

**FAHREDDİN KERİM GÖKAY ANADOLU LİSESİ,  
İSTANBUL, TÜRKİYE**  
**DEMOCRACY AND HUMAN RIGHTS COURSE ANNUAL CURRICULUM and  
TEACHING AND LEARNING PROCESS**



TEMA THEME	KAZANIMLAR ACHIEVEMENTS	AÇIKLAMALAR EXPLANATIONS
<b>TEMA 1</b>  <b>DEMOKRATİK SİSTEM VE YAŞAYAN DEMOKRASİ</b> <b>DEMOCRATIC SYSTEM AND LIVING DEMOCRACY</b>	1. <i>Demokrasinin temel ilkelerini açıklar.</i>  Explains the basic principles of democracy.	<ul style="list-style-type: none"> <li>• <i>Güçler ayrılığı, hukukun üstünlüğü, laiklik, seçim, siyasi partiler, çoğulculuk, sivil toplum, insan haklarına dayalı olma vb. ilkelere kısaca değinilir.</i></li> </ul> <p>Separation of powers, rule of law, secularism, elections, political parties, pluralism, civil society, being based on human rights, etc. The principles are briefly mentioned.</p>
	2. <i>Demokrasi kültürünün demokratik sistemin işleyişindeki rolünü değerlendirir.</i>  Evaluates the role of democracy culture in the functioning of the democratic system.	<ul style="list-style-type: none"> <li>• <i>Eşitlik, özgürlük, adalet, hoşgörü, farklılıklara saygı gibi demokrasinin temel değerleri üzerinde durulur.</i></li> <li>• <i>Aile, okul ve toplumsal çevrede demokrasi kültürü ve o kültürü oluşturan değerlerin, demokratik sistemin işlemesine katkı sağladığı vurgulanır.</i></li> </ul> <p>The basic values of democracy such as equality, freedom, justice, tolerance, and respect for differences are emphasized. It is emphasized that the culture of democracy in the family, school and social environment and the values that make up that culture contribute to the functioning of the democratic system.</p>
	3. <i>Demokratik vatandaşlık bilincine sahip olmanın demokratik sürecin işleyişine katkısını kavrar.</i>  Comprehends the contribution of having a democratic citizenship consciousness to the functioning of the democratic process.	<ul style="list-style-type: none"> <li>• <i>Demokratik vatandaşın; hak ve özgürlüklerini bilme, görev ve sorumluluklarının gereğini yapma, aktif olma, özgür ve bağımsız davranabilme vb. özelliklerine değinilir.</i></li> </ul> <p>Democratic citizen: knowing their rights and freedoms, fulfilling their duties and responsibilities, being active, acting freely and independently, etc. features are mentioned.</p>
	4. <i>Demokrasinin farklı uygulamış biçimlerini karşılaştırarak Türkiye'deki demokratik sistemin işleyişini, demokrasinin özellikleri açısından değerlendirir.</i>  Evaluates the functioning of the democratic system in Turkey in terms of the characteristics of democracy by comparing different implementations of democracy.	<ul style="list-style-type: none"> <li>• <i>“Demokrasi” ve “cumhuriyet” kavramları arasındaki farklılığa dikkat çekilir.</i></li> <li>• <i>Demokrasinin “doğrudan demokrasi”, “yarı doğrudan demokrasi” ve “temsili demokrasi (parlamentar sistem, başkanlık sistemi, yarı başkanlık sistemi, meclis hükümeti)” gibi uygulanmış biçimlerine değinilir.</i></li> </ul> <p>Attention is drawn to the difference between the concepts of “democracy” and “republic”. The application forms of democracy such as “direct democracy”, “semi-direct democracy” and “representative democracy (parliamentary system, presidential system, semi-presidential system, parliamentary government)” are mentioned.</p>

*Bu temada işlenecek temel kavramlar: Demokrasi, demokratik vatandaş, demokratik sistem, demokrasi kültürü, hukukun üstünlüğü, çoğulculuk, hesap verebilirlik, kuvvetler ayrılığı, şeffaflık, laiklik.*

Basic concepts to be covered in this theme: Democracy, democratic citizen, democratic system, culture of democracy, rule of law, pluralism, accountability, separation of powers, transparency, secularism.

*Bu temada işlenecek temel beceriler: Analiz, çıkarımda bulunma, eleştirel düşünme, iletişim, Türkçeyi doğru, güzel ve etkili kullanma.*

Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of Turkish.

Bu temada işlenecek temel değerler: Eşitlik, özgürlük, adalet, hoşgörü, farklılıklara saygı.

The core values to be covered in this theme: Equality, freedom, justice, tolerance, respect for differences.

