



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

**TEACHER'S GUIDE  
FOR PRE-SCHOOL STORYBOOKS**

**Stories**

1. Wonderful Forest
2. The Forest Dance
3. Bunny Town
4. The Museum's Flower Garden
5. Whose Ball Is It?

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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 co-operation 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.

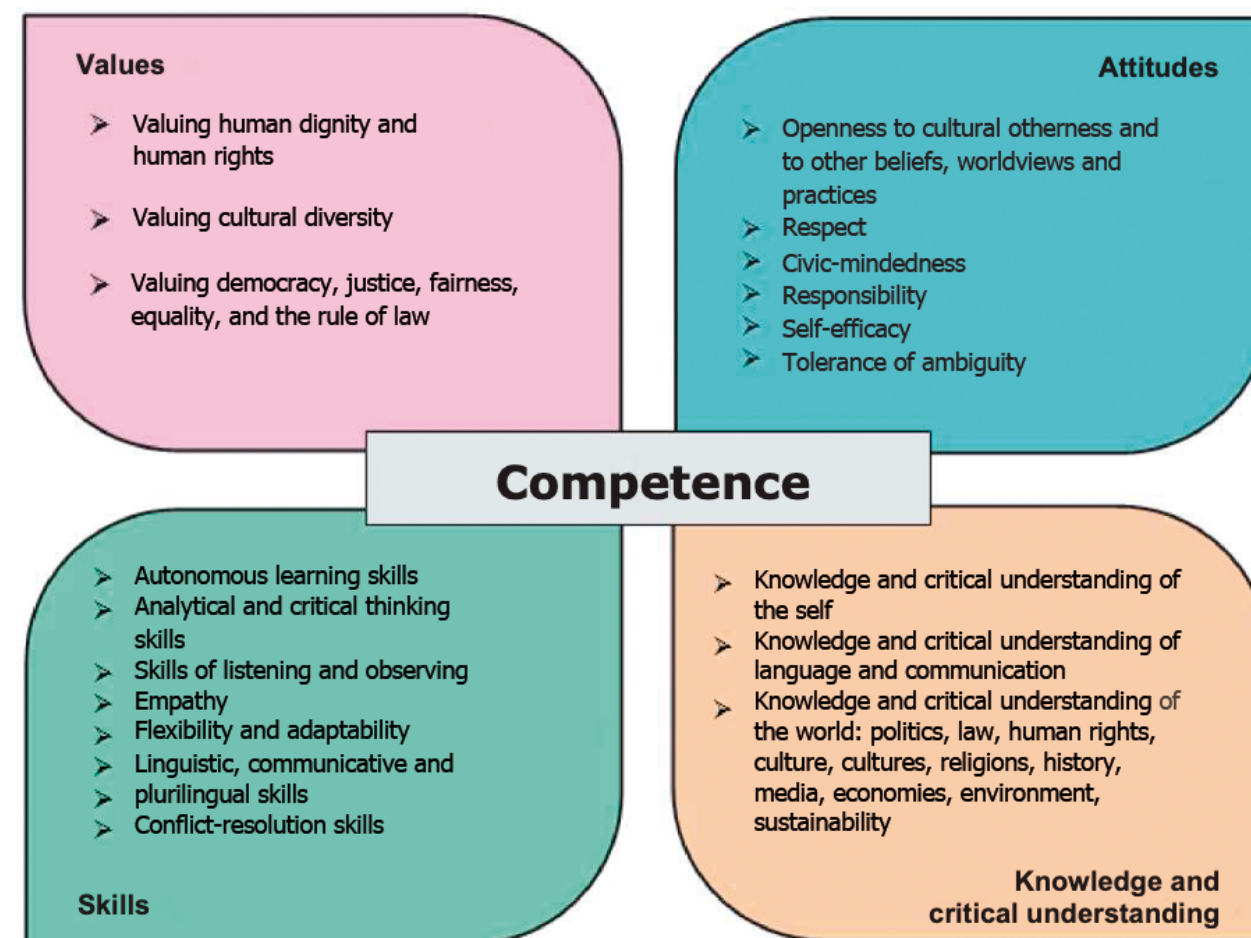
This project aims to:

- 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 schoolteachers 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 children need to gain, starting from an early age, in order 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 all 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 children and their special circumstances. Competences that fit the age group and the context have thus been discussed in the activities provided in this guide and in the five storybooks prepared for the pre-school age group. The prepared activities have been planned in a way that provides an infrastructure for acquiring these competences now or 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 5 picture storybooks were prepared for pre-school grade students based on competences of democratic culture.

