



**PROJECT ON STRENGTHENING
DEMOCRATIC CULTURE
IN BASIC EDUCATION**

**TEACHER'S GUIDE FOR
FIRST AND SECOND GRADE
PRIMARY SCHOOL STORYBOOKS**

Stories

1. The Shoe Museum
2. The Stairs

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Introduction

The Project on Strengthening Democratic Culture in Basic Education is co-financed by the European Union and the Council of Europe and is carried out in cooperation with the Republic of Turkey Ministry of National Education and the Council of Europe, with the aim of integrating a democratic school culture that corresponds with universal core values, as well as fundamental rights and freedoms into the Turkish national education system.

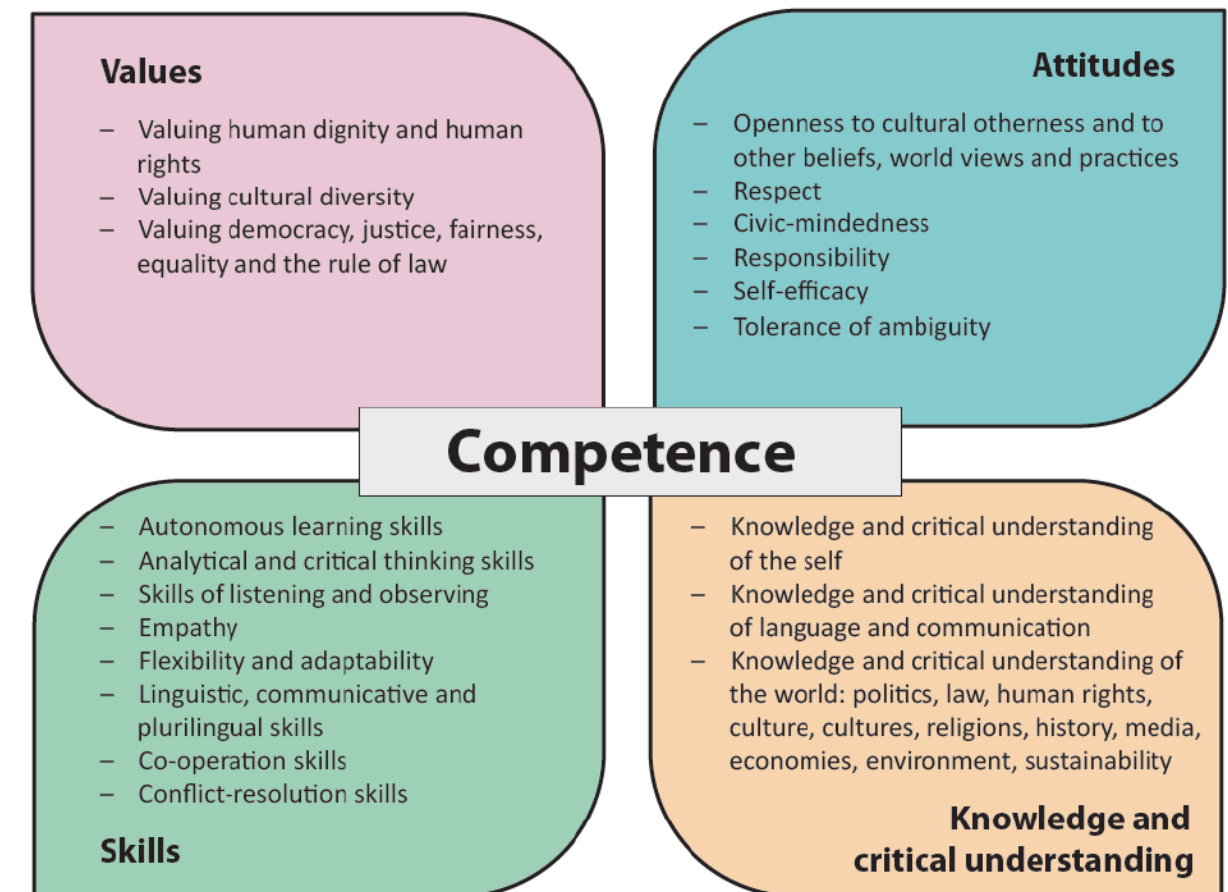
This project aims to:

- Develop policy recommendations towards a strategic action plan for the integration of competences for democratic culture and awareness of human rights and democracy into the basic education system,
- Develop education materials based on human rights, democracy and universal core values targeting basic education institutions,
- Equip school teachers and education practitioners working in basic education institutions with competences for democratic culture,
- Raise the awareness and understanding of basic education institutions, school communities and the general public of democratic school culture.

The Reference Framework of Competences for Democratic Culture

The main objective of the **Reference Framework of Competences for Democratic Culture** is to determine the competences that students need to gain, starting from an early age, to actively participate in the culture of democracy and live in peace with other individuals in democratic societies that exhibit cultural diversity.

Competences are grouped under four main areas: "values", "attitudes", "skills", "knowledge and critical understanding".



Competences presented in this framework and their descriptors were determined to cover all age groups and areas of education systems from pre-school, primary school, middle school, to high school, including adult education and vocational training. The list of competences and key descriptors is provided in Annex-1.

It is very important that educators who take part in the implementation of the project are knowledgeable about the competences for democratic culture, and take these competences and their descriptors into consideration while performing these activities. In addition, it should be kept in mind that these specific competences and their descriptors target all age groups from pre-school to high school.

Educators are not expected to discuss key descriptors attached for each grade within a school year. This series of descriptors should be seen as a toolbox from where the most related items will be selected and combined by considering the level of the students and their special circumstances. Competences that fit the age group and the context have thus been discussed in the storybooks, prepared for the first and second grades of primary school, and in the activities provided in this guide. The prepared

activities have been planned in a way to provide an infrastructure for acquiring these competences at the next grade levels.

A list of references was created for each storybook in the guide, while values and attitudes indirectly referenced in that book as well as the concepts and keywords included in the story were provided in this list. Furthermore, competence descriptors targeted in the developed activities were also listed.

Project on Strengthening Democratic Culture in Basic Education Storybooks and Activities

Within the scope of this project, two picture storybooks were prepared for the first and second grades based on competences for democratic culture.

Story 1: *The Shoe Museum*

Story 2: *The Stairs*

In each storybook, the aim was to indirectly refer to certain descriptors of values and attitudes according to the grade level. The descriptors of values, attitudes, knowledge and critical understanding and skills mentioned in the books are included in the chapter of the relevant book in this guide. The list of **concepts and keywords** highlighted in the book is also provided in that section. These concepts and keywords should be taken into consideration when starting the studies related to the book and should be emphasised during the activities.

Keywords will develop the students' vocabulary and encourage use of the related skills in their daily lives.

Concepts, on the other hand, will help the students look at the targeted comprehensions from a conceptual perspective and connect with their daily lives, and turn the knowledge into understanding and different learnings.

Learning Experiences

This guide includes activities to be performed along with the storybooks that were prepared.

The characteristics of the students' period of development were taken into consideration while designing the activities, and interesting, relevant and fun learning experiences were targeted for the students. Teachers can change where the activities take place in line with the readiness, interest and learning styles of their class, whilst taking into account the competences targeted by the activity.

Activities were prepared as a single type or combined.

Things to Consider While Performing the Activities

Perform the first activity for each story in this guide before the students read the story or before the story is read to the first graders. The first activity of each story is designed to assess the children's prior knowledge and skills. These activities will help determine the readiness of the children on the topic and let you direct the activities accordingly.

When necessary, you can give examples from your own life to reinforce students' understanding, and you can explain the concepts again with such examples.

Various types of activities have been designed for each story.

The following points need to be considered while performing the activities:

- Before starting studies related to a story, information pages and activities for that story included in this guide should be checked.
- The activities are not in any specific order. You can combine them with the daily activities that you have prepared in accordance with your yearly schedule.
- You can start the studies from any story you like according to your yearly schedule. Key information related to each story is available in the related page of this guide.
- Activities are directly or indirectly related to the stories.
- Plan to use some worksheets and take notes of the brainstorming sessions and discussions made with the children during the activities in order to make the children's thinking processes visible and to add data to the assessment and evaluation process in the activities. Samples are provided with this guide. Teachers can reproduce the samples in this guide, or using blank paper.
- Activities were designed as individual, pair, small or large group activities. While grouping or matching students, their readiness, interests, and learning profiles should be considered. Homogenous or heterogeneous groupings and matchings should be made at times according to the content of the activity.
- Activities have been planned so that one of them is carried out before reading the story, while the others are performed after the story is read. The story can be reread as a reminder or the students can be asked to read it where necessary.
- The activities can be performed inside the classroom, as well as outside the classroom in environments suitable for the school's conditions.

Adjustments

During the performance of the activities inside the classroom, it may be necessary for the teacher to make in-class arrangements and adjustments. Many factors such as students' developmental characteristics, learning styles, physical conditions and readiness should be taken into consideration. All of the activities are designed in a way that can be done with the participation of all students in the classroom. However, in order to ensure the active participation of all students in the activities, the teacher may need to make some arrangements and adjustments, taking into account the characteristics of the students in the class. In a democratic classroom environment, the teacher can maximise learning by ensuring full participation with arrangements and adjustments for the activities.

The list of possible arrangements and adjustments in this context is provided in Annex-2. The recommendations made in this list were developed within the scope of the "Project on Inclusive Early Childhood Education for Children with Disabilities" carried out in partnership with the Ministry of National Education and UNICEF. Recommendations for arrangement and adjustment have been developed with the approach that it is necessary to focus on the unique characteristics of the children, rather than on their type of disability. This approach is also extremely important in a democratic classroom environment. When considered from this point of view; such recommendations should be made not only according to the type of disability, but also according to the abilities and needs of the student.