TEMA THEME	KAZANIMLAR ACHIEVEMENTS	AÇIKLAMALAR EXPLANATIONS
TEMA 2 İNSAN HAK VE ÖZGÜRLÜKLERİ HUMAN RIGHTS AND FREEDOM S	1. İnsan hak ve özgürlüklerinin anlamını ve özelliklerini kavrar.  Understands the meaning and characteristics of human rights and freedoms.	<ul style="list-style-type: none"><li>İnsan hak ve özgürlüklerinin; dil, din, etnik köken, cinsiyet, sosyoekonomik ve kültürel farklılıklar gözetilmeksizin herkes için geçerli ve eşit olduğu vurgulanır.</li></ul> Human rights and freedoms; It is emphasized that it is valid and equal for everyone regardless of language, religion, ethnic origin, gender, socioeconomic and cultural differences.
	2. İnsan haklarının etik temellerini açıklar.  Explains the ethical foundations of human rights.	
	3. Evrensel insan hakları ilkeleri açısından ülkemizde ve dünyada yaşanan önemli gelişmeleri belgelere dayalı olarak yorumlar.  Interprets important developments in our country and in the world in terms of universal human rights principles based on documents.	<ul style="list-style-type: none"><li>İnsan Hakları Evrensel Bildirgesi, Çocuk Haklarına Dair Sözleşme ve Kadınlara Karşı Her Türü Ayrımcılığın Önlenmesi Uluslararası Sözleşmesi gibi uluslararası belgelerden hareket edilir.</li><li>Atatürk'ün insan hak ve özgürlüklerine verdiği önemi gösteren sözlerinden örnekler verilir.</li><li>Ülkemizde ve dünyada yakın geçmişte veya günümüzde yaşanan önemli gelişmeler vurgulanacaktır.</li></ul> It is based on international documents such as the Universal Declaration of Human Rights, the Convention on the Rights of the Child and the International Convention on the Elimination of All Forms of Discrimination against Women. Examples of Atatürk's words showing the importance he attached to human rights and freedoms are given. Important developments in our country and in the world in the recent past or today will be emphasized.
	4. İnsan hak ve özgürlükleri ile ilgili güncel olayları takip eder.  Follows current events related to human rights and freedoms.	<ul style="list-style-type: none"><li>Bilinçli bir medya okuryazarı olarak insan hak ve özgürlükleri ile ilgili ulusal veya uluslararası olumlu /olumsuz güncel olaylar üzerinde durulur.</li></ul> As a conscious media literate, national or international positive / negative current events related to human rights and freedoms are emphasized.
	5. İnsan hak ve özgürlüklerini toplumsal yaşamla ilişkilendirir.  Relates human rights and freedoms to social life.	
	6. Hak ve özgürlüklerini kullanmak için kendini sorumlu hisseder.  Takes responsibility for using rights and freedoms.	<ul style="list-style-type: none"><li>Kişinin kendi hak ve özgürlüklerini kullanırken başkalarının hak ve özgürlüklerini ihlal etmemesi gerektiği üzerinde önemle durulur.</li></ul>

	<p>She feels responsible for using her rights and freedoms.</p> <p>7. <i>Hak ve özgürlüklerin kullanılması bağlamında; devletin vatandaşa, vatandaşın devlete ve diğer insanlara karşı görev ve sorumluluklarını demokrasinin hayata geçirilmesi açısından değerlendirir.</i></p> <p>In the context of exercising rights and freedoms; evaluates the duties and responsibilities of the state to the citizen, of the citizen to the state and to other people, in terms of the realization of democracy.</p>	<p>Emphasis is placed on not violating the rights and freedoms of others while exercising one's own rights and freedoms.</p> <ul style="list-style-type: none"> <li><i>Kişilerden, kültürden ve yasalardan kaynaklanan katılımcılığın önündeki engellerin kaldırılması, iletişim kanallarının açık tutulması ve kolaylaştırılması konularına değinilir.</i></li> </ul> <p>Removing obstacles to participation stemming from people, culture and laws, keeping communication channels open and facilitating them are discussed.</p>
--	--	--

*Bu temada işlenecek temel kavramlar: İnsan hakları, eşitlik, özgürlük, etik, sorumluluk.*

Basic concepts to be covered in this theme: Human rights, equality, freedom, ethics, responsibility.

*Bu temada işlenecek temel beceriler: Araştırma, yorumlama, çıkarımda bulunma, empati, eleştirel düşünme, ayrımcılığa duyarlı olma, Türkçeyi doğru, güzel ve etkili kullanma, bilgi ve iletişim teknolojilerini kullanma, yaratıcı düşünme.*

Basic skills to be covered in this theme: Research, interpretation, inference, empathy, critical thinking, sensitivity to discrimination, correct, beautiful and effective use of Turkish, using information and communication technologies, creative thinking.

*Bu temada işlenecek temel değerler: Etik değerlere bağlılık, sorumluluk, eşitlik, hoşgörü, öz saygı, barış, sevgi, özgürlük, adalet, farklılıklara saygı, insan onuru.*

The basic values to be covered in this theme are commitment to ethical values, responsibility, equality, tolerance, self-respect, peace, love, freedom, justice, respect for differences, human dignity.

TEMA THEME	KAZANIMLAR ACHIEVEMENTS	AÇIKLAMALAR EXPLANATIONS
<p><b>TEMA 3</b> <b>DEMOKRASIYİ YAŞAMA K: AKTİF VATANDAŞLIK</b> <b>LIVING DEMOCRACY: ACTIVE CITIZENSHIP</b></p>	<p>1. <i>Özgür ve özerk birey olarak hak ve özgürlüklerini kullanır.</i></p> <p>She uses her rights and freedoms as a free and autonomous individual.</p>	<ul style="list-style-type: none"> <li><i>“Özerklik, bir insanın seçimlerini dış etkilerden ve şartlanmalardan bağımsız şekilde ve iç sesi doğrultusunda yapabiliyor olma özgürlüğüdür1.”</i></li> </ul> <p>“Autonomy is the freedom of a person to make choices independently of external influences and conditioning and in line with their inner voice1.”</p>
	<p>2. <i>Çevresindeki bireyleri hak ve özgürlüklerini kullanma konusunda cesaretlendirir.</i></p> <p>Encourages people around them to use their rights and freedoms.</p>	<ul style="list-style-type: none"> <li><i>Aile, okul ve toplumsal çevrede hak ve özgürlük ihlallerine uğrayanların, demokratik yollardan haklarını aramaları konusunda teşvik edilmesi gerektiği vurgulanır.</i></li> </ul> <p>It is emphasized that those who have been subjected to violations of rights and freedoms in the family, school and social environment should be encouraged to seek their rights through democratic means.</p>
	<p>3. <i>Kendisini ilgilendiren konularda demokratik karar alma süreçlerine katılır.</i></p>	<ul style="list-style-type: none"> <li><i>Karar alma süreçlerine katılmanın bir vatandaşlık hak ve sorumluluğu olduğu üzerinde durulur.</i></li> </ul>