1. *Wonderful Forest*
2. *The Forest Dance*
3. *Bunny Town*
4. *The Museum's Flower Garden*
5. *Whose Ball Is It?*

In each storybook, the aim was to indirectly refer to certain value and attitude descriptors according to the age group. The list of values and attitudes referred to in the books is 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 was taken into consideration while designing the activities, and interesting 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 classes, 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 given for each story in this guide before reading the story to the children. The first activity of each story is designed to assess the children's prior knowledge and skills. These activities will help determine children's prior knowledge about the subject and let you direct the activities accordingly.

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. They can be combined with the daily activities that you have prepared in line with your monthly schedule. Reviewing all the activities before starting to perform them will be helpful in this planning.
- You can start the studies from any story you like according to your monthly 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 working sheets during the activities and take notes of the brainstorming sessions and discussions made with the children in order to make the children's thinking processes visible and to contribute 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 use blank paper.
- Activities were designed as individual, small or large group activities. While grouping or matching children, 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 activities can be performed inside the classroom, as well as outside the classroom in environments suitable for the school's conditions.
- The story can be reread as a reminder where necessary.

## Adjustments

Many factors such as children's developmental characteristics, learning styles, physical conditions and readiness will need to be taken into consideration. All of the activities are designed in a way that can be done with the participation of all children in the classroom. However, in order to ensure the active participation of all children in the activities, the teacher will need to make some arrangements and adjustments, taking into account the characteristics of the children in the class. In a democratic classroom environment, the teacher will 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 arrangements and adjustments have been developed with the approach that 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 child.

As stated above, it is possible to ensure the participation of all children to all the activities in this book through the arrangements and adjustments to be made. Instead of leaving a child out for any reason, the teacher should involve that child 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 the activities
- Diversifying activities
- Adjusting the indicators of the learning outcomes in the education program

## Arranging the Learning/Teaching Process

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

## Book Reading Process

The five picture storybooks prepared for the pre-school age group 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.

Reading the book by yourself before reading it to the children will help you plan better. 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, goal of the book and of 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.

Determine 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 should be made into a routine in order to proceed to the reading time. This will help children settle in and prepare. Show the cover to the children before reading the story. Ask questions to arouse interest for the story (sample questions are provided for each book in this guide).

Ask the children to guess the name of the book, then share the name of the book with them.

Bringing an object related to what is told in the story, using a puppet or wearing a costume or accessory related to the story will help drawing children's attention.

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.

If children become distracted and agitated while listening, you can stop reading and ask questions to make them refocus. At the same time, you can allow children to ask questions and make comments while reading.

## Assessment and Evaluation

Assessment and evaluation form an important part of the Project on Strengthening Competences for 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 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 every storybook was designed to assess prior knowledge and skills.

Assessment should include not only the teacher's assessment of the child, but also the child's self-assessment and peer assessment.

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

A **portfolio** is an integral instrument and strategy that will be used in this process. Teachers are asked to use a portfolio for each child within the scope of the project. A portfolio can be a file, an empty box, envelope, etc. in line with the school's capabilities or it can be added to an already used portfolio.

A portfolio is a systematic, cumulative and ongoing collection of materials that is produced by the learner as evidence of his or her learning, progress, performance, efforts and proficiency.

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 child should explain and reflect on the contents of the portfolio.

The guidelines will 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 will 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 children.
- 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.
- The children can carry out self-assessment or peer assessment for the products selected for inclusion in the portfolio. Sample assessment forms are provided in Annex-14.
- All assessment forms used by the project can be stored in the child's portfolio.
- The children can share their portfolios through a presentation to their parents.
- A sample introduction page is given in Annex-13 and can be placed at the start of the portfolio. It can be reproduced for each child, or children can be asked to prepare their own portfolio cover pages. The introduction includes general information related to the child 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, the portfolio cover will present a small clue regarding the child's development.

# STORY 1

## WONDERFUL FOREST



## Story 1: Wonderful Forest



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story *Wonderful Forest*.

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

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.
2.2.1	Allows others to express their opinions.
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.