As stated above, it is possible to ensure the participation of all students to all the activities in this book through the arrangements and adjustments to be made. Instead of leaving a student out for any reason, the teacher can involve that student in the activity with different tasks, through teacher and/or peer support, or by using another creative method.

Annex-2, which is prepared with this approach and serves as a guide for arranging and adjusting the activities that the teacher will implement in the classroom at all grade levels and in all courses, provides examples in the following areas:

Environmental Arrangements

- Arranging the physical environment
- Arranging the social environment and interaction
- Material adjustments

Arranging Learning Content

- Considering children's preferences
- Simplifying activities

- Diversifying activities
- Adjusting the indicators of the learning outcomes in the curriculum

Arranging the Learning/Teaching Process

- Adjusting the teaching/learning method
- Adjusting the assessment method/tool
- Time adjustments
- Teacher support
- Peer support
- Family support

Book Reading Process

The two picture storybooks prepared for the first and second grades of primary school and the activities to be implemented aim at developing the attitudes, values, skills, knowledge and critical understanding determined within the scope of the Project on Strengthening Democratic Culture in Basic Education.

In this process, reading the book and making the activities interesting will also help children associate them with their daily lives.

It will help you plan better if you read the book yourself before reading it to the children or before the children read the book. This will allow you to have a good grasp of the whole book and to make more meaningful connections with the competences for democratic culture, which are aimed with the book and the subsequent activities.

The list of competences for democratic culture, to which each story directly or indirectly refers, is provided in this guide before the activities of the relevant story. Take these values and attitudes into consideration while reading the book and performing the activities.

If you are reading the book to the students, choose a seating style for reading time in line with the physical conditions of your classroom. Make sure that all children can hear you and see the pictures. Playing a musical instrument and singing a nursery rhyme can be made into a routine in order to proceed to the reading time. This will help children settle in and prepare.

Show the cover before reading the story. Ask questions to arouse interest for the story. (Sample questions are provided for each book in this guide.)

If you are reading the book, it will be useful to use a striking tone while reading the book, to give children time to think and understand, and to wait a while before turning the page so that they can examine the pictures. It is important to use a tone, expression of emotion, facial expressions and gestures that match the rhythm of the story.

Assessment and Evaluation

Assessment and evaluation forms an important part of the Project on Strengthening Democratic Culture in Basic Education.

In order for all assessment and evaluation studies to be acceptable to learners and their parents, it is important that they meet a number of criteria. These criteria include **validity, reliability, equity, transparency, practicality, and respectfulness**. All evaluation studies in this project should reflect these criteria.

Users of the Framework need to consider numerous issues in the choice of assessment approaches. These choices should take into consideration different issues related to the assessment of values, attitudes, skills, and knowledge and critical understanding. What is suitable for one set of competences might not be suitable for another. In addition, all of the assessment methods need to be valid, reliable, equitable, transparent, practical and respectful of the dignity and rights of the learners being assessed.

The assessment and evaluation should cover pre-assessment (examination of prior knowledge, skills, understanding), formative assessment (assessment to provide feedback for the next stage of education within the process), and summative assessment. In this guide, the first activity of each storybook was designed to assess prior knowledge and skills.

The assessment and evaluation should cover not only teachers' assessment of the students, but also students' assessment of themselves and their peers.

There are many assessment methods that are potentially available for assessing learners' values, attitudes, skills, knowledge and critical understanding.

Portfolio assessment is an integral tool and strategy that will be used in this process. Teachers are recommended to use a portfolio for each child within the scope of the project. The portfolio can be a file, an empty box, an envelope etc. within the limits of the school's means.

A portfolio is systematic, cumulative, and ongoing collection of materials produced as an evidence for the learning, progress, performance, efforts, and competence of the learner.

Guidelines should first be determined in the implementation of a portfolio. These guidelines should include information about the purpose of the portfolio, how it will be carried out, and how it will be used. The materials are selected for inclusion after determining the guidelines. The student should explain and reflect the contents of the portfolio.

The guidelines can specify the competences that are being assessed, as well as the learning outcomes and assessment criteria for which the portfolio needs to provide evidence. They can also specify that portfolio entries should comply with particular formats and particular types of evidence. Thus, the guidelines are constructed to ensure that learners provide evidence of the mobilisation, deployment and flexible adjustment of competences across a range of contexts and situations.

The following items need to be taken into consideration while establishing guidelines: There are several advantages to using portfolios for assessment purposes in relation to the project: Portfolios:

- help learners demonstrate their proficiency while simultaneously providing the scaffolding that can facilitate their further development;
- encourage learners to reflect critically on their own performance;
- allow learners to proceed at their own pace;
- help learners document the development of their competences as they are applied, adjusted and adapted in a variety of contexts inside and outside the classroom or school;
- enable learners themselves to take ownership of the assessment materials;
- they can be used for both formative and summative assessment purposes.

The following recommendations can be taken into consideration while implementing the portfolio:

- A portfolio should be used not only for collection and storage purposes, but also to document and report the learning processes of the students.
- A separate portfolio containing the activities carried out within the scope of this project can be used, or project-specific activities can be added to existing portfolios.
- Students can carry out self-assessment or peer assessment for the products selected for inclusion in the portfolio. Sample assessment forms are provided in Annex-13.
- All assessment forms used within the scope of the project can be stored in the student's portfolio.
- Students can share their portfolios through a presentation to their parents.
- A sample introduction page is given in Annex-12 within the scope of the project to be placed at the start of the portfolio. It can be reproduced for each student or students can be asked to prepare their own portfolio cover pages. The introduction includes general information related to the student and brief questions about democracy and fundamental rights. These questions will be answered on this page, firstly at the start of the project, and then by the end of the year, and it will present a small clue regarding the student's development on the portfolio cover.

STORY 1
THE SHOE MUSEUM



Story 1: The Shoe Museum



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story of *The Shoe Museum*.

This story is intended to refer to the following competences for democratic culture:

1.1.2	Argues that the rights of children should be respected and protected.
1.2.1	Expresses the view that cultural diversity should be valued and appreciated.
2.1.1	Shows interest in learning about people's views, values, and traditions.
3.1.1	Able to learn about new topics with minimal guidance.

Concepts and Keywords

- Similarities
- Diversity
- Differences
- Traditions
- Rights
- Imagination
- Culture
- Professions
- Museum
- Museology
- Travels
- Responsibility
- Global consciousness
- Countries
- Benevolence

Notes on Books and Activities

Reading *The Shoe Museum* a few times before it is read to the children will allow you to master what is told in the story. You will also be able to make more meaningful connections with the competences for democratic culture referred to in the book and through the subsequent activities.

The list of values and attitudes that this story directly or indirectly refers to is provided in the list of references section of the book. Take these values and attitudes into consideration while reading the book and performing the activities.

Review the list of concepts and keywords given above and include them in the learning process.

Perform the first activity before the story is read. These activities will help determine the readiness of the children on the topic and let you direct the activities accordingly.

There is no time limit or order for the story and the activities to be performed thereafter. It can be applied according to the teacher's annual plan and the interest of the class. Reviewing all of the activities before starting to perform them will be helpful in this planning.

If necessary, the story can be reread before each activity.

Before reading the story, first show the children the cover to arouse their curiosity and ask them the following questions:

- What do you see in the picture?
- What do you think this book is about? Why do you think that way?
- What could have been experienced related to these shoes?
- What is this person doing?

After completing the activities given in this section of the book, you can attach the following note to the book for the parents and send them home.

Dear Parent,

With regard to the competences for democratic culture that we are studying this school year in our school, we read this book and performed activities based on the book. The main purpose of the story in the book is to help children understand the democratic attitudes and values, such as valuing cultural diversity, openness to cultural differences, and self-efficacy. In addition, we worked on the skills, knowledge and understanding for the adoption of a democratic culture.

You can also read the story to your child at home, ask them to tell the story and ask them the following questions:

- What is special about the shoes in this story?
- Which shoes impressed you the most? Why do you think that?
- What did you learn about other countries

The Shoe Museum - Activity 1: What Do We Know About Other Countries?

Activity Type: Language

The purpose of this activity is to check prior knowledge before reading the book and to arouse curiosity about what is explained in the book.

Referenced competences for democratic culture:

3.3.1	Listens carefully to differing opinions.
3.2.11	Able to identify similarities and differences between new information and what is already known.

Learning Process

- Before reading the storybook, the teacher tells the students about an event from a different culture or country. (They can share one of their own experiences or provide the example given below.)
- *"Kids, did you know that, in Guatemala, when little children are afraid of something, they tell it to little dolls, called Worry Babies, before they go to bed at night, and put them under their pillows? They believe that these babies will take away all their worries overnight".*
- It is then mentioned that each country has its own history and culture. It is emphasised that these can show both similarities and differences with our culture.
- The teacher draws a KDL (what I know, what I don't know, and what I want to learn) table on a large sheet of paper (Appendix-6). They write what the students know about different countries and cultures in the relevant column.
- The following guiding questions can be used to test the knowledge of the students:
 - * Which countries do you know?
 - * What do you know about these countries?
 - * Do you know of a family tradition different from yours? What do you think about differences?
 - * What are the characteristics of the culture of the city, region and village we live in?
- The teacher then asks the students, "What would you like to learn about other cultures and countries?" and notes down the students' questions in the second column. Students' questions can also be added while the book activities are continuing.
- After the story ends, the teacher asks, "What did you learn?" and writes down what the students have learned in the third column.