<p>Participates in democratic decision-making processes on matters that concern.</p>	<p>4.Çevresindeki sorunların çözümü için yaşına ve konumuna uygun kuruluşlarda gönüllü olarak aktif görevler alır.</p> <p>She voluntarily takes active roles in organizations suitable for her age and position to solve the problems around her.</p>	<p>It is emphasized that participation in decision-making processes is a citizenship right and responsibility.</p> <ul style="list-style-type: none"> <li>• <i>Tüzüğünde eğitim, sağlık ve çevre ile ilgili alanlarda faaliyet yürütmekle ilgili kayıt bulunan sivil toplum kuruluşları ve gönüllü kuruluşlarda aktif görev almanın, sorunların çözümüne katkı sağladığına değinilir.</i></li> </ul> <p>It is mentioned that taking an active role in non-governmental organizations and voluntary organizations that are registered in the bylaws of carrying out activities in fields related to education, health and the environment contributes to the solution of problems.</p>
<p>5.Bilinçli bir tüketici olmak konusunda çevresindekileri yönlendirir.</p> <p>Directs those around her to be a conscious consumer.</p>	<p>5.Bilinçli bir tüketici olmak konusunda çevresindekileri yönlendirir.</p> <p>Directs those around her to be a conscious consumer.</p>	<ul style="list-style-type: none"> <li>• <i>Bilinçli tüketimin, ihtiyaç fazlası üretimi engelleyerek kaynakların verimli kullanılmasını sağladığı, çevreye zarar veren üretimi engellediği vurgulanır.</i></li> <li>• <i>İhtiyaçların farkında olunması ve önem sırasına konulması, ihtiyacı karşılayacak mal ve hizmetlerin alternatiflerinin belirlenmesi ve incelenerek satın alınması üzerinde durulur.</i></li> <li>• <i>Yazılı, görsel ve bilişim alanındaki ürünleri satın alırken ve kullanırken telif ve lisans haklarına uyulmasına vurgu yapılır.</i></li> </ul> <ul style="list-style-type: none"> <li>• It is emphasized that conscious consumption ensures the efficient use of resources by preventing excess production and prevents production that harms the environment.</li> <li>• The emphasis is on being aware of the needs and prioritizing them, identifying alternatives for goods and services that will meet the need, and examining and purchasing them.</li> <li>• Emphasis is placed on complying with copyright and license rights while purchasing and using products in the field of written, visual and informatics.</li> </ul>
<p>6.Ortak yaşam alanı olarak doğal çevrenin korunması ile insan sağlığı, üretim ve ekolojik denge arasında ilişki kurar.</p> <p>It establishes a relationship between the protection of the natural environment as a common living area and human health, production and ecological balance.</p>	<p>6.Ortak yaşam alanı olarak doğal çevrenin korunması ile insan sağlığı, üretim ve ekolojik denge arasında ilişki kurar.</p> <p>It establishes a relationship between the protection of the natural environment as a common living area and human health, production and ecological balance.</p>	<ul style="list-style-type: none"> <li>• <i>Geri dönüşümlü paket ve ambalajlı malların tercih edilmesi gibi yollarla çevrenin korunmasına katkı sağlanabileceğinin önemi vurgulanır.</i></li> <li>• <i>Üretimi esnasında insan sağlığını tehdit eden (taşlanmış kot vb.), sağlığa ve doğaya zararlı maddeler içeren ürünlerin satın alınmaması gerektiği üzerinde durulur.</i></li> </ul> <ul style="list-style-type: none"> <li>• The importance of contributing to the protection of the environment through ways such as preferring recyclable packages and packaged goods is emphasized.</li> <li>• It is emphasized that products that threaten human health during production (stoned jeans, etc.) and that contain substances harmful to health and nature should not be purchased.</li> </ul>
<p>7.Doğal çevrenin korunması konusunda yapılan çalışmalarda aktif rol alır.</p> <p>It takes an active role in studies on the protection of the natural environment.</p>	<p>7.Doğal çevrenin korunması konusunda yapılan çalışmalarda aktif rol alır.</p> <p>It takes an active role in studies on the protection of the natural environment.</p>	<ul style="list-style-type: none"> <li>• <i>Geri dönüşüm çalışmalarına katılarak doğal çevrenin korunmasında aktif rol alınabileceği vurgulanır. Bu çalışmaların olmadığı yerlerde de imza toplama, dilekçe yazma, yazılı ve görsel basın aracılığıyla kamuoyu oluşturma vb. yollarla ilgili kişi ve kurumların uyarılabileceği hususuna değinilir.</i></li> <li>• <i>Doğal çevrenin korunması için sivil toplum kuruluşlarının düzenlediği kampanyalara katılma veya bu tür kampanyaların düzenlenmesine öncülük etmenin önemi vurgulanır.</i></li> </ul> <ul style="list-style-type: none"> <li>• It is emphasized that an active role can be taken in the protection of the natural environment by participating in recycling studies. In places where these studies are not available, collecting signatures, writing petitions, creating public opinion through written and</li> </ul>