## Concepts and Keywords

- Friendship
- Point of view
- Acting together
- Diversity
- Balance
- Equality
- Rights
- Animals
- Collaboration
- Leadership
- Dark-light
- Joint decisions
- Common living area
- Responsibilities
- Clean-dirty
- Community
- Habitat
- Time management

## Notes on Books and Activities

Before reading the story, first show the children the cover and have a chat with them using any of the following questions you find appropriate to arouse their curiosity.

- What do you see in this picture?
- What do you think this book is about? Why do you think that way?
- What do you think the subject of this book could be? Why?
- What do you think the name of this book could be? Why?
- Where do you think these animals live?
- What does this forest look like?

**This book is mainly focused on the democratic attitudes and values such as “civic-mindedness” and “valuing everyone’s opinion”.**

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 objective of the story that takes place in the book is to help children understand topics such as civic-mindedness, valuing everyone’s opinion, democratic attitudes and values. 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:

- How would you feel if your room changed one day when you came home from school?
- Which animal in this forest would you like to be? Why?
- Which animal in this forest do you feel sorry for the most? Why?
- How do you think we should set the rules in our house?



## Wonderful Forest - Activity 1: What Do I Know About Rules?

### Activity Type: Turkish

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.
3.6.6	Interacts well with others by using a clear communication style.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.
Social and Emotional Development	Fulfils their responsibilities.	Explains possible consequences when responsibilities are not fulfilled.
Social and Emotional Development	Follows the rules in different environments.	Expresses their thoughts in determining the rules in different environments. Says that rules are necessary. Acts in accordance with the rules when their wishes and the rules conflict. Follows the rules of courtesy.

### Learning Process

- The children sit in a circle.
- The teacher tells the children about a short memory (while the example below can be used, the teacher can also give examples from their own life or from the school environment that the children are familiar with).

*"Kids, I was just about to enter the flat when I got home, and what should I see? The door of the flat was left open, it was freezing inside. You know, I always turn it off, but most of the time when I come back, I find it open."*

- The teacher asks the children the following questions and notes their answers:
  - \* What do you think we can do for our flat? Do you have any suggestions?
  - \* What's the rule?
  - \* Who do you live with?
  - \* What rules are there in the place you live?
  - \* How are the rules determined?
  - \* If you could change one rule, which would it be?

### Materials

Large sheets of paper to jot down the children's answers.

### Working Style of the Activity

- Individual   
  Small group   
  Large group

### Notes/Recommendations

- The questions can be changed for the class or group of friends according to the family structure of the children.
- Examples can be given to further explain the intention of the question. For example, a question about a change that will be made on a topic that concerns everyone can be further expanded on: "A person in the place you live wants to change the position of the couch. How would they do that? With whom would they do that?" etc.

## Wonderful Forest - Activity 2: Let's Remember the Story, Think About How It Made Us Feel

### Activity Type: Turkish, Art

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Expresses themselves in creative ways.	Expresses feelings, thoughts and dreams in original ways. Creates products with unique features.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.

### Learning Process

- After reading the story, cards are distributed to the children (for this purpose, the activity page in Annex-3 should also be used).
- The children can be asked: "What part of this story excited you the most? What part did you like the most?" and to take a picture of it.
- "Which part of the story surprised you the most?" and similar additional questions can be asked to help their thinking processes.
- While the children are working on their pictures, the teacher walks between them and notes the answers to the questions in the relevant section of the page.
- At the end of the activity, the teacher asks the children to share their picture and explain it to their classmates.

- After they finish sharing, the teacher talks to the children about the importance of making a joint decision.
- During the activity, the children are reminded to point out any parts that they do not understand while listening to their friends. The narrator is asked to try to express these parts differently.

**Materials:** Activity sheet, crayons, paper.

### Etkinliğin Çalışma Biçimi

- Individual     Small group     Large group

## Wonderful Forest - Activity 3: Enacting Rules of Cleanliness

### Activity Type: Drama, Turkish

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Understands the meaning of what they listen to/watch.	Follows verbal instructions. Explains what they are listening to/watching. Makes comments about what they listen to/watch.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary. Assumes leadership when necessary.