Materials

Large sheets of paper to jot down the students' answers.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

- On that day, the teacher can come to the school with an object from another culture or country, if available, and share this object with the students at the beginning of the activity.
- Pictures of the Guatemala example can be found on the Internet.
- If desired, the KDL table in Annex-6 can be distributed to all students individually and practiced.

The Shoe Museum - Activity 2: Getting to Know Japan

Activity Type: Language, Art

Referenced competences and their descriptors:

3.1.1	Able to learn about new topics with minimal guidance.
4.3.7	Able to describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, rules of politeness) in another culture

Learning Process

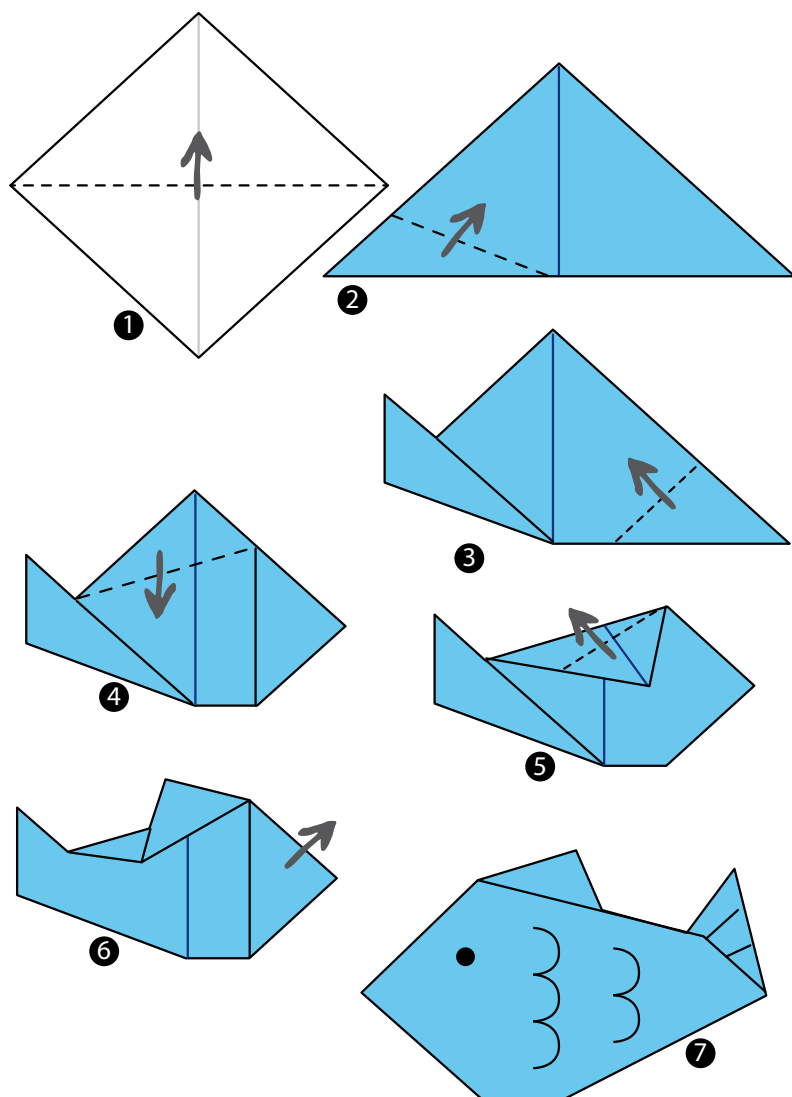
- Students are asked if they have any prior knowledge of Japan in the story.
- Students are encouraged to share what they know with their friends. Pictures about Japan are shown and examples of Japanese culture are shared.
- Students are allowed to make connections with what they already know.
- Afterwards, the students are told that origami is an important cultural element in Japan.
- It is mentioned that the word origami is derived from the words paper (ori) and folding (kami). The teacher demonstrates this by writing on the board.
- Square construction papers are distributed to the students and an origami fish is made according to the instructions.
- The students are told that Japan is an island country. Japan is found on the map or globe with students.
- It is mentioned that fish and other aquatic products are eaten a lot in this country surrounded on all four sides by the Pacific Ocean.
- While sharing information about countries or cultures, avoid creating stereotypes that will lead to prejudice in students or cause them to generalise.

Materials

Square construction papers.

Working Style of the Activity

Individual Pair Small group Large group



Notes/Recommendations

- You can watch a video about making origami.
- Students can be divided into groups in large classes. The teacher can assist some groups in making origami while other groups are examining newspapers, magazines, or similar resources with pictures of Japan.
- In larger classes, the teacher can draw and prepare the sections to be folded in advance.

The Shoe Museum - Activity 3: Who Are the Native Americans?

Activity Type: Language, Art

Referenced competences and their descriptors:

3.7.1	Tries to build consensus to achieve group goals.
3.7.4	Builds positive relationships with other members of a group.

Learning Process

- Students are shown pictures of Indians and asked to describe what they see in the pictures.
- Afterwards, it is mentioned how much the small Indian tribes are connected to each other and act together. The teacher tells the students that these tribes have tribal pictures in which they express themselves.
- Students are divided into groups of four or five.
- Each group is asked to make a design that expresses themselves. Since this design will be the symbol of the group, it is emphasised that the symbol should reflect the group just like that of the Indians.
- They can use paper and crayons, as well as benefit from leftover materials while making the design.
- The groups then take turns and share the picture expressing their group with the whole class.
- While the students are making their presentations, the teacher asks them the following questions and allows them to share their views about group work:
 - * How did you feel while doing this work together?
 - * How did you divide the work among your group members?
 - * Why is group work important?
- After the study is completed, students complete the Frayer Model for group work provided in Annex-3. The aim here is to make visible what the students have learned about the characteristics of group work.
- While sharing information about countries or cultures, avoid creating stereotypes that will lead to prejudice in students or cause them to generalise.

Materials

Paper, paints, leftover materials, activity sheet.

Working Style of the Activity

- Individual Pair Small group Large group

Notes/Recommendations

- While making group designs, students can also use pictures they cut from newspapers and magazines.
- The teacher can vary the questions according to the readiness of the students.
- This activity can be completed over multiple days.

The Shoe Museum - Activity 4: Getting to Know the Netherlands

Activity Type: Language

Referenced competences and their descriptors:

4.3.7	Able to describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, rules of politeness) in another culture
4.3.13	Able to reflect critically on the values, behaviour and lifestyles that are required for a sustainable future.

Learning Process

- Students are asked if they have any prior knowledge of the Netherlands in the story.
- Students are encouraged to share what they know with their friends.
- Pictures about the Netherlands are shown and examples of Dutch culture are shared. The information given here that matches with those shared previously by the students are highlighted, while the differences or misunderstandings are corrected.
- It is shared with the students that the regions in the Netherlands that receive heavy rainfall are especially green. Cattle are raised in these regions, and therefore a lot of milk and dairy products are produced and consumed in the Netherlands. It is mentioned that some cheeses are known as Dutch cheese.
- Afterwards, the teacher talks with the students about the need to protect natural environments so that we can have access to healthier food both in the Netherlands and all across the world.
- The activity sheet given in Annex-4 is then distributed to the students and they are asked to draw a picture of what we need to do to protect the environment.
- Students share their pictures with their classmates.
- Students who have developed literacy skills can write on their own, while the teacher can write down the views of other students on paper.
- While sharing information about countries or cultures, avoided creating stereotypes that will lead to prejudice in students or cause them to generalise.

Materials

Activity sheet, crayons.

Working Style of the Activity

- Individual Pair Small group Large group

Notes/Recommendations

In cases where it is not possible to photocopy the activity sheet, the teacher can give the students a blank page and ask the questions on the worksheet.

The Shoe Museum - Activity 5: Cultures and Traditions

Activity Type: Language

Referenced competences and their descriptors:

3.1.4	Uses various tools to discover new information.
3.2.2	Uses evidence to support their opinions.
4.3.7	Able to describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, rules of politeness) in another culture.

Learning Process

➤ Students are asked about the traditions of different countries they listened to in *The Shoe Museum* story and are reminded about them during the conversation. The book can be reread where necessary.

➤ Students are told to do research about different cultures at home.

They can use the activity sheet in Annex-5 or write the results of their research on a blank paper for this purpose. The teacher tells the students that, with the help of the adults, the internet, encyclopaedias and similar resources can be used for the research and that they can also gather information by talking to people around them. Students can fill out the activity sheet by themselves or ask an adult for help according to their reading and writing abilities. They are also told to use images. The activity sheet can be completed at home along with the research.

➤ A notice board of "What did I learn about a different culture?" is prepared in the classroom. As students bring their research results, they are posted on this board.

➤ It is emphasised here that there are many cultural elements in a country and that the culture could belong to a family.

➤ After all students have brought their research results, the students are divided into groups of four. Each student shares the research results in their group.

➤ Students in the audience are encouraged to ask their friends on the stage the following questions:

* What is the most interesting thing about this culture?

* What else do you want to know about this culture?

➤ The teacher goes around the groups, supporting students with asking and answering questions. In order to encourage students to ask questions, the number of questions can be increased. They can be written on small note papers, four or five different questions can then be given to each group. The children can ask questions that they choose among them.

Materials

Activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

➤ Students should be given sufficient time to complete their homework.

➤ An explanation can be sent along with the worksheet to inform parents.

➤ Depending on the class size, presentations can be made to the whole class instead of in groups of four.