		<p>visual media, etc. It is mentioned that the relevant persons and institutions can be warned in such ways.</p> <ul style="list-style-type: none"> <li>• The importance of participating in campaigns organized by non-governmental organizations or leading the organization of such campaigns is emphasized for the protection of the natural environment.</li> </ul>
	<p>8. Bilgi ve iletişim teknolojilerini etik ilkeler doğrultusunda kullanarak demokratik yaşama etkin bir şekilde katılır.</p> <p>Participates effectively in democratic life by using information and communication technologies in line with ethical principles.</p>	<ul style="list-style-type: none"> <li>• <i>Elektronik haberleşme ve sosyal medya araçları yoluyla demokratik yaşama katılım ve bu süreçte etik ilkelere bağlılık (genel görgü kurallarına uyma, başkalarını yanıltmama, yasalarca suç kabul edilen eylemlerde bulunmama vb.) vurgulanır.</i></li> <li>• Participation in democratic life through electronic communication and social media tools and adherence to ethical principles in this process (compliance with general etiquette, not deceiving others, not engaging in illegal acts, etc.) are emphasized.</li> </ul>
<p><i>Bu temada işlenecek temel kavramlar: Aktif vatandaş, özgür ve özerk birey, bilinçli tüketim, doğal çevre, ekolojik denge, insan hakları, özgürlük, katılım, aktif vatandaşlık, dijital vatandaşlık, dijital vatandaş.</i></p> <p>Basic concepts to be covered in this theme: Active citizen, free and autonomous individual, conscious consumption, natural environment, ecological balance, human rights, freedom, participation, active citizenship, digital citizenship, digital citizen.</p> <p><i>Bu temada işlenecek temel beceriler: Sosyal katılım, girişimcilik, haklarını kullanma, sosyal uyum, karar alma, demokratik düşünme ve davranma, çıkarımda bulunma, planlama, kaynakları etkili ve verimli kullanma, bilgi ve iletişim teknolojilerini kullanma, eleştirel düşünme, Türkçeyi doğru, güzel ve etkili kullanma, yorumlama, yaratıcı düşünme.</i></p> <p>Basic skills to be covered in this theme: Social participation, entrepreneurship, exercising one's rights, social cohesion, decision making, democratic thinking and behavior, making inferences, planning, using resources effectively and efficiently, using information and communication technologies, critical thinking, speaking Turkish correctly, beautifully, and effectively. effective use, interpretation, creative thinking.</p> <p><i>Bu temada işlenecek temel değerler: Eşitlik, özgürlük, adalet, hoşgörü, öz saygı, onur, barış, sevgi, saygı, sorumluluk, etik değerlere bağlılık, farklılıklara saygı.</i></p> <p>The core values to be covered in this theme: Equality, freedom, justice, tolerance, self-respect, honor, peace, love, respect, responsibility, commitment to ethical values, respect for differences.</p>		

TEMA THEME	KAZANIMLAR ACHIEVEMENTS	AÇIKLAMALAR EXPLANATIONS
<p><b>TEMA 4</b> <b>ÇEŞİTLİLİĞE</b> <b>ÇOĞULCU</b> <b>BAKİŞ</b> A PLURAL VIEW OF DIVERSITY</p>	<p>1. Yerel, milli ve evrensel düzeyde kültürel farklılıkların doğal olduğu bilincinden hareketle farklı kültür ve değerlere saygı duyar.</p> <p>It respects different cultures and values, with the awareness that cultural differences at local, national and universal levels are natural.</p>	<ul style="list-style-type: none"> <li>• <i>Kültürün farklı öğeleri (yeme-içme, giyim-kuşam ve yaşamın çeşitli alanlarına ait ritüeller vb.) ve bu öğeler etrafında oluşan değerlerle ilgili çeşitli örnekler verilir.</i></li> </ul> <p>Various examples are given about the different elements of culture (eating and drinking, clothing and rituals belonging to various areas of life, etc.) and the values formed around these elements.</p>
	<p>2. Tüm insanların eşit olduğu gerçeğinden hareketle, çeşitliliğin bir zenginlik olduğunu kabul ederek düşünce, inanç ve etnik çeşitliliğin ülkenin bölünmez bütünlüğü içinde korunması gerektiğini savunur.</p> <p>Based on the fact that all people are equal, it accepts that diversity is a wealth and argues that thought, belief and ethnic diversity should be</p>	<ul style="list-style-type: none"> <li>• <i>Milli kültürümüzün dil, din, tarih, vatanseverlik, bağımsızlık sembolleri, hoşgörü ve misafirperverlik gibi ortak değerlerine vurgu yapılır.</i></li> </ul> <p>Emphasis is placed on the common values of our national culture such as language, religion, history, patriotism, symbols of independence, tolerance and hospitality.</p>

