## LEARNING OBJECTIVES

Ability to make high-level inferences to determine the deep meaning of what is listened to/watched

## DURATION OF ACTIVITY

2 Class Hours (80 Minutes)

## REQUIRED MATERIALS

Blank A4 paper or writing pad  
Pencils, colored pencils  
Emotion faces/posters (optional)

## PREPARATION PROCESS AND IMPLEMENTATION

A safe environment must be provided for traumatic writing activities. Students should be informed that they are not required to share their writing; they can submit it privately to the teacher if they wish. The teacher can bring sample writing, guiding questions, and visuals that express emotions to the classroom.

## ACTIVITY DESCRIPTION

### 1 INTRODUCTION (15 Minutes)

#### 1st Hour of the CLASS

The teacher asks students questions such as:

- How did a disaster you experienced or saw on television affect you?
- Who was with you that day, what happened, how did you feel?
- How do you think such events change people?

Then the teacher explains the difference between a diary and an autobiographical piece. Students are asked to choose a day that focuses on a disaster/crisis they experienced or witnessed and write about it.

### 2 APPLICATION (25 Minutes)

*Writing Task:*

*"I'm describing a disaster I experienced or found moving."*

*The content of the writing should include the following elements:*

- Type of event (earthquake, flood, fire, pandemic, etc.)
- Where and when did the event occur?
- Who were you with at the time?
- What happened, how did you feel?
- What did you learn from that day?
- How did this event affect you?

Tip: For those who have trouble starting a piece, this introduction might be helpful:

“The sky was gray that day, and suddenly everything changed...”

#### **2dn Hour of the CLASS**

### 3 Sharing and Evaluation (35 minutes):

- Students who wish may share their writing with the class.
- The teacher or classmates listen empathetically, without judgment.

- Students who wish may share their writing on the classroom board or in a "Disaster Diary Book."
- Sharing is not mandatory. Confidentiality and security are paramount..

## TEACHER FEEDBACK

Teacher Feedback (Assessment):

Assessment Criteria:

1. Did the student describe the events in chronological order?
2. Are feelings and thoughts reflected in the writing?
3. Is the writing sincere, personal, and original?
4. Have the effects of the disaster been recognized and expressed?
5. Are the writing cohesive and expressive language sufficient?

Post-Sharing and Post-Assessment Individual Reflection Questions (5 min):

- How did remembering this day make you feel?
  - Were there any times when you had difficulty writing?
  - Did you think about how you could help people in such situations?
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