### Learning Process

- Children are divided into groups of three. Everyone is asked to choose a forest animal that they want to portray.
- Each group is given household chore suggestions. Groups are asked to perform these suggestions.
  - \* Dusting
  - \* Sweeping floors
  - \* Dishwashing
  - \* Cleaning the floor
  - \* Cooking

- Other groups try to guess the enacted household chores.
- Then, while the animals present their suggestions, discussions focus on those whom these suggestions might affect. The children are asked, "If this were your forest, which of the following suggestions would you include in your rules?" and a discussion is held about their reasons.

### Materials: -

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

- Pictures of forest animals cut from various newspapers and magazines can be selected to perform. Animal puppets can be given to children if available in the classroom.
- An arrangement can be made in the classroom to perform the tasks given in the performance activity for which a representative forest can be created, and materials can be given to children for their use.

## Wonderful Forest - Activity 4: Are Rules Important?

### Activity Type: Art

Referenced competences and their descriptors:

3.3.1	Listens carefully to differing opinions.
3.3.4	Pays attention to what other people have to say.
3.5.4	Changes their views when presented with a rational argument that this is required.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Social Development	Follows the rules in different environments.	Expresses their thoughts in determining the rules in different environments. Says that rules are necessary.

### Learning Process

- The children are given cardboard and other materials.
- They are asked, "If you were one of the residents of this forest, what kind of a rule would you like?" Then, while the children share their thoughts, they are reminded that the rules to be determined should concern all animals living in the forest. It must be stated that there may be additions to the rules or that there may be additional rules for special cases.
- The children are asked to think first, then paint by using the paints and natural materials. The teacher walks around while the children perform the activity and notes down on a working sheet what they say.
- After the pictures are finished, the children can take turns to share them with their friends in pairs or with the whole class, depending on the size of the class.

- After the children finish presenting their suggestions, the teacher asks, "Why do you think this rule is important? Is this rule made for everyone? Can all animals follow this rule? Is there anything preventing them from following it? In order to make them think about the presented rules. What is emphasised here is that the rules that will be established should cover and be applicable to everyone.

### Materials

Cardboard, crayons, natural materials such as tree bushes, dry leaves etc.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

One day earlier, the children can be asked to bring materials such as tree branches and leaves.

## Wonderful Forest - Activity 5: Preparing a Class Agreement

### Activity Type: Turkish

Referenced competences and their descriptors:

3.7.9	Encourages other group members to co-operate and help each other in order to achieve group goals.
3.7.11	Able to help others when needed.

### MEB Okul Öncesi Eğitim Programı'ndan (2013) atıfta bulunulan kazanım ve göstergeleri:

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Fulfils their responsibilities.	Shows willingness to take responsibility. Fulfils their responsibility. Explains possible consequences when responsibilities are not fulfilled.
Social and Emotional Development	Follows the rules in different environments.	Expresses their thoughts in determining the rules in different environments. Says that rules are necessary. Acts in accordance with the rules when their wishes and the rules conflict. Follows the rules of courtesy.

### Learning Process

- The children are told that a "class agreement" will be drawn up.
- It is explained that the feature of the class agreement is that all children and the teacher agree on it together.
- The teacher asks the children, "What kind of rules would you like to have in our classroom?"
- The teacher takes the suggestions of the children and writes them down on a large piece of cardboard.
- Then, it is explained that it is important for these proposals to be wanted by the majority of the class.

- Each rule is read to the children one by one, and they are asked whether they want to include it in the class agreement or not. The rules agreed upon by the majority are added depending on the class size.
- When determining the majority, children can be asked to raise their hands, or voting can be done using materials of different colours.
- The teacher writes down the agreed articles titled as "Our Class Agreement" on a large piece of cardboard.
- All children are then asked to sign this agreement by drawing a figure or symbol that represents them.
- The class agreement is hung inside the classroom, and a conversation on what happened during the day follows.
- The children are told that this agreement can be changed if needed by deciding together.

### Assessment

- How do you collaborate? Is this important? Why?
- Is there a rule in our class agreement that you don't want? If so, why?

### Materials

Large sheet of cardboard, crayons.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

- At the start of the study, while taking the proposals of the students, no guidance should be given, and students should be encouraged to express their own ideas.
- It can be said that if the implementation date of the activity is not at the beginning of the year or if there is a previously created list of class rules, this will be updated.
- The cardboard can be divided into boxes and the children can be asked to draw their proposals for rules, instead of writing them down. Thus, illiterate children can remember the rule through visuals.
- The children may also be asked to put a photo of themselves instead of signing it.