	preserved within the indivisible integrity of the country.	
	<p>3. <i>Toplumsal birlik ve beraberliğin sağlanmasında ortak değerlerin öneminin bilincinde olarak milli kültürüne ait değerleri önemser</i></p> <p>Being aware of the importance of common values in ensuring social unity and solidarity, it attaches importance to the values of its national culture.</p>	
	<p>4. <i>Toplumsal cinsiyet eşitliğinin sağlanmasına katkı olarak konumuna uygun sorumluluklar üstlenir.</i></p> <p>It assumes responsibilities appropriate to its position as a contribution to the achievement of gender equality.</p>	
	<p>5. <i>Çeşitliliğin barış içinde varlığını sürdürebilmesi için ön yargı, sosyal dışlama ve ayrımcılığa karşı çıkar.</i></p> <p>Opposes prejudice, social exclusion and discrimination for the peaceful survival of diversity.</p>	
	<p>6. <i>Yaşlı ve engelliler gibi dezavantajlı grupların toplumsal yaşama etkin katılımı için sorumluluk üstlenir.</i></p> <p>Takes responsibility for the active participation of disadvantaged groups such as the elderly and disabled people in social life.</p>	

*Bu temada işlenecek temel kavramlar: Çoğulculuk, çeşitlilik, toplumsal cinsiyet, ön yargı, sosyal dışlama, ayrımcılık, değer, kalıp yargı, dezavantajlı gruplar, engellilik.*

Key concepts to be covered in this theme: Pluralism, diversity, gender, prejudice, social exclusion, discrimination, value, stereotyping, disadvantaged groups, disability.

*Bu temada işlenecek temel beceriler: Empati, birlikte yaşama, sosyal katılım, yorumlama, karşılaştırma, çıkarımda bulunma, sosyal uyum.*

Key skills to be covered in this theme: Empathy, coexistence, social participation, interpretation, comparison, inference, social cohesion.

*Bu temada işlenecek temel değerler: Eşitlik, barış, sevgi, onur, sorumluluk, yardımseverlik, vatanseverlik, farklılıklara saygı, millî ve manevî değerlere duyarlı olma, evrensel değerlere duyarlı olma, dayanışma, hoşgörü.*

The basic values to be covered in this theme are: equality, peace, love, honor, responsibility, benevolence, patriotism, respect for differences, being sensitive to national and spiritual values, being sensitive to universal values, solidarity, tolerance.

TEMA THEME	KAZANIMLAR ACHIEVEMENTS	AÇIKLAMALAR EXPLANATIONS
TEMA 5 BARIŞ VE UZLAŞMA PEACE AND	1. <i>Bireyin kendisiyle barışık olması ile toplumsal barış arasında ilişki kurar.</i>	<ul style="list-style-type: none"> <li><i>Toplumsal barışın bireyle başladığı gerçeğinden hareketle bireyin kendisiyle barışık olmasının önemi vurgulanır.</i></li> </ul>

RECONCILIATION	It establishes a relationship between the individual's being at peace with herself and social peace	Considering the fact that social peace begins with the individual, the importance of being at peace with oneself is emphasized.
	<p>2. <i>Okul ve yakın çevresindeki çatışmalara, şiddet içermeyecek şekilde çözüm önerileri geliştirir.</i></p> <p>Develops non-violent solutions to conflicts in school and its immediate surroundings.</p>	<ul style="list-style-type: none"> <li>• <i>Herkesin aynı fikri paylaşmak zorunda olmadığı ve bu durumun da son derece normal olduğu belirtilir.</i></li> <li>• <i>Sorunlara dair görüşler farklı olduğu durumlarda çözüm arayışında önce etik sürecin işletilmesi (konuşma, nazikçe uyarma, diğer insanları bilgilendirerek kamuoyu oluşturma vs.) bundan sonuç alınamaması durumunda şiddete başvurulmadan hukuki yolların kullanılması gerektiği vurgulanır.</i></li> </ul> <ul style="list-style-type: none"> <li>• It is stated that not everyone don't have to share the same opinion and this situation is perfectly normal.</li> <li>• In cases where the opinions on the problems are different, it is emphasized that the ethical process should be operated first (speech, kindly warned, public opinion formation by informing other people, etc.) in the search for a solution.</li> </ul>
	<p>3. <i>Toplumsal yapının bütünlüğü ve devamlılığı için her türlü şiddeti reddederek barışçıl davranışlar sergiler.</i></p> <p>It exhibits peaceful behavior by rejecting all kinds of violence for the integrity and continuity of the social structure.</p>	<ul style="list-style-type: none"> <li>• <i>Kadına ve çocuğa yönelik şiddetin, okulda, sporda şiddetin, iş yerinde psikolojik baskının (mobbing) ve terörün zararlarına vurgu yapılır.</i></li> <li>• <i>Her türlü şiddetin toplumun barışçıl bir biçimde birlik ve bütünlük içinde yaşamasına engel olduğuna değinilir.</i></li> <li>• <i>Şiddetin, güç ve baskı uygulanması yoluyla insanların bedensel veya ruhsal açıdan zarar görmesine neden olduğu belirtilir.</i></li> <li>• <i>Fanatiklik, siber zorbalık vb. konular üzerinde durulur.</i></li> </ul> <ul style="list-style-type: none"> <li>• The harms of violence against women and children, violence at school and sports, psychological pressure (mobbing) and terrorism in the workplace are emphasized.</li> <li>• It is mentioned that all kinds of violence prevent the society from living peacefully in unity and integrity.</li> <li>• It is stated that violence causes physical or mental harm to people through the use of force and pressure.</li> <li>• Fanaticism, cyberbullying, etc. topics are emphasized.</li> </ul>
	<p>4. <i>Uluslararası barışın sağlanması ve korunması için ülkemizin dünya barışına nasıl katkı sağlayabileceği konusunda fikirler üretir.</i></p> <p>It generates ideas on how our country can contribute to world peace in order to establish and maintain international peace.</p>	
<p>5. <i>Dünya barışı için faaliyet yürüten önemli bazı uluslararası kuruluşları tanıır.</i></p> <p>Recognizes some important international organizations working for world peace.</p>	<ul style="list-style-type: none"> <li>• <i>Atatürk'ün "Yurtta barış, dünyada barış" sözünün önemi vurgulanır</i></li> </ul> <p>The importance of Atatürk's words "Peace at home, peace in the world" is emphasized.</p>	