The Shoe Museum - Activity 6: Being Able to Communicate Without Knowing a Language

Activity Type: Language, Drama

Referenced competences and their descriptors:

4.2.1	Able to explain how tone of voice, eye contact and body language can aid communication.
4.2.2	Able to explain potential results of differences in communication styles.
4.2.3	Able to describe common communicative conventions that are employed in at least one other social group or culture.

Learning Process

- The teacher tells the students that they will act out living in a neighbourhood together, and writes the names of the buildings in the neighbourhood (grocery store, school, children's playground, post office, butcher, etc.) on various parts of the classroom, using paper large enough for the children to see. Students choose the role they will play in the neighbourhood (butcher, grocer, postman, children playing on the street, etc.). Two students are tourists who come to the neighbourhood from outside. For the tourist role, one of the countries described in *The Shoe Museum* book can be selected. These two students go out. There is no one in the neighbourhood who speaks the language of those tourists. The students begin to act out neighbourhood life.
- In the meantime, the teacher can increase the participation of the students in the game by giving them instructions. (*Postman has their bag on the shoulder, looking for an address with letters in their hand. The children are jumping rope when they see a turtle passing by. It looks like the butcher is sweeping the front of the shop.*)
- Then, the two students in the role of tourists are invited to the class. The teacher tells the students that these two people do not speak English, so they will not speak and they will not understand what is spoken in English.
- The teacher continues the game with instructions. Allows students to improvise when necessary.
 - * *The tourists are looking for the old library in the neighbourhood, how can you help them?*
 - * *How would you express to tourists that you love the neighbourhood?*
 - * *How do the people of the neighbourhood tell tourists about places to eat?*
 - * *How would you describe your neighbourhood to tourists?*
- During the game, the teacher asks, "How would you describe it? What do the different ways of communication mean to us?" and directs the students to think about these topics.

- At the end of the game, students are given some time to reflect and are asked to talk about what happened and how they felt.

Materials

Costumes, if any.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

The game can be played in the playground, if available, or in the corridor.

The Shoe Museum - Activity 7: Children's Rights

Activity Type: Language, Art

Referenced competences and their descriptors:

1.1.2 Argues that the rights of children should be respected and protected.

Learning Process

- Students are reminded of the children in the story who make shoes to play with. It is emphasised that one of the most basic rights of children is to play games and to have access to environments where they can play comfortably.
- The teacher tells the students about the Convention on the Rights of the Child.
- It is emphasised that every individual is considered a child until 18 years old, and that children have special rights.
- The teacher writes down the following articles of the Convention on the Rights of the Child below that they find important on the notepapers in a way that is understandable according to the age groups of the children. The papers that the articles are written on are folded and put in a basket.
- Each student chooses an article. The teacher explains the chosen article to the students, whose reading skills have not yet developed.
- Afterwards, the students draw a picture of what the article they received is about. They express what that article means for them.
- The teacher notes down what the students want to say on the papers or asks them to write it down.
- A discussion is held on why children's rights are important.
- All pictures can be hung on a large wall of the school and a "Children's Rights Board" can be created in schools where this is possible.

Materials: -

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

This activity can be associated with the International Children's Rights Day on November 20.

The articles given here are the original text written in a way that children can understand.

Convention on the Rights of the Child

- 1- Every individual is considered a child up to the age of eighteen. Every child has inalienable rights.
- 2- Rights of the child are for all children. Their rights are respected irrespective of the child's birthplace or language. No discrimination can be made to a child due to their beliefs or views.
- 3- Those making laws and practices related to children must first consider the interests of children. The State takes measures and ensures that those responsible for the protection and care of children fulfil their responsibilities.
- 4- Every effort should be made to enforce the rights enshrined in the Convention on the Rights of the Child. The State ensures that children enjoy these rights.
- 5- The State respects the rights of persons responsible for the child, especially the parents, in the exercise of rights.
- 6- Every child has the inherent right to life and everyone's primary duty is to protect the life of the child.
- 7- Every child has the right to a name and the right to acquire a nationality. The State registers this name when the child is born and gives an identity card to the child.
- 8- The name given to children, the right to acquire nationality and family relations must be preserved. All these cannot be forcefully changed or deprived. If this is attempted or these rights are violated, the state must interfere.
- 9- Every child has a right to live together with their family. If the parents cannot look after the child, another care must be provided to the child to protect them from harm in this situation. In this case, every child has a right to regularly meet their parents.
- 10- States make things easier for children whose parents reside in different countries so that they can be together with their parents.
- 11- No child can be transferred from a country without the permission of their parents. People who transfer children in this way must be fought with.
- 12- Every child has a right to express their views freely and ask for their views to be given due weight in all matters concerning the child. Everyone has a responsibility to listen to children, learn about and respect their opinions.
- 13- Every child has a right to express their feelings and thoughts in any way they wish. Children must also do what is necessary to protect others from harm.

14- Every child has a right to develop their own thoughts and choose their religion. In this respect, adults who raise the children also have the right and responsibility to guide them.

15- Children have a right to peaceful assembly with their friends, to form association, or to become a member of an association.

16- No one can subject children to degradation, humiliation, or interfere with their private life. This right is protected by law.

17- The State recognises the importance of mass media in terms of the child's development. The State ensures the child's access to various information and materials, and meets the needs of the child with regard to their own culture and language that can be accessed through these media. In addition, the State protects the children from any harm that might be caused by mass media.

18- Adults responsible for the development and upbringing of the children use their best efforts to fulfil their responsibilities.

19- No one can use their responsibilities against children in a way that can harm them. The State is responsible for taking all measures to protect the children from any kind of harm.

20- Every child is entitled to special protection and assistance provided by the State when deprived of their family or when the family environment is not in their best interests. Suitable families are found for children who cannot live with their parents by conducting detailed research.

21-22- Every child who is forced to leave to a country other than their resident country is entitled to protection by that country.

23- Disabled children have a right to special protection and respect. The State has a responsibility to establish institutions that will provide care and education for children with disabilities. Any assistance is provided for the parents of disabled children.

24- Every child has a right to enjoy health care services. Protection of children from diseases is under the guarantee of the state and society, and due attention is paid to the nutrition and vaccination of children, the cleanliness of the environment and other health conditions. Children that fall ill are treated.

25- Kindergartens, nursery schools, dormitories, and children's hospitals are created, and these are regularly monitored.

26-27- Every child's right to development and health is secured. To this end, support is provided, where necessary, for the children to lead a better life.

28- Every child is encouraged to fully realise their right to education, and this right is protected. Primary education is free and compulsory for all children without any discrimination.

29-30- The education provided to children should be at the level that will best ensure their development. Education is arranged in a way that will increase children's tolerance, respect for their own culture and other cultures, opposition to discrimination, and respect for the nature. If the child's own culture is different from the country in which they reside, due care is given at every stage of their development and during the realisation of their right to education.

31- Playgrounds, children's clubs, libraries, sports and cultural centres should be opened for the children to engage in leisure activities and improve themselves. Every child has a right to participate in such activities.

32- Children have a right to go to school and to play. They cannot be employed like adults. If they have to work, their work should not pose a problem for their health or education.

33- All children are protected against all kinds of harmful substances. People who produce and provide such substances to children are punished.

34- No action can be allowed to harm children's physical and mental health.

35- The State has the responsibility to protect children and to fight against people who abduct, sell, and employ them.

36- No one can use children for their own gain. The State protects every child from such events.

37- Children cannot be subject to inhuman or degrading punishment in any way. If a child has been pushed into crime, the punishment should be appropriate for their age and development, and not hinder their education.

38- Every child has a right to live in a peaceful environment and be protected from wars. Children should not be drafted into the military. The State is responsible for the protection of children from armed conflicts and the results of these conflicts.

39- If the children have suffered harm for various reasons, all appropriate measures are taken for their recovery and to prevent the repetition of such event.

40- Children in trouble with the law are not solely responsible for this situation. Children cannot harm anyone consciously. Children pushed into crime cannot be punished like adults, they are reintegrated into society through special laws.

41- If a State's laws are better than the provisions specified here, then these cannot be changed in any way.

42- The State ensures that the Convention on the Rights of the Child is known to all.

43- A Committee on the Rights of the Child has been established to monitor the implementation of the Convention on the Rights of the Child.

44- The State and the people residing in that country are responsible for providing information to the Committee on the Rights of the Child about any situation concerning the rights of the child.

45- Related institutions facilitate and assist the work of the Committee on the Rights of the Child.

NOTE: The Convention on the Rights of the Child consists of 54 articles. Articles of the Convention from here up to Article 54 are concerned with how the Convention will be signed, ratified, and executed by the States.

The Shoe Museum - Activity 8: My Rights and Responsibilities

Activity Type: Language

Referenced competences and their descriptors:

4.3.3	Able to explain the universal and indivisible nature of human rights.
3.3.1	Listens carefully to differing opinions.
3.3.6	Pays attention to what other people imply.

Learning Process

- The teacher explains to the students their roles. (For example, I am a teacher at school, a father at home, an apartment manager in our apartment.)
- They then distribute the activity sheet in Annex-6 to the children and ask them to think about and write down what their roles are. (The teacher takes notes for students who cannot write yet.)
- Afterwards, students are asked to think about what their rights and responsibilities are based on these roles. They are asked to write one right on the left side and one responsibility on the right side of the T table on the activity sheet.
- The students then begin to walk in the classroom with music, holding their activity sheets. When the teacher pauses the music, the students find their toe mates (the person closest to them when they stretch their feet).
- Each child takes turns sharing their picture with their partner.
- The teacher asks what kind of differences they see between each other's rights and responsibilities, why this is so, and asks the students to share their views with the whole class.