## Wonderful Forest - Activity 6: Discussing the Rules with School Administration

### Activity Type: Turkish, Travel & Observation

Referenced competences and their descriptors:

1.3.5	Expresses the view that there must be effective remedies against activities that violate the rights of citizens.
3.1.3	Able to gather information effectively using a variety of techniques and sources.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Social and Emotional Development	Follows the rules in different environments.	Expresses their thoughts in determining the rules in different environments. Says that rules are necessary. Acts in accordance with the rules when their wishes and the rules conflict. Follows the rules of courtesy.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary.

### Learning Process

- The teacher sits in a circle with the children.
- The teacher reminds the children about who works in the school administration and their duties.

- The teacher holds a ball. They share with the children that the name of this ball is "question ball".
- The teacher reminds the children about the sections related to common living spaces, determining the rules that are mentioned in the Wonderful Forest story, and asks what rules exist in the school.
- The children are told that they will interview the school administration, and they should prepare questions.
- The teacher randomly throws the question ball to the students, the child who holds the ball proposes a question to be asked to the school administration about the school rules. The teacher notes down the questions proposed by the children. The teacher can ask, "What are you curious about?" in order to encourage children to ask questions.
- Then a visit is held to the school administration at the specified hour.
- The teacher uses the notes that they have taken to encourage the students to ask their questions.
- After returning to the classroom, the answers are reviewed, and a conversation is made about the importance of making decisions together and announcing the decisions to everyone in environments where people live together.

### Assessment

- The children are asked why rules are important and rules are discussed.
- They are asked, "What would school be like if there were no rules?"

### Materials

Paper, pencil for jotting down children's questions.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The school administration can be invited to the classroom.

## Wonderful Forest - Activity 7: Our Responsibilities Towards Our Environment

### Activity Type: Art

Referenced competences and their descriptors:

3.5.3	Adjusts way of working according to conditions.
3.3.1	Listens carefully to differing opinions.
3.3.6	Pays attention to what other people imply.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Social and Emotional Development	Fulfils their responsibilities.	Shows willingness to take responsibility. Fulfils their responsibility. Explains possible consequences when responsibilities are not fulfilled.
Social and Emotional Development	Follows the rules in different environments.	Expresses their thoughts in determining the rules in different environments. Says that rules are necessary. Acts in accordance with the rules when their wishes and the rules conflict. Follows the rules of courtesy.

### Learning Process

- The importance of keeping our environment neat is discussed.
- Then students are asked about the common rules of the places they live in together (school, neighbourhood, the apartment building etc.).
- They are asked about their responsibilities regarding these rules. The children's ideas are taken with questions such as: "What do you do to keep your environment clean? What is important for you? What do you pay attention to?". In the meanwhile, they are reminded about listening to each other and letting others speak.
- The children are then told to choose a shared living space that they like (house, apartment building, school, classroom etc.). Each child prepares a reminder card about this shared living space. The topic of the reminder card can be one of the topics discussed during the discussion, such as keeping that area clean, using resources, recycling etc. The reminder card will consist of pictures drawn by the children.
- While the students are drawing, the teacher writes down their messages on the cards.
- The children first tell each other about the reminder cards that they have prepared and then hang them on the places they choose.

### Assessment

- The children are asked about the reason why they chose the place on the reminder card.
- They are asked, "How can we improve shared living spaces?"

### Materials:

A5 size cardboards, paints.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

The children can be given construction papers, leftover supplies etc., other than paint.

## Wonderful Forest - Activity 8: Our Responsibilities Towards Nature and Recycling

### Activity Type: Game

Referenced competences and their descriptors:

3.7.4	Builds positive relationships with other people in a group.
4.3.14	Able to explain the need for protecting the nature and environment.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Groups objects or entities according to their properties.	Groups objects/entities according to the material they are made of and their intended use.
Cognitive Development	Compares the properties of objects or entities.	Distinguishes and compares the colour, shape, size, length, texture, sound, smell, material, taste, amount and intended use of objects/things.
Cognitive Development	Recognises the symbols used in everyday life.	Indicates the symbol corresponding to the description given. gives the meaning of the symbol shown.
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.