*Bu temada işlenecek temel kavramlar: Barış, uzlaşma, şiddet, fanatizm, siber zorbalık, iş yerinde psikolojik baskı (mobbing), içsel barış (bireysel barış-kendisiyle barışık olma), toplum ve doğayla barışık olma, çatışma, dünya barışı, iç savaş, uluslararası toplum, terör.*

Basic concepts to be covered in this theme: Peace, reconciliation, violence, fanaticism, cyberbullying, psychological pressure (mobbing) at work, inner peace (individual peace-being at peace with oneself), being at peace with society and nature, conflict, world peace, civil war, international community, terrorism.

*Bu temada işlenecek temel beceriler: Gözlem, araştırma, yaratıcı düşünme, problem çözme, çatışma çözümü, çıkarımda bulunma, iletişim, sosyal katılım, sosyal uyum, birlikte yaşama, girişimcilik, bilgi ve iletişim teknolojilerini kullanma, empati, eleştirel düşünme, uzlaşma.*

Basic skills to be covered in this theme: Observation, research, creative thinking, problem solving, conflict resolution, inference, communication, social participation, social cohesion, coexistence, entrepreneurship, using information and communication technologies, empathy, critical thinking, reconciliation.

*Bu temada işlenecek temel değerler: Barış, öz güven, sorumluluk, dayanışma, adalet, hoşgörü, öz saygı, onur, sevgi, farklılıklara saygı.*

The core values to be covered in this theme: Peace, self-confidence, responsibility, solidarity, justice, tolerance, self-respect, honor, love, respect for differences.

In the Turkish National Education System, the Democracy and human rights course is taught as an elective course that students from 9<sup>th</sup> to 12<sup>th</sup> grades can choose during their high school period. Apart from this course, which is taught for one hour a week all year round as an elective course on its own, there are also European Union Values subjects integrated into other subject classes such as Turkish Literature, History, Geography, Religion, and Ethics and etc. It is difficult to integrate European Union values into numerical courses such as mathematics, physics, and chemistry; however, a great care is given while teaching environment related subjects in these numerical classes.

## **GENERAL OBJECTIVES OF DEMOCRACY AND HUMAN RIGHTS COURSE IN TÜRKİYE**

Democracy and Human Rights Curriculum, in accordance with the general objectives and basic principles of Turkish National Education:

1. To recognize the necessary conditions for the functioning of the democratic state structure and the survival of the culture of democracy in the family, school, and social environment,
2. To understand human rights and freedoms and their place and importance in democratic life,
3. To actively participate in democratic life in line with ethical principles by operating a reasoning process based on accurate and reliable information,
4. Taking an active role in the survival and development of diversity, which is accepted as a richness in democratic culture, without being influenced by prejudices,
5. To seek peaceful solutions to conflicts by contributing to the formation and development of a culture of peace and reconciliation in all areas of life,
6. To be aware of their duties and responsibilities in order to practice and defend their rights and freedoms and to sincerely want to protect them,
7. Being willing to participate actively in social life as free and autonomous individuals,
8. It is aimed that by accepting diversity as a cultural richness, they want the society to live together in peace and reconciliation.

## **TEACHING AND LEARNING PROGRAM FOR**

### **1. Handling knowledge, skills, and values together:**

Handling knowledge, skills, and values together, The Democracy and Human Rights Curriculum aims to educate students as active citizens based on knowledge and values. For this reason, students should learn the web of knowledge, which consists of useful knowledge, skills, values, and attitudes both in and out of school, in a whole. The democracy and human rights course is more skill-based as it is focused on ensuring that students grow up as active participants in the democratic process; however, the ability of a person to make the right decision for an action on any subject should be based on having the right information on that subject and passing this information through the filter of reasoning. The learning-teaching activities to be presented to the students in this course should be composed of learning experiences where knowledge, skills and values are handled together.



## **2. Bringing knowledge, skills, and values to life:**

Education for democratic citizenship and human rights should focus on developing civic skills in their own lives, seeing them as young citizens, as well as preparing students as future citizens. One of the basic principles of democracy, citizenship and human rights education is not only to equip students with basic democratic citizenship knowledge, skills, and values, but also to create opportunities for them to use them in their own lives. For this purpose, students are encouraged to participate in the elections of student representatives at school, to participate in decision-making processes on issues that concern them, to use their rights and freedoms responsibly, to participate in the work of non-governmental organizations, etc. opportunities should be offered.