Materials

Activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

- It is recommended that this activity be done following the previous activity.
- If it is not possible to walk in the classroom for matching pairs, students can work with their elbow mates (the person sitting next to them whom their elbow touches).

STORY 2
THE STAIRS



Story 2: The Stairs



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story of *The Stairs*.

This story is intended to refer to the following competences for democratic culture:

1.3.1	Describes that elections should be held in a democratic, free and fair manner.
1.3.3	Argues that laws and rules should always be respected and followed.
1.3.5	Expresses the view that there must be effective remedies against activities that violate the rights of citizens.

2.3.2	Expresses willingness to volunteer to help people in the community.
3.4.1	Able to describe the emotions, feelings and needs of other people.

Concepts and Keywords

- Justice
- Living together
- Diversity
- Democracy
- Equality
- Rights
- Common living areas
- Respect
- Election
- Responsibilities

Notes on Books and Activities

Reading *the Stairs* a few times before it is read to the children will allow you to master what is told in the story. You will also be able to make more meaningful connections with the competences for democratic culture referred to in the book and through the subsequent activities.

The list of values and attitudes that this story directly or indirectly refers to is provided in the list of references section of the book. Take these values and attitudes into consideration while reading the book and performing the activities.

Review the list of concepts and keywords given above and include them in the learning process.

Perform the first activity before the story is read. These activities will help determine the readiness of the children on the topic and direct the following activities accordingly.

There is no time limit or order for the story and the activities to be performed thereafter. It can be applied as specified by the teacher's annual plan and the interest of the class. Reviewing all of the activities before starting to perform them will be helpful in this planning.

If necessary, the story can be reread before each activity.

Before reading the story, firstly show the children the front and back cover to arouse their curiosity and ask them the following questions:

- What do you see in the picture?
- What do you think this book is about? Why do you think that way?
- Where could these people be living?
- What might have they experienced?

After completing the activities given in this section of the book, you can attach the following note to the book for the parents and send them home.

Dear Parent,

With regard to the competences for democratic culture that we are studying this school year in our school, we read this book and performed activities based on the book. The main purpose of the story in the book is to help children understand the democratic attitudes and values, such as valuing democracy, justice, fairness, equality and the rule of law, respectfulness, civic-mindedness, and self-efficacy. In addition, we worked on the skills, knowledge and understanding needed for the adoption of a democratic culture.

You can also read the story to your child at home, ask them to tell the story and ask them the following questions:

What does the story tell us?

What happened in the building where Sarp and his family lived?

Whom do we live with? What do we do when we have to make a decision?

The Stairs - Activity 1: What I Know and What I Want to Know

Activity Type: Language

The purpose of this activity is to check prior knowledge before reading the book and to arouse curiosity about what is explained in the book.

Referenced competences and their descriptors:

3.3.1 Listens carefully to differing opinions.

3.1.6 Aware of what they know and what they do not know.

Learning Process

- The teacher asks the students questions on joint decision-making such as "If we want to make a change in our classroom that concerns all of us, what steps should we take? Can we do it ourselves without asking anyone? Why do you think so?" and helps them explain their thoughts on this topic.
- Afterwards, the concepts of "democracy, respectfulness, justice" are written on the board and students are asked to reflect on what they know about them.
- In the "What I Know" section of the KDL table in Annex-7, students are asked to write down what they know about these concepts and what they are curious about. Here, it is not questioned whether what students know is right or wrong. It is aimed to measure the student's prior knowledge.
- Then the students share what they wrote with their friends sitting next to them. The teacher asks what they are curious about related to these concepts. The KDL table is a pre-assessment tool. It is used for self-assessment of students in their learning processes and for making the process visible.
- The "What I've Learned" section in the third column of the table is filled out after completing the other activities for the story of The Stairs provided in this guide.
- Students are encouraged to reflect on their own learning processes with questions such as "What did you know about these concepts before and what have you learned now? Did you find the answer to your questions?" by using the completed table.

Materials

KDL table, activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

- Students can also draw the KDL table themselves.
- Students' questions can also be posted on small note papers on the "Wall of Curiosity" board created in the classroom. In this way, students both learn what their other friends are curious about and understand that their own questions are given importance.
- The questions on the Curiosity Board must be answered within the given time and they should be replaced.

The Stairs - Activity 2: Decision Making by Voting

Activity Type: Language

Referenced competences and their descriptors:

3.3.1	Listens carefully to differing opinions.
1.3.1	Argues that elections should be held in a democratic, free and fair manner.

Learning Process

- The teacher tells the students that they need to decide on a topic, which will have multiple choices. This topic is determined by the teacher her/himself according to the characteristics of the class and school or current issues. The chosen topic can be deciding on the game to be played at recess, determining a poem for a national holiday in the coming days, or changing the location of an item in the classroom.
- The teacher allows the students to think by asking "How can we decide on this issue that concerns all members of the class?". Afterwards, it is concluded by referring to the story of *The Stairs* that voting is the correct way for having a fair election.
- The teacher brings as many wooden pins as the number of students to the classroom. The pins are called "voting pins". Each child writes their name on their voting pin and personalises it by painting it however they want.
- It is said that voting will be held using these voting pins whenever they need to decide among multiple options in the classroom.
- The options related to the previously discussed topic are written on three separate pieces of paper or cardboards and hung somewhere close to the children's height. Each child places their pin on the option that they prefer, and when the selection process is completed, the option with the most votes is accepted.
- It is emphasised that everyone's opinion is given importance, but the preference of the majority is chosen because only one of them can be decided. Options that are not preferred and those which received fewer votes may also be given different opportunities during the process.
- Students are given some time to explain why they chose that option.
- Voting pins remain part of the class and are always used when preferences/choices need to be made.

Materials

Wooden pins.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

The pins are suitable for multiple uses, but where they cannot be found, small note papers can be used for voting.

The Stairs - Activity 3: Learning Concepts About Democracy with Expert Groups

Activity Type: Language

Referenced competences and their descriptors:

3.1.1	Able to learn about new topics with minimal guidance.
3.1.2	Accomplishes learning tasks independently.

Learning Process

- Students are divided into groups of four or five.
- Each group is given one of the following concepts and asked to do research on these concepts. (Guidance can be given to the students regarding the sources to use for the research, such as dictionaries, encyclopaedias, the internet, people with knowledge about the topic etc.)
 - * Democracy
 - * Freedom
 - * Citizenship
 - * Rights
 - * Responsibilities
- Each group is given some time to do research and familiarise themselves with that concept. (The research can be done at school, or it can be done at home or in the library when members' roles are distributed beforehand.)
- Each group (expert groups) works on their own concept and prepares a short two-minute oral presentation that best describes this concept. They can take personal notes and design visuals for the presentation.
- Students are regrouped in a way that there is at least one person from each expert group. In the newly formed groups, each expert gives a two-minute explanation in turn and informs their friends about the concept.
- Students in the audience are encouraged to ask questions in the group.
- At the end of the presentations, the activity sheet in Annex-8 is given to the students so that they can reflect on what they have learned.

Materials

Activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations:

- If students have limited access to reliable sources for research, the teacher can bring them texts to read about those concepts.
- Completing the presentations within two minutes is important for students to use their time management skills. Therefore, the teacher can use a common counter for this.

The Stairs - Activity 4: Choosing the Apartment Manager

Activity Type: Language

Referenced competences and their descriptors:

3.3.1	Listens carefully to differing opinions.
3.3.4	Listens carefully to what a person means to say.
3.5.4	Changes their views when presented with a rational argument that this is required.

Learning Process

- The teacher hangs a large picture of an apartment building in the classroom and says that a manager will be chosen for this building. It is also mentioned that managers are determined by a fair election in democratic countries.
- The students in the class are the residents of this apartment building and the manager will be one of the people living in the building.
- Three children run for election. It is important that these three children are volunteer candidates. If more children wish to be nominated, the game is repeated.
- Each candidate chooses two friends and establishes the managerial team. Candidates work with their teams to create an election poster. Meanwhile, other students (residents of the apartment building) determine the questions that they will ask the candidates. At the same time, the voting children begin to prepare for the election according to the teacher's instructions.
 - * Each student prepares a ballot with the names of all three candidates and the empty ballots are collected in a basket.
 - * Three people are determined to count the votes in the election.
 - * The ballot box is prepared.
 - * The back of a curtain or a cardboard that no one can see is determined as the polling station.
- The candidates then introduce themselves one by one and explain what they can do for the apartment building.
- When the time for the election comes, the students take turns making their choice behind a curtain and casting their votes in the box.
- Everyone votes, including those who are nominated and counting the votes.
- The votes are counted for all to see and the apartment manager is determined.

Materials

Paper, crayons.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

The number of students who will take on roles such as candidate and election officer can be changed according to the student population.

The Stairs - Activity 5: Basic Concepts of Democracy

Activity Type: Language

Referenced competences and their descriptors:

3.1.1	Able to learn about new topics with minimal guidance.
3.3.1	Listens carefully to differing opinions.

Learning Process

- The teacher reminds the students of what happened in the democratic apartment building that they read about in the story of *The Stairs*.
- The students are then paired, and each pair is given a piece of paper with one of the following sentences written on it. Students are asked to read the sentence and discuss with their partner what they understand. Meanwhile, the teacher walks around the desks and supports the students with questions and explanations.
 - * Democracy is a system of government based on the sovereignty of the people.
 - * In a democracy, citizens have rights.
 - * In a democracy, citizens have responsibilities.
 - * In a democracy, citizens elect the rulers.
 - * In a democracy, every citizen is equal.
 - * In a democracy, citizens have a say.
 - * In a democracy, every citizen has the right to be a candidate for government.
 - * People have basic innate rights.
 - * Children have specific rights.
 - * States must protect the rights of children.
 - * In democratic societies, people respect the rights of others.
 - * There are rules for living together.
- When students run out of time for that sentence (approximately five minutes), they turn the paper into snowballs and throw them into the air when the teacher says, "It's snowing!". The pairs take one of the snowballs that has fallen to the ground and continue to read and talk about it.
- At the end of the activity, students complete, individually, the Frayer Model given in Appendix 9 on the concept of democracy.

