

Lesson No. 1

Note	Age: 14-18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT 1 - DEMOCRATIC SYSTEM AND LIVING DEMOCRACY – Basic Values of Democracy
Objectives and outcomes	Students can evaluate the basic values of democracy culture in the functioning of the democratic system. Respecting for differences is emphasized. It should be mentioned that there are differences between people and that these differences are natural. It should be mentioned that differences sometimes require having different rights (disabled rights, etc.).
Material	Students' Book, Question and Answer, Discussion.
Duration	40 minutes

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/competency	Duration (minutes)
Introduction	The following questions are asked. Students are asked to brainstorm. <ul style="list-style-type: none"> • Is every person the same? • Does he like the same things? • Do we have differences? • What if all people had the same characteristics? <p>Every person is different. There are differences and this is natural. Although twin brothers are very similar to each other in many aspects, yet they are different. One can be very calm while the other can be very cheerful.</p>	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language.	30 mins
Main Activity	Someone's favorite color may be pink, while the other's may be blue. Our skin color is different with some people, our tone of voice with some, our physical characteristics with some, our cultural characteristics with some, our language with some, and our religion with some. None of these different traits is more important than our human trait. Because these are not the distinguishing features that make people human. Therefore, these traits do not make one of us more important or valuable than the other. <ul style="list-style-type: none"> • Let's discuss The importance of respecting differences. <p>Our differences are our richness that complement each other. It is necessary to glorify and protect human dignity by respecting everyone's lifestyle, thought, belief, diversity, and existence. One of the basic principles of democracy and human rights is to respect differences.</p>	The core values to be covered in this theme: respect for differences.	

	People may differ from each other in terms of their physical characteristics, emotional characteristics, cultural characteristics, language, religion, color, etc. These differences between people are natural. No one is superior to the other because of their differences. The important thing here is to accept and respect these differences.		
Students' reflection /evaluation	<p>Students will find answers to these questions.</p> <ul style="list-style-type: none"> • What features do we differ in? • Does a different feature of us make us superior to other people? Why? Why not? 		10 mins

Lesson No. 2

Note	Age: 14-18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT: 2 - HUMAN RIGHTS AND FREEDOMS Meaning of Rights and Freedoms
Objectives and outcomes	Students understand the meaning and characteristics of human rights and freedoms. Students relate human rights and freedoms to social life. 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.
Material	Students' Book, Question and Answer, Discussion.
Duration	40 minutes

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/competency	Duration (minutes)
Introduction	<p>• Students are asked about the rights they have at school and at home.</p> <p>Right: It is the unquestionable and accepted authority of a person over anything.</p> <p>Fundamental rights: the right to life, the right to personal immunity, the right to health, the right to education, the right to petition, the right to vote, the right to immunity from the home and the right to privacy.</p> <p>These rights are guaranteed by the state, protected, and exercised by citizens. The state has a responsibility to improve and develop rights. Fundamental rights are inalienable.</p>	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language.	30 mins
Main Activity	<p>In his individual and social life, Observing the rights of other people, tending to the good, behaving fairly and equally are the characteristics that make people virtuous. In addition to these features, values such as mutual love and respect, understanding,</p>	<p>The core values to be covered in this theme: freedom, justice, rights, fundamental rights, values that make up a society</p>	

	<p>cooperation, solidarity, loyalty, and sensitivity are among the qualities that make people human.</p> <ul style="list-style-type: none"> • Would you like to live alone in a village, island, or similar place? Why? • Is it important to live with other people? What should we pay attention to in order to live together? • How was the Republic established? How did the Turkish people struggle on this issue? <p>People, whether children or adults, want to be cared for, they want to be valued. If we value people's rights and freedoms and support people's development, it means we value and care about them. If we do not value, underestimate or limit their rights and freedoms, people will feel worthless. These people experience communication problems with people who restrict their rights and freedoms. They have hesitations about showing them love, respect and tolerance and do not want to cooperate with them. Care must be exercised when exercising rights and freedoms. Rights and freedoms exist not only for ourselves but also for others. In order not to harm the rights and freedoms of others in the society, we must protect our own rights and freedoms. We must use it carefully. Rules regulate the use of rights and freedoms in life together.</p>	democratic culture	
Students' reflection /evaluation	<p>Students are expected to answer these questions.</p> <ol style="list-style-type: none"> 1. What is 'right'? 3. How do you use your rights and freedoms in society? 4. Do you encounter any restrictions while using your rights and freedoms? 		10 mins

Lesson No. 3

Note	Age: 14-18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT: 3 - LIVING DEMOCRACY: ACTIVE CITIZENSHIP
Objectives and outcomes	<p>Features such as being Democratic citizen: knowing their rights and freedoms, fulfilling their duties and responsibilities, being active, acting freely and independently, etc. are mentioned.</p> <p>Students comprehend the contribution of having a democratic citizenship consciousness to the functioning of the democratic process.</p> <p>Students relate human rights and freedoms to social life.</p>

	Students feel responsible for using their rights and freedoms. Students establish a relationship between the protection of the natural environment as a common living area and human health, production, and ecological balance. Students take an active role in studies on the protection of the natural environment.
Material	Students' Book, Question and Answer, Discussion.
Duration	40 minutes