## **3. Authenticity of learning experiences:**

Another important principle of democracy, citizenship and human rights education is that learning experiences should be chosen from real life experiences of students. Students encounter various human rights violations, environmental problems, various conflicts, and conflicts in their daily lives. These experiences offer students opportunities to learn about democracy and human rights. The extent to which the physical conditions of the school are suitable for students with disabilities to exercise their rights and freedoms, or the extent to which the differences of students with different ideas, religions and ethnic backgrounds are seen as richness and how much these differences are respected provide a rich learning experience for the acquisition of citizenship values and skills. Some of the problems experienced in the school and the environment can be sensitive and controversial issues. Such issues are also extremely important in terms of developing students' democratic citizenship competencies.

Another important dimension of learning based on real life experiences is that it has an interdisciplinary nature. In this way, students have the opportunity to relate the subjects to what they have learned in other lessons. For example, let's say that a factory sends its toxic waste to nature without filtering it. This is both an environmental issue and a biology and chemistry issue. While trying to determine the necessary action steps to protect the environment, students will also gain knowledge on a subject related to biology and chemistry. For this reason, care should be taken to link the subjects with other lessons as much as possible.

## **4. Active learning:**

Democracy, citizenship, and human rights education focuses on the development of students as active citizens. For this reason, the approach to learning about democracy, citizenship and human rights has to be active learning oriented. Active learning is a learning approach where the learner takes responsibility for learning, manages the learning process himself, and focuses on making sense of experiences. It is not possible for the learner to take the responsibility of learning and to make sense of the experiences when the teacher presents the knowledge, values and skills to the learners. For this reason, active learning is only possible with the active participation of students in the learning process by doing and experiencing through real life experiences. It is not possible to expect the development of citizenship skills by advising students to keep their environment clean and to resolve their disagreements with a conciliatory approach without turning them into conflicts, and by stating that they should see and respect differences as wealth. These skills are only can be gained by identifying the problems faced by the students, developing solutions for them, collecting information about the solution proposals, analyzing and synthesizing them and making them reach a decision. This process requires students to use thinking skills and processes such as problem solving, critical thinking, creative thinking, decision making, research, observation, and discussion.

## **5. Higher-level thinking:**

Democratic citizenship and human rights education should focus on enabling students to look at events with a critical perspective and develop their higher-order thinking skills in the learning process. High-level thinking is when students process data and thoughts in their minds to reach a new meaning and result. Students learn facts, numerical data, etc. they combine information and ideas to make sense of, synthesize, generalize, and create a new thought or meaning. This processing of data and ideas also helps students solve problems by discovering new meanings. Participation of students in society as active citizens requires many thinking processes such as critical thinking, creative thinking, problem solving, decision making, and thinking skills such as comparison, inference, analysis, synthesis, and evaluation. Therefore, learning activities in democracy and human rights course should focus on developing these processes and skills. Taking an action decision about any economic, cultural, or environmental problem in the environment requires defining this problem, accessing information about the problem and questioning the reliability of this information, synthesizing the information obtained from

different sources, forming alternative views, and evaluating these views based on knowledge. Thus, students acquire the necessary skills for a critical, active citizenship.

#### **6. Collaboration:**

Democracy and Human Rights Course Curriculum should ensure that they grow up as free and independent individuals as well as responsible members of society. Democracy is essentially a culture of living together in peace and reconciliation without marginalizing each other's differences by using the rights and freedoms of people. This emphasizes that democracy and human rights education should improve cooperation among students and give them a culture of living together. Therefore, one of the basic principles of democracy and human rights education is to provide a collaborative learning environment. Cooperative learning will contribute to students' cognitive, affective, and skill-based learning. For example, gathering diversity such as gender, socio-economic level, learning level, ethnic differences in group work in the classroom will positively affect the acquisition of important citizenship values and skills.

#### **7. Democratic classroom and school culture as a living laboratory:**

One of the basic principles of democratic citizenship and human rights education is that the classroom and school environment should keep all the principles and values of democracy alive and have a democratic school culture. This culture is one of the most powerful educational tools for democratic citizenship. Students are valued as equal individuals; they can use their rights and freedoms responsibly; participate in decision-making processes on matters that concern them; disputes are resolved by consensus without turning into conflict; A classroom and school environment based on mutual love, respect and communication makes significant contributions to students' learning by experiencing their democratic values and skills. In order to realize the objectives of the Democracy and Human Rights Curriculum, the classroom and school environment should be a life laboratory where students learn and use democratic values and skills by experiencing them.

#### **8. Using knowledge, values, and skills in the immediate environment:**

Having a democratic culture in the classroom and school environment is not enough for an effective democratic citizenship and human rights education. Students should be given the opportunity to use their knowledge, values and skills related to democratic citizenship in the immediate environment outside the school. The student spends his life in the classroom, at school and in the immediate environment. The student should be able to use democratic values and skills in all areas where he/she lives. Democracy and human rights education at school should provide students with the opportunity to analyze the social, economic, political, and environmental problems in the immediate environment and to solve them by experiencing them directly. Thus, students learn the rights and responsibilities of democratic citizenship through first-hand experiences. Initiating a recycling campaign for students in the neighborhood they live in, monitoring the work of relevant non-governmental organizations and participating in these activities voluntarily, giving support to relevant organizations (local government, national level administrative units, an international organization) on various issues (environmental pollution, conflicts, preservation of a historical place, etc.). By giving responsibilities, development studies can be done by applying citizenship skills.