### Learning Process

- Before children go to the playground, waste materials such as plastic bottles and paper are thrown around.
- The children are told that this is the forest where the monkey and its friends live and that they will play a game of cleaning the forest.
- The children are divided into three groups: plastic, metal, and paper.
- The rules of the game are explained. They are told that the wastes that are collected will be grouped under plastic, paper, and metal, and they will be thrown into the recycle bin accordingly. "Let's jump, let's bounce, let's collect the waste on the ground" is said with a rhythm. The children are asked to jump and collect the waste on the ground.
- The teacher reveals a duration according to the size of the waste materials, and the children are told that when the duration ends, he/she will examine each basket and see which group collected most waste.
- The game is continued in accordance with the children's interests.
- The activity sheet on Annex-4 is distributed to the children and they are asked to fill it in.
- At the end of the study, it is talked about what other kinds of waste should be thrown into the plastic, metal, and paper waste boxes.

### Assessment

- When the game ends, it is talked about why recycling is important, and what can be done for recycling.
- The teacher asks the children, "How would you recycle and reuse the waste materials that we collect?"

### Materials

Waste materials, three baskets, activity sheet.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

The waste in the waste bins can be used for this activity.



## Wonderful Forest - Activity 9: Our Responsibilities for Protecting the Environment

### Activity Type: Drama

Referenced competences and their descriptors:

3.8.2	Finds solutions to conflicts that are mutually beneficial.
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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.
Social and Emotional Development	Explains the feelings of others about an event or situation.	Speaks about the feelings of others. Tells the causes of others' feelings. Tells the effects of others' feelings.
Social and Emotional Development	Fulfils their responsibilities.	Shows willingness to take responsibility. Fulfils their responsibility. Explains possible consequences when responsibilities are not fulfilled.

### Learning Process

- Discuss with the children about the importance of listening while another is expressing his/her opinion. Then it is explained that the classroom is a forest and that some people behave inappropriately while walking in the forest.
- All children become forest animals. They improvise life in the forest.
- The teacher comes to the forest and portrays the following behaviour (or they can ask a different child to portray each behaviour).
  - \* Someone who comes to the forest burns a fire.
  - \* A child walking in the forest collects the garbage on the floor inside the bag that they carry.
  - \* Someone who comes to the forest throws an opened food pack on the ground.
  - \* Someone walking around the forest covers the top of the rabbit holes.
- Other children (forest animals) watch this behaviour and talk about it with the following questions guided by the teacher after the portrayal of each behaviour:
  - \* What are these people doing? Why have they come to the forest?
  - \* Which one upset you the most among these behaviours of the people? Why?
  - \* What can be the reason for that person to throw a food pack on the ground? What could they have done instead of throwing the pack away?
  - \* What do you think the child collecting garbage in the forest collected the most?
  - \* What can be the consequences of these behaviours in the future?
  - \* How should this behaviour be changed if it is not appropriate?
  - \* Does anyone think differently? Can you explain why you think so?
- The aim of this activity is for the children to empathise with the animals and to understand how they might feel when their natural habitats are damaged by people coming from outside.

### Materials

Classroom materials will be used.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

- Scenarios can be increased according to the interests of the children.
- Children should be encouraged to listen to each other.

## Wonderful Forest - Activity 10: The Election Process and the People in Charge of the Election

### Activity Type: Mathematics, Art

Referenced competences and their descriptors:

1.3.1	Argues 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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Counts objects.	Counts one by one forward/backward rhythmically. Shows the specified number of objects. Tells how many objects they counted.
Cognitive Development	Establishes a cause-effect relationship.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.
Social and Emotional Development	Follows the rules in different environments.	Follows the rules in different environments.

### Learning Process

- The children are told that there will be an election today. Here, it's a small site with apartment buildings, and people living in those buildings have voted on what colour it would be painted.
- The children are divided into small groups of four. Each group is given a cardboard box. Each box is an apartment building.
- During this activity, the teacher first shares the rules of the election with the whole class.

- Each group is given counting beans in different colours (two or three colours). They are told that the residents of the apartment building have voted, the voting is over, and now group members, as the board of election, will count the votes.
- Groups count the coloured beans among themselves. The colour with the most beans will win the election. After the election, the groups share the results with the whole class in turn. Election results are declared to everyone.
- After the counting and the declaration is over, the group members paint the apartment building with the chosen colour in whatever type of paint they like.
- During the election, it is emphasised that everyone has a responsibility to count correctly. After the first count, the groups are told to do a second count for confirmation.
- The aim is for the children to understand the importance of carrying out the election process correctly.