Materials

Papers on which sentences are written, activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

- When pairing students, heterogeneous pairs can be formed by bringing together students who can work independently and those who need more support.
- Depending on the class size, the teacher can increase the number of sentences or use them multiple times.

The Stairs - Activity 6: Why do Rules and Laws Exist?

Activity Type: Language, Drama

Referenced competences and their descriptors:

3.8.4	Able to identify options for resolving conflicts.
3.6.10	Makes sure that their own messages are understood in the way that they are meant.

Learning Process

➤ The teacher asks the students, "Why was voting held in the building where Aunt Merry lived? Do you think that one of the children of Aunt Merry could not come and do the ramp as she wished?" After receiving answers of the students, it is emphasised that there are rules wherever people live together with others. At the same time, it is mentioned that the rights of citizens are protected by laws in countries governed by democracy. It is told that laws are the rules of a country.

➤ The teacher asks who would like to roleplay the scenarios.

➤ The teacher writes down on small pieces of paper the scenarios, an example of which is given below, and gives them to the children so that they can portray them. The teacher can increase the number of examples according to the school and class conditions. While the students are playing, the teacher can explain and provide guidance. Other students form part of the audience.

It turns green when children are waiting at the red light. A car doesn't stop at a red light just as they're about to cross, and it is asked, "Why would I stop?" (Three or four students).

➤ After each roleplay, the group that carries out the roleplay is thanked first and the students are encouraged to express their thoughts with the following questions:

- * What just happened here?
- * Which rule was violated?
- * How does the violator defend themselves?
- * Why are rules important?
- * What are the consequences when the rules are not followed? Why is it important to follow the rules?

➤ At the end of the activity, the questions given in Annex-10 are answered individually.

Materials

Items that can be used for the roleplay, activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

Sample scenarios can be increased in line with students' interests and examples from school life can also be given.

The Stairs - Activity 7: Meeting with the School Principal

Activity Type: Language

Referenced competences and their descriptors:

3.6.2	Asks a question as a way to be involved in conversations.
3.7.7	When working as a member of a group, acts in accordance with group decisions or activities.
3.7.13	Does their part in group work when working as a member of a group.

Learning Process

- The teacher talks to the students about who is responsible for enforcing rules and laws. It is emphasised that in democratic societies, citizens have responsibilities in the implementation of rules and laws as well as having a right to speak. It is recalled that in the story of *The Stairs*, the apartment manager responded to the incoming offer with a proposal for asking the residents in a fair voting process.
- An appointment is made with the school principal to talk to students about the school's rules and functioning.
- Before the interview, students prepare questions to ask the school principal in the classroom. It is stated that the questions will be written individually first, and then the questions to be used will be chosen through a group decision.
- After the students write their questions individually, they share it with their friends aloud. At least one question from each student is chosen to be asked to the school principal.
- While interviewing the school principal, students are reminded to take notes and use active listening skills. The teacher and the students review the interview after returning to the classroom.

Materials: -

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

If possible, the same study can be carried out with the mukhtar of the neighbourhood, municipal administrators, the district governor or local officials other than the school principal.

The Stairs - Activity 8: What Is It Like to Live Together?

Activity Type: Language

Referenced competences and their descriptors:

4.3.2	Able to explain why everybody has a responsibility to respect the human rights of others.
4.1.6	Able to describe the ways in which their thoughts and emotions influence their behaviour.

Learning Process

- It is recalled that in the story of *The Stairs*, people live together in Aunt Merry's building, and the students are then asked which communities they belong to.
- Then the basic necessities of living together are mentioned and are written on the board.
 - * Respect
 - * Taking responsibility
 - * Co-operation
 - * Sharing
 - * Participating in decision-making
 - * Following the rules
 - * Communication
- Students are shown pictures of places where people live together.
- The teacher asks them which of the previously mentioned concepts they saw in the pictures. What they see may be good or bad examples. They are told to discern these. Every student is given the opportunity to reflect on their feelings and thoughts about living together.
- Afterwards, the teacher distributes the activity sheet in Annex-11 to the students.
- Students are asked to think of places where they live with other people. (These environments can be homes, apartment buildings, neighbourhood, city or country.)
- They are then asked to write down how the given elements of shared living come to life in the student's environment.

Materials

Activity sheet.

Working Style of the Activity

Individual Pair Small group Large group

Notes/Recommendations

- In cases where it is not possible to photocopy the activity sheet, the teacher can write elements related to living together on the board and ask the students to note down their answers on the papers.
- Pictures of places where people live together can also be found in newspapers and magazines.
- Students can be told a few days in advance to check the newspapers and magazines at home, cut out pictures that they think represent living together and bring those pictures to the class.

ANNEXES

Annex-1

List of Competences for Democratic Culture

1. VALUES

1.1 Valuing human dignity and human rights

1.1.1	Argues that human rights should always be protected and respected.
1.1.2	Argues that the rights of children should be respected and protected.
1.1.3	Argues that persons charged with a crime should be allowed to defend themselves.

1.2 Valuing cultural diversity

1.2.1	Expresses the view that cultural diversity should be valued and appreciated.
1.2.2	Promotes the view that we should be tolerant of the different beliefs that are held by others in society.

1.3 Valuing democracy, justice, fairness, equality, and the rule of law

1.3.1	Argues that elections should be held in a democratic, free and fair manner.
1.3.2	Expresses the view that all people should be treated equally and impartially under the law.
1.3.3	Argues that laws and rules should always be respected and followed.
1.3.4	Questions and points out unfair rules.
1.3.5	Expresses the view that there must be effective remedies against activities that violate the rights of citizens.

2. ATTITUDES

2.1 Openness to cultural otherness and to other beliefs, world views and practices

2.1.1	Shows interest in learning about people's views, values, and traditions.
2.1.2	Expresses a willingness to relate to others who are perceived to be different from themselves.

2.2 Respect

2.2.1	Allows others to express their opinions.
2.2.2	Expresses respect towards other people who differ from themselves.
2.2.3	Expresses respect for other people.

2.3 Civic-mindedness

2.3.1	Shows that they accept responsibility that is brought about by being part of a community.
2.3.2	Expresses willingness to volunteer to help people in the community.
2.3.3	Participates in decision-making processes regarding the affairs, concerns and common good of the community.

2.4 Responsibility

2.4.1	Delivers the required work on time.
2.4.2	Accepts responsibility for their actions.
2.4.3	Does their tasks as much as they can while working as part of a group.

2.4.4	Exhibits punctuality.
2.4.5	Fulfils personal commitments to others on time.
2.4.6	Does their chores to the best of their ability.

2.5 Self-efficacy

2.5.1	Expresses the belief that they can carry out the activities that they have planned.
2.5.2	Expresses confidence in their own ability to understand problems.
2.5.3	Has the confidence to handle new situations.
2.5.4	Shows that they are confident about making decisions.
2.5.6	Shows confidence that they can solve most problems if they invest the necessary effort.

2.6 Tolerance of ambiguity

2.6.1	Aware that there may be unknown situations in life.
2.6.2	Remains comfortable in unfamiliar situations.
2.6.3	Also works well in unpredictable circumstances.
2.6.4	Comfortable in new situations.
2.6.5	Accepts a task which requires dealing with unknown or unusual circumstances.
2.6.6	Handles uncertainty in a positive and constructive manner.

2.6.7	Takes into account conflicting or incomplete information.
2.6.8	Engages well with other people who have different points of view.
2.6.9	Comfortable with different kinds of people.

3. SKILLS

3.1 Autonomous learning skills

3.1.1	Able to learn about new topics with minimal guidance.
3.1.2	Accomplishes learning tasks independently.
3.1.3	Able to gather information effectively using a variety of techniques and sources.
3.1.4	Uses various tools to discover new information.
3.1.5	Seeks clarification of new information from other people when needed.
3.1.6	Aware of what they know and what they do not know.
3.1.7	Able to assess their own work.
3.1.8	Able to integrate learning from different sources/learning areas.

3.2 Analytical and critical thinking skills

3.2.1	Able to make assessments based on evidence and experience.
3.2.2	Uses evidence to support their opinions.

3.2.3	Uses multiple sources of information before making a decision.
3.2.4	Able to explain the significance and relevance of the evidence.
3.2.5	Able to analyse materials in a logical or systematic manner.
3.2.6	Able to use various criteria, principles or values to make judgments.
3.2.7	Able to solve problems through the use of logic.
3.2.8	Able to synthesise based on what they have studied.
3.2.9	Recognises guiding elements of the information that was provided.
3.2.10	Able to compare and contrast ideas and materials.
3.2.11	Able to identify similarities and differences between new information and what is already known.
3.2.12	Able to reflect critically on past experiences.
3.2.13	Able to construct an argument for or against a particular interpretation.
3.2.14	Recognises assumptions in materials being analysed.