#### **9. Effective use of information and communication technologies in line with ethical principles:**

The use of information and communication technologies in all areas of life has revealed the necessity of equipping citizens with the necessary knowledge, skills, and values to use these technologies responsibly. For this reason, an effective democratic citizenship and human rights education should provide the new generation with knowledge and skills about information and communication technologies and values to use them in line with ethical principles. As young citizens, students must learn to value the rights and freedoms of others when using information and communication technologies. Students should take care to use information and communication technologies responsibly, without misleading or harming others in matters that require social participation. One of the basic principles of democracy and human rights education should provide students with knowledge, skills, and values on how to use information and communication technologies for social participation in line with ethical principles.

#### **10. The democratic teacher as a model:**

One of the most basic principles of democracy and human rights education is that the teacher shows democratic citizenship characteristics as a good role model with his words and actions. Democratization of the classroom and school culture will contribute to the democratization of the classroom and school culture if the teacher

exhibits democratic behaviors in the learning-teaching process in the classroom environment, in communication with the students and in his behavior in the school. Otherwise, it will not be possible for a teacher who does not show democratic behaviors in the classroom and school to teach these behaviors and values to his students. For this reason, the teacher who tries to teach democracy and human rights at school should be an exemplary democratic citizen and leader with his own behavior and life.

### **HOW WE APPLY, ADJUST, and INTEGRATE THE EU VALUES IN DIFFERENT SUBJECTS AT OUR SCHOOL**

The Turkish Education System fulfills its function within the framework of the purpose of gaining values with the education program that also includes the education programs. The educational program is created by considering all elements of the education system such as curricula, learning and teaching environments, educational materials, extracurricular activities, and lectures. With this understanding in Teaching programs, our values are not seen as a separate program or learning area, unit, subject etc. On the contrary, our values, which are the ultimate goal and spirit of the whole educational process, have been included in each and every unit of the curriculum.

**In Literature classes**, mostly the human values are integrated in the curriculum. The "Basic values" in the curriculum are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness. These values will come to life both on their own, with the values they are associated with, and with other basic values in the learning-teaching process.

The following target behavior expression is included in all text types and at all grade levels in the "reading" skill area of the Turkish language and literature curriculum, and it is tried to gain the values in the content of the texts. *"Determines national, spiritual and universal values and social, political, historical and mythological elements in the text."* So, the lesson teachers can select an essay and integrate the values in the content of the texts.

**In History classes** There are subjects related to democracy and human rights integrated in the curriculum. Students encounter many controversial and sensitive issues in their social life. Controversial issues are issues that not everyone agrees on and that have social, cultural, political, or personal implications. For example, the possession of firearms is advocated by some and opposed by others. As young citizens, the way students form an opinion on the controversial issues they face is important in the process of participating in society as an active citizen. For this reason, students should be provided with the necessary skills and values to bring the controversial issues to the classroom and examine them, to reason about them based on accurate and reliable information, and to form an opinion.

**In Geography classes** mostly the environmental issues are involved and integrated in the curriculum. Our Geography Teacher uses Project-based learning in real life investigating the problems encountered by applying scientific research method, finalization and reporting. environmental problems to students, disputes and conflicts, issues related to active participation in economic life as a project by giving them information about the subjects, analyzing this information to conclude. They may be asked to reach out and prepare a report with recommendations. Thus, students acquire many necessary values and skills related to active participation.

She also uses problem-based learning focuses on problem solving and it is a process that is based on learning and encourages problem solving. This process is a decision that is influenced by the learner's abilities, motives, beliefs, attitudes, and experiences. The individual is selective, constructive, and active in the learning process and takes responsibility.

For example, by considering a possible environmental pollution problem in the area where the school is located, students can be asked to gather information about this issue and to develop solutions for how to solve the problem.

#### **In Religion and Ethics Classes**

The secondary school is a term that a young person has an individual ethical identity and then learns how to improve the ethical judgment ability. It is required to refer an effective education program on ethics and values in order to complete ethical improvement of young people. The education of ethics and values in Turkish education system is provided with the religion and ethics courses. Studying of ethics and values topics within religion courses shows that this education wants to realize with the support of religion.

One of the methods that allows students to better understand the problems and situations they encounter in real life is case study. In Religion and Ethics classes the values are taught with this method. It includes examining, understanding, interpreting, and discussing a special situation that can be encountered in real life. For example, various acts of violence, the experiences of someone who is seeking their rights in any matter, or the work of a non-governmental organization can be brought to the classroom as a case study and discussed. The multidimensional discussion of the problems encountered in real life regarding citizenship in the classroom environment with why, how and its consequences helps students to find faster and more effective solutions to similar events and to gain knowledge, skills and values related to that subject.

**In Computer Science Classes** Information technologies, which have become an indispensable part of our daily life; is widely used in many fields, especially in sectors such as education, health, media, communication, trade and banking. This rapid change and widespread use in information technologies not only provides benefits such as the ability to access the desired information anytime and anywhere, but also leads to the use of these technologies without being fully understood, and this situation creates many problems. In this sense, one of the problems experienced is the determination of the accuracy and source of the information accessed without the limit of time and space. So, topics related to internet safety, data security, fake news are highly integrated in the curriculum.

We also created a blog and a google classroom where we add additional material to reinforce and make learning permanent and fun.

[Google classroom](#)

[Blog](#)