### Assessment

- The teacher asks the children, "Why are the apartment buildings painted in one colour?"
- It is discussed about the election rules and their impartiality.

### Materials

Counting beans, cardboard boxes, crayons.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

If the number of beans is too large for the children, they can put them side by side to find the greatest number of beans.

## STORY 2 THE FOREST DANCE



## Story 2: The Forest Dance



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

This story is intended to refer to the following democratic cultural competences:

2.3.3	Participates in decision-making processes regarding the affairs, concerns and common good of the community.
2.4.1	Delivers the required work on time.
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.
2.6.3	Also works well in unpredictable circumstances.
2.6.6	Handles uncertainty in a positive and constructive manner.
3.7.9	Encourages other group members to co-operate and help each other in order to achieve group goals.

## Concepts and Keywords

- Working together
- Diversity of living beings
- Display
- Confidence
- Animals
- Needs
- Collaboration
- Work division
- Leadership
- Joint decisions
- Self-confidence
- Planning
- Responsibility
- Habitats
- Time management

## Notes on Books and Activities

Before reading the story, first show the children the cover and have a chat with them using any of the following questions that you find appropriate to arouse their curiosity.

What do you see on the cover of the book?

- What do you think this book is about? Why do you think that way?
- What are things that you do best?
- In which areas do you need support? Why?

**This book is mainly focused on the democratic attitudes and values such as “civic-mindedness” and “valuing everyone’s opinion”.**

After completing the activities given in this section of the book, 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 goal of the story in the book is to make children understand the attitudes and values such as responsibility, self-efficacy, and tolerance of ambiguity. 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 talk about the story and ask them the following questions:

- What happened in this story?
- What is it about Red Kangaroo that is different from others?
- What are you good at?

## The Forest Dance - Activity 1: What Can I Do?

### Activity Type: Turkish

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:

3.6.3	Uses body language to help reinforce what they want to say.
3.6.10	Makes sure that their own messages are understood in the way that they are meant.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Introduces their own characteristics.	Gives name, surname, age, physical characteristics and personality traits.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.
Social and Emotional Development	Has self-confidence.	Talks about what they like and dislike about themselves. Expresses themselves in front of a group.

### Learning Process

- The aim of this activity is to allow the students to evaluate themselves, to determine whether they can do something or do it with a little more support.
- The children are taken to an empty area in the classroom or to the school garden.
- They are told that they will make a human chart.
- A human chart is children creating a chart through movement. This activity will create a column chart with two options. The children move to the side they feel is suitable for them as per the instructions.
- The children are reminded to ask to repeat any instructions that they do not understand.

➤ The following activities are told one by one to the children. A star image is placed on the left and a sun image on the right. The star image means "I need help doing this", while the sun image means "I can do this well by myself". The children line up behind the image on whichever side of the chart they feel like.

- \* Riding a bicycle
- \* Sleeping alone
- \* Folding a paper to make a ship
- \* Baking a cake

➤ During the activity, the children should be reminded to evaluate only themselves and not to compare themselves with others.

### Assessment

- What can you do in circumstances where you need support?
- What are some things you couldn't do before but can now do very well? (For example, riding a bike.) Tell me about your experience during this process.

### Materials

Sun and star image.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

Examples can be expanded depending on the interest of the children.

## The Forest Dance-Activity 2: Building a Dance Stage with Our Group Mates

### Activity Type: Travel & Observation, Art, Turkish

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Observes objects or things.	Gives the name, colour, shape, size, length, texture, sound, smell, material, taste, amount and intended use of objects/ things.
Language Development	Expresses what they listened to/ watched in various ways.	Asks questions about what they listened to/watched. Answers questions about what they listened to/watched. Tells others what they listened to/watched. Shows what they listened to/ watched in various ways such as through painting, music, drama, poetry and story.
Social and Emotional Development	Expresses themselves in creative ways.	Expresses feelings, thoughts and dreams in original ways. Uses objects in an unusual way. Creates products with unique features.