3.3 Skills of listening and observing

3.3.1	Listens carefully to differing opinions.
3.3.2	Pays attention not only to what is being said but also to how it is being said.
3.3.3	Uses body language to show that they are listening.
3.3.4	Pays attention to what other people have to say.

3.3.5	Recognises the meaning of other people's body language.
3.3.6	Pays attention to what other people imply.
3.3.7	Notices how people with other cultural affiliations react in different ways to the same situation.

3.4 Empathy

3.4.1	Able to describe the emotions, feelings and needs of other people.
3.4.2	Demonstrates the ability to understand what other people are thinking in a situation.
3.4.3	Takes the feelings of others into account when making decisions.
3.4.4	Has the ability to put themselves in the shoes of someone who doesn't feel comfortable.
3.4.5	Notices when a friend needs their help.
3.4.6	Able to notice when a friend is in need of emotional support.
3.4.7	Shows compassion when needed.
3.4.8	Shows reaction when they see someone being excluded from a group or abused.
3.4.9	Gets upset when they see someone being mistreated.

3.5 Flexibility and adaptability

3.5.1	Adapts to new people, places and situations.
3.5.2	Shows flexibility when facing obstacles.
3.5.3	Adjusts way of working according to conditions.

3.5.4	Changes their views when presented with a rational argument that this is required.
3.5.5	Able to change their interaction style according to the situation, when necessary.
3.5.6	Able to modify their own learning strategies, when necessary.
3.5.7	Able to change the decisions that they have made according to the consequences of these decisions.
3.5.8	Adjusts plans in response to changing circumstances.

3.6 Linguistic, communicative and plurilingual skills

3.6.1	Able to adjust their communication style according to the person they are talking to.
3.6.2	Asks a question as a way to be involved in conversations.
3.6.3	Uses body language to help reinforce what they want to say.
3.6.4	Repeats what the other person has said using different words to make sure that they are understood correctly.
3.6.5	Able to manage the gaps in communication by restating, rearranging, or simplifying misunderstood statements.
3.6.6	Interacts well with others by using a clear communication style.
3.6.7	Able to recognise different speech styles used in at least one different social group or culture.
3.6.8	Notices when two people are trying to say the same thing in different ways.
3.6.9	Able to ask questions to clarify appropriately if there are inconsistencies between someone's verbal and nonverbal messages.
3.6.10	Makes sure that their own messages are understood in the way that they are meant.

3.7 Co-operation skills

3.7.1	Works to build consensus to achieve group goals.
3.7.2	Able to help someone new become part of a group.
3.7.3	Able to work effectively and respectfully with other people.
3.7.4	Builds positive relationships with other members of a group.
3.7.5	When working as a member of a group, encourages group members to express their views and opinions.
3.7.6	Accepts a variety of roles when working in groups.
3.7.7	When working as a member of a group, acts in accordance with group decisions or activities.
3.7.8	Shares useful information with people.
3.7.9	Encourages other group members to co-operate and help each other in order to achieve group goals.
3.7.10	When working as a member of a group, solicits and utilises the skills, ideas, and opinions of other group members.
3.7.11	Able to help others when needed.
3.7.12	Shares own ideas and resources with others.
3.7.13	Does their part in group work when working as a member of a group.

3.8 Conflict resolution skills

3.8.1	Able to help parties in conflict to agree on ideal and mutually acceptable solutions to their conflicts.
3.8.2	Finds solutions to conflicts that are mutually beneficial.

3.8.3	Able to listen to conflicting parties to identify common interests.
3.8.4	Able to identify options for resolving conflicts.
3.8.5	Able to use negotiation skills to resolve conflicts.

4. KNOWLEDGE AND CRITICAL UNDERSTANDING

4.1 Knowledge and critical understanding of the self

4.1.1	Able to describe their own views and values.
4.1.2	Able to describe how their judgments are affected by their family.
4.1.3	Able to explain how their personal characteristics influence their behaviour in different situations.
4.1.4	Understands that there might be prejudices.
4.1.5	Able to describe the factors that motivate them.
4.1.6	Able to describe the ways in which their thoughts and emotions influence their behaviour.

4.2 Knowledge and critical understanding of language and communication

4.2.1	Able to explain how tone of voice, eye contact and body language can aid communication.
4.2.2	Able to explain potential results of differences in communication styles.
4.2.3	Able to describe common communicative conventions that are employed in at least one other social group or culture.

4.2.4	Able to give examples of situations where people hear the same thing and understand different things.
4.2.5	Able to describe the effects of different linguistic styles in various contexts.

4.3 Knowledge and critical understanding of the world

4.3.1	Able to explain the goals of the rules.
4.3.2	Able to explain why everybody has a responsibility to respect the human rights of others.
4.3.3	Able to explain the universal and indivisible nature of human rights.
4.3.4	Able to explain the risks of generalising individual behaviours to a whole culture.
4.3.5	Able to explain how certain people in a group or community can act differently than other people in the same group or community.
4.3.6	Able to explain how persons belonging to a different group or community can act differently in similar situations.
4.3.7	Able to describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, rules of politeness) in another culture.
4.3.8	Able to explain how discrimination harms people.
4.3.9	Able to explain why people belong to different religions or may not belong to any religion.
4.3.10	Able to describe the main features of the beliefs, customs and experiences of individuals belonging to a particular religion.
4.3.11	Able to reflect on how advertisements affect people's judgment and behaviour.
4.3.12	Able to explain why it is important to avoid disclosing personal information publicly.
4.3.13	Able to reflect critically on the values, behaviour and lifestyles that are required for a sustainable future.
4.3.14	Able to explain the need for protecting the nature and environment.

Annex-2

Code Title	Code No	Code Name	Code Description	Code Sample
A	A1	Arranging the physical environment	This covers changes in the physical environment to support children's participation, interests and learning.	<ul style="list-style-type: none"> ➤ In an activity where children form groups of three or four, the place where children will wait/stand can be determined by using a tape and similar materials. ➤ In activities where small pieces of materials such as jigsaws are used, some space can be made for each child so that children can work in their own area with materials such as trays and cardboard box covers. ➤ In book reading activities, the children can be seated around an area limited by materials such as tapes etc. so that children do not scatter and everyone can see the book.
	A2	Arranging the social environment and interaction	This covers changes made in the social environment to support children's participation, interests and learning. The children's social environment is organised so that they can be together with their peers and teachers/adults.	<ul style="list-style-type: none"> ➤ The children can be encouraged to work together by matching peers together during the activities. ➤ The teacher can receive the support of the children during the selection and distribution of activity materials. ➤ Problems can be prevented from occurring by expressing clearly and precisely the behavioural expectations for the activity. ➤ It can be ensured that children work in groups in different numbers, and group work can be done. Each of the children in the group can be given tasks in line with their own characteristics and what they can do. The children in groups can be separated over time and everyone can be made to work with each other.
	A3	Material applications	This covers the changes and arrangements made on the materials so that children can participate in activities as independently as possible. It is important to make various adjustments by taking into account the areas in which children can perform and need support in order to increase their participation in activities.	<ul style="list-style-type: none"> ➤ The tactile properties of activity sheets may differ. For children who need to be visually supported, the activity can be transformed into one with augmented tactile properties. Or, the teacher can provide the children with samples of the shapes on the activity sheet that is given to the other children cut out on a thick paper/cardboard. ➤ It may be appropriate to increase the font size in written materials for children who need to be visually supported in order to raise literacy awareness. The font size can be selected together with the children, by consulting the family and a physician. ➤ Images can be printed on a plain and contrasting background. ➤ Arrangements can be made to increase comprehension for children who need to be supported in terms of motor skills. For example, if the children are going to hold an object in the air for a long time, consider placing it on a small tabletop, thicken the pencil, or to hang on the wall the picture that the child needs to hold or talk about.

Code Title	Code No	Code Name	Code Description	Code Sample
B	B1	Children's preferences	This covers taking measures to ensure the participation of all children in the activities, taking into account the individual interests, preferences and needs of the children. If the children cannot benefit from the current activity processes, it involves determining their preferences and using them for their participation in the activities.	<ul style="list-style-type: none"> ➤ For children who have difficulty grasping the ball with their fingers, consider using balls with holes on which the fingers can be placed. ➤ he children can be allowed to see the images in the book by preparing large cardboard on which copies of those images can be placed. ➤ Activity materials can be fixed according to the needs of the children by using a tape, Velcro or non-slip supports. ➤ Note papers can be given to the children so that they can draw/paint or mark according to their characteristics and needs.
	B2	Simplifying the activities	It refers to simplifying activities involving a complex skill by dividing them into smaller parts that make it up or by reducing the number of steps according to the needs of the children.	<ul style="list-style-type: none"> ➤ If the children have trouble putting together toys with small pieces, the pieces can be given to the children one by one and the number of pieces given to the children can be increased each time. ➤ The playing behaviours in the activity can be arranged in steps in a way that all children can do, and can be presented to the children by providing proper instructions. ➤ Before providing instructions, detailed descriptions can be made and then instructions can be given. For children who need support, explanations can be made before providing the instructions and then instructions can be given according to the needs of the children. For example, showing where to use a specific object and taking them there, introducing the object to be used and providing an example etc.