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/competency	Duration (minutes)
Introduction	Students are asked the following questions. <ul style="list-style-type: none"> • “What is a right? • What is freedom? • What is responsibility?” Ask if there is a relationship between them. The relationship between right, freedom and responsibility is stated. Right is the authority to do something. This authority is regulated by law. Freedom is the ability to do what one thinks and wants without harming others. There is a close relationship between freedom and rights. Thanks to the right to communicate, we use our freedom of communication. Responsibility is taking on the consequences of one's own actions. Our rights and freedoms do not give us unlimited rights, especially in places where we live collectively. Because there are people other than us, and it is necessary to be responsible for their rights and freedoms.	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language.	30 mins
Main Activity	<ul style="list-style-type: none"> • What are our responsibilities as students? • What are our responsibilities as human beings?” • What could be the reason why our cultural values and natural assets that are included in the World Heritage List are included in this list? Students are asked to brainstorm. Responsibility is taking on the consequences of one's own actions. The sense of responsibility is a requirement of being human and living in society. People have responsibilities to themselves, to their families, to their country and to humanity. Responsibility awareness is gained through education. This education begins in the family and continues at school. One of the most basic purposes of schools is to raise citizens who are aware of their responsibilities. As a requirement of his responsibility towards himself, a person should stay away from work and habits that will harm him. A person should value himself and try to improve himself by using the opportunities given to him in the best way. Being human also requires being responsible for all living things around us. Therefore, we should also love and protect the trees, plants, and animals around us. We should not forget that stray animals also have the right to live. We should contribute to the nutrition and protection of stray animals and birds. We must act with the awareness that they also have souls.	The core values to be covered in this theme: Active citizenship, Responsibilities,	
Students'	1. What does right, freedom and		10 mins

reflection /evaluation	responsibility mean? What kind of relationship is there between them? 3. What are our responsibilities as human beings? 4. (UNESCO) Which cultural and natural assets from our country are on the list?		
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Lesson No. 4

Note	Age: 14-18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT 4 - PLURAL LOOKING TO DIVERSITY
Objectives and outcomes	<p>Students assume responsibility for the active participation of disadvantaged groups such as the elderly and disabled in social life.</p> <p>Students have My Empathy Rule</p> <p>Students respect different cultures and values, with the awareness that cultural differences at local, national, and universal levels are natural.</p> <p>Students Be aware of the importance of common values in ensuring social unity and solidarity, they attach importance to the values of its national culture.</p> <p>Students assume responsibilities appropriate to its position as a contribution to the achievement of gender equality.</p> <p>It assumes responsibility for the active participation of disadvantaged groups such as the elderly and disabled in social life.</p>
Material	Students' Book, Online games
Duration	40 minutes

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/competency	Duration (minutes)
Introduction	<ul style="list-style-type: none"> • Are the students who want to take the floor or certain students being given the floor? • What would you think if some students were allowed to go to recess and some were not? • Do rights and freedoms differ from person to person? 	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language.	30 mins
Main Activity	<p>Equality in terms of democracy and human rights; neither height, weight, physical strength and skin color nor being the same in terms of gender, language, culture. What is meant here is that people have the same rights and freedoms before the law. Social order and equality between people are ensured by laws. Laws prepare the environment for people to use their rights and freedoms. On the other hand, it also limits some rights and freedoms in order to protect equality between people. The important thing in these limitations is to provide a balance between individual benefit and social benefit. Laws also assign duties and responsibilities to people.</p>	<p>The core values to be covered in this theme:</p> <p>Equality, justice, tolerance, Positive discrimination</p>	

	<ul style="list-style-type: none"> • What does equality mean? • What does justice mean? • Would it be fair and equal if I gave the same grade to everyone in the class? <p>These questions are asked to the students.</p> <p>Equality means no discrimination between people in terms of rights and freedoms.</p> <p>Justice means that the rights recognized by law can be enjoyed by everyone.</p> <p>People may have equal rights before the law, but they may not have the same opportunity to exercise them. Injustice occurs in such situations. For this reason, freedom, equality, and justice are needed together for the enjoyment of rights. When right, freedom, justice, and equality come together and integrate, the state of law emerges.</p> <ul style="list-style-type: none"> • You went to the market with your mother and did some shopping. You carry most of the bags of the products you buy. Can this situation be explained with equality and justice? Why? <p>Justice and equality are two basic principles that regulate social life. The lack of these two basic principles negatively affects social life. By evaluating the events around active citizens in terms of justice and equality, what is fair and what is unjust; They are expected to distinguish between what is equality and what is inequality, and to take responsibility when necessary.</p> <p>It is unfair to think that all work in the family is the duty of the mother. However, it is a fair behavior for everyone to take responsibility and undertake the duties according to their power.</p> <p>It is ensured that students give examples of positive and negative behaviors related to justice and equality.</p> <p>To whom does positive discrimination apply?</p> <p>Equality means that there is no discrimination between people in terms of rights and freedoms, and justice means that the rights recognized by law can be enjoyed by everyone. Equality and justice are needed for the enjoyment of rights and freedoms. When right, freedom, equality, and justice are integrated, the state of law emerges.</p>		
Students' reflection /evaluation	<p>What does equality and justice mean?</p> <p>Explain the relationship between equality and justice.</p> <p>Give examples showing that women and men are equal in terms of rights and freedoms?</p> <p>To whom is positive discrimination applied?</p> <p>What can happen if equality and justice before the law are not ensured?</p>		10 mins