Code Title	Code No	Code Name	Code Description	Code Sample
	B3	Diversifying activities	This covers conducting different types of activities to support children in different developmental areas and to help them progress in line with their individual needs, rather than including one type of activity during the day.	<ul style="list-style-type: none"> ➤ Questions can be simplified on the basis of word count, word difficulty, or unfamiliarity. For children who need support in cognitive and behavioural issues, shorter or simplified questions can be considered. For example, if a question that is asked to the children is too long, it can be divided into separate parts, or if there are many unknown words or a difficult word, another word can be used or an open-ended question can be asked instead. ➤ Children who need support in terms of behavioural, cognitive and motor development can be asked to do a more limited amount of work than that which is asked to the whole group in order to ensure their participation in the activity. For example, if the children have 10 puzzles to complete, children in need of support may be given four puzzles to complete.
	B4	Adjustment of learning outcomes and explanations in the curriculum	This refers to adjusting the learning outcomes and explanations of primary education programmes in different areas of development in line with the children's interests and learning needs.	<ul style="list-style-type: none"> ➤ Children's participation can be increased by integrating music-, art- and science-related activities to activities that require physical movement. ➤ Processes such as music, art and games can be included in line with the achievements and indicators in language-, science- and mathematics-related activities.

Code Title	Code No	Code Name	Code Description	Code Sample
C	C1	Adjusting the teaching/ learning method	This refers to arranging the method of the planned activities according to the learning needs of the children and their behaviours in the teaching process.	<ul style="list-style-type: none"> ➤ The methods used in the activities can be arranged and changed according to the flow of the activity, in accordance with the needs, active participation levels and reactions of the children.
			This refers to the differentiation of the method and/ or assessment tool according to the needs of the children while evaluating the activities.	
	C3	Time adjustments	This refers to the differentiation of the time or the duration of the activities according to the learning needs of the children.	<ul style="list-style-type: none"> ➤ Additional time may be given to children to complete a study or activity. ➤ Certain activities can be held at certain times of the day depending on the preferences and needs of the children.
	C4	Teacher support	This covers the assistance provided by teachers to support children's participation and learning.	<ul style="list-style-type: none"> ➤ The teacher can set an example for the children as to what can be done within the scope of the activity. They can also show the children what can be done, simplify or adapt the verbal cues, and use physical assistance and verbal cues together at the same time. ➤ Children can be given assistance physically based on their characteristics and needs. For example, children who have difficulty in holding a pencil and marking on activity worksheets can be supported physically. ➤ The teacher can support the children by participating in children's games/ activities and providing them feedback.

Code Title	Code No	Code Name	Code Description	Code Sample
	C5	Peer support	This includes making use of peers to support children's learning processes and ensuring that their support is transferred to their friends.	<ul style="list-style-type: none"> ➤ The explanation can be supported by using visuals. For children who need support in hearing, behavioural, attention or cognitive issues, the teacher can point to critical elements during a lecture with visuals shown alongside it. ➤ Pointing out, underlining and similar types of attention-grabbing guidance can be made that reveal the related characteristics of the chosen concept. Materials can be provided for the children to mark critical elements in order to facilitate monitoring the activities selected based on their needs. ➤ Examples of how peer support can be offered include pairing a child that you want to support with another child who will act as a helper, the peer setting an example for their classmate to participate in the activity, and ensuring that they are encouraged by their peers with words of praise. ➤ Children can be provided with opportunities for make choices for their friends according to their characteristics. Peers of children who need support in motor, cognitive, visual, auditory or social/communicative issues can be allowed to make choices for them. For example, in optional situations, such as choosing toys or food, children may make the choice for each other. It may be helpful for the peers to be encouraged to maintain eye contact or exhibit similar basic skills at that time.
			This is intended for making use of parents to support children's development and learning processes and for ensuring that their support is provided to children.	
	C6	Family support		

Code Title	Code No	Code Name	Code Description	Code Sample
D	D1	Allowing varying levels of response and product creation	This refers to providing an opportunity for children to show what they have learned from the learning processes in different ways and to create different products.	<ul style="list-style-type: none"> ➤ Children can be allowed to react in different ways (marking blank areas, pointing by hand, colour coding, raising picture cards, etc.). ➤ They can be given an opportunity to paint with different kinds of paints, to create three-dimensional products with play dough, or to create their own products in different ways using different materials. ➤ Children who need support in language, communication, behavioural, motor or cognitive issues can be allowed to respond to the questions through verbal and non-verbal methods. For example, a child can be given the chance to answer by drawing, pointing, singing, or in any other way that they prefer. ➤ When the teacher asks a question about an item on a page in the book during the reading process, one of the children can point at and show that item, another can say the name of that item, while another can match the item with the card in their hand or show the real item by holding it up. ➤ Children can be asked to respond individually or in chorus. ➤ Some children can have time to adjust their reactions by using pause/postponement in activities. ➤ After one of the children expresses a reaction, that child can be given the chance to be a model for the others who will react to it.
			It is aimed at supporting children to express what they have learned, their feelings and thoughts in different ways in line with their developmental characteristics and individual needs.	
	D2	Allowing for expression at complex levels	This is aimed at arranging activities that can reflect different strengths, preferences and skills, and supporting children to express their reactions in a wide variety of ways.	<ul style="list-style-type: none"> ➤ During the reading process, after the teacher asks the children what they saw on the page, some children can be allowed to express their reaction with a single word like "monkey", some with a few words like "monkey eating banana", and some combining their own experiences with the situation with "I like to eat bananas too". The teacher should be aware that children can show their reactions at various and different levels within the framework of their individual characteristics.

Activity Sheets

The activity sheets provided in this section relate to the activities presented in this guide.

As explained in the activities, the children should first be encouraged to use their thinking processes, talk, discuss, ask questions and then use these activity sheets.

Activity sheets are designed to make thinking processes visible.

In cases where photocopying is not possible, students can be asked to work on the paper by giving them a blank paper.

It is important for teachers in terms of documenting the learning process to walk around while the students are working on the activities and jot down their thoughts or ask students to write these thoughts themselves.

Students' products can be stored in portfolios as described at the beginning of this guide. The two annexes at the end are designed to be used in the students' portfolios.

In addition, teachers can develop different studies to implement together with the activities and associate the activities in this project with the existing curricula.

Annex-3

The Shoe Museum - Activity 3

Student's Name and Surname: _____ Date: _____

Think about what you have learned and experienced through group work, complete the Frayer Model below.

Description:	Features:
Examples:	Not good examples:

GROUP WORK

Annex-4

The Shoe Museum - Activity 4

Student's Name and Surname: _____ Date: _____

In the Netherlands, cattle graze on large pastures. In our country, there are large areas where animals are grazed.

How can we protect our environment and natural resources? Draw a picture of it.

Annex-5

The Shoe Museum - Activity 5

Student's Name and Surname: _____ Date: _____

Country or culture that is studied:

Sources used for research:

Top 3 things learned from this research:

1. _____
2. _____
3. _____

2 similarities between what is learned and our own life:

1. _____
2. _____

2 differences between what is learned and our own life:

1. _____
2. _____

1 question that children are still curious about:

Don't forget to paste the images you find during your research.

Annex-6

The Shoe Museum - Activity 8

Student's Name and Surname: _____ Date: _____

Write your roles in different communities below.

At school _____

Where I live _____

At home _____

Complete the T-table below, considering their role in the community.

My rights	My responsibilities

Annex-7

Student's Name and Surname: _____ Date: _____

KDL Table

Think about the concepts of democracy, justice, and respect.

Review what you know about them and fill in the "What I Know" section in the table below.

What are you curious about related to these concepts? Write what you want to know in the second column.

What I know	What I want to know	What I learned

Annex-8

The Stairs - Activity 3

Student's Name and Surname: _____ Date: _____

Expert Presentations

In this activity, I became an expert in the _____ group and I shared what I know with my friends.

Write down what you learned about the concepts in this work in one sentence.

DEMOCRACY:

FREEDOM:

CITIZENSHIP:

RIGHTS:

RESPONSIBILITIES:

Annex-9

The Stairs - Activity 5

Student's Name and Surname: _____ Date: _____

Think about what you've learned and experienced about democracy, complete the Frayer Model below.

Description:	Features:
DEMOCRACY	
Examples:	Not good examples:

Annex-10

The Stairs - Activity 6

Student's Name and Surname: _____ Date: _____

Imagine that you are writing a school newspaper article about rules and the importance of following rules in everyday life. Write an important, emphatic headline for your newspaper story. Then write the summary of the news below and share it with your friends.

Annex-11

The Stairs - Activity 8

Student's Name and Surname: _____ Date: _____

Think about the places you live with other people (such as your house, apartment, neighbourhood, city, country). How do the elements of living together given below show up in your environment? Give examples.

Respect

Taking responsibility

Co-operation

Sharing

Participating in decision-making

Following the rules

Communication

Annex-12

My Portfolio

This portfolio includes the storybooks we read at school and the activities we performed afterwards within the scope of the Project on Strengthening Democratic Culture in Basic Education carried out in co-operation with the Turkish Ministry of National Education, the Council of Europe and the European Union.

About Me

My name and surname: _____

My School: _____ My Class: _____

As I begin my portfolio, I think: _____

When I think of democracy: _____

My fundamental rights: _____

Start Date of the Portfolio: _____

As my portfolio ends, I think: _____

When I think of democracy: _____

My fundamental rights: _____

Annex-13

Portfolio Self-Assessment and Peer Review Form Samples

These forms can be copied, cut and attached to the student's work, or different forms can be developed as needed.

The answers provided by the students to open-ended questions are noted down by the teacher. Instructions for forms with symbols are explained by the teacher and the students are asked to mark it.

What did you feel while carrying out this activity?

What would you change if you carried out this activity again?

What does this activity tell us?

How did you feel while carrying out this activity?



What skills did you use while carrying out this activity?

What are the two important things you learned with this activity?

What does your friend's work tell you?

What do you feel about your friend's work?