### Learning Process

- The teacher goes on a nature walk with the children. They are asked to collect natural materials around such as leaves, dry branches, and stones.
- After returning to the classroom, it is talked about how Red Kangaroo collaborated with their friends to build a stage on the swamp.
- The children are divided into groups of four. And each group is given a brown cardboard. It is explained that this cardboard is a muddy area, and a stage needs to be built on it so that the animals can dance, and the groups are asked to choose what they want among the previously collected natural materials.
- Groups work together to build their stage.
- Then each group shares their project with the whole class.
- While the groups are sharing their projects, the teacher asks the following questions:
  - \* How did you decide to build this stage?
  - \* How did it make you feel to work together?
  - \* What were your tasks?
  - \* Was there anything you had difficulty with?
  - \* How did you overcome these difficulties?

### Materials

Natural materials such as leaves, dry branches, stones etc. and brown cardboard, crayons, string, glue etc. for every group.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

If it is not possible to collect the natural materials through a walk in the nature, then parents can be sent a note to ask for their collection a week before.

## The Forest Dance - Activity 3: In Which Tasks Am I Successful?

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

3.3.1	Listens carefully to differing opinions.
4.1.1	Able to describe their own views and values.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Introduces personal characteristics.	Tells name, surname, age, physical characteristics and affective characteristics.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.
Social and Emotional Development	Respects differences.	Says that they possess different characteristics. Says that people possess different characteristics. Participates in activities together with children of different characteristics.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary.

### Learning Process

➤ The children are asked, "Why was the Red Kangaroo given a different assignment when he was so good at dancing?". Next, talk about how good Red Kangaroo is at solving problems.

Then, the activity sheet in Annex-5 is distributed to the children.

- The children are asked, "What do you think you are successful at?" and they are asked to draw a picture of it.
- Meanwhile, the teacher gives examples from his/her own life to make the question more understandable: "I am very good at ironing". Or "I'm very good at brushing my teeth".
- While the children are drawing, the teacher moves around them and notes down their thoughts on the activity sheet.
- Then the children take their pictures, and they start dancing in the classroom accompanied by a song. When the song ends, everyone extends their foot and matches with the person closest to their toes. They are called "toe-mates".
- Toe-mates tell each other about their pictures.

### Assessment

The children are asked, "Were the situations where you and your friend were good at the same? What was different? What situations would you like to be better at?"

### Materials

Activity sheet.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

The children are directed to ask questions to their mates with whom they talk about their pictures.

## The Forest Dance - Activity 4: Ball of Courage

### Activity Type: Drama

Referenced competences and their descriptors:

3.4.5	Notices when a friend needs their help.
3.4.4	Has the ability to put themselves in the shoes of someone who doesn't feel comfortable.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.
Language Development	Expresses what they listened to/ watched in various ways.	Asks questions about what they listened to/watched. Answers questions about what they listened to/watched.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary.

### Learning Process

- The children sit in a circle. The teacher shows the children the ball and tells them that it is a "ball of courage".
- The following situations are portrayed in the classroom. For the portrayal, the teacher gives tasks to some children in the classroom.
- The ball of courage is thrown in the air for each situation and the children are asked to hold it. The child holding the ball of courage finds a solution to the situation and helps his/her friends.
- The following scenarios are explained to the children. The children begin to portray the situation. The ball is thrown for each scenario and a child is selected.

- \* This is a playground and all of a sudden it starts raining heavily, the sky is growling.
  - \* There are children younger than you around. What would you do?
  - \* There is an old man and woman waiting to pass across, but the cars don't see them. How would you find a solution for them?
  - \* Your friend is crying because his/her favourite toy is broken. What would you do?
- Care should be taken to ensure that a different child holds the ball each time.
  - In each scenario, more than one child should be given the ball of courage and asked to find different solutions.

### Assessment

- How would you know when someone needs help?
- What is cooperation? How is it done?

### Materials

Ball.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

- The teacher can make it easier for the children to understand it by participating in it.
- The given scenarios can be varied.



## The Forest Dance - Activity 5: Preparing a Dance Performance

### Activity Type: Game

Referenced competences and their descriptors:

3.7.4	Builds positive relationships with other people in a group.
3.7.10	When working as a member of a group, solicits and utilises the skills, ideas, and opinions of other group members.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary.
Social and Emotional Development	Solves problems with others.	Solves problems with others by talking to them. Asks adults for help when they cannot solve the problems with their friends. Accommodates others when necessary.
Motor Development	Moves with music and rhythm.	Performs simple dance steps. Dances to the music and rhythm. Performs various movements one after the other, accompanied by music and rhythm.

### Learning Process

- A conversation is held about the animals joining the dance contest and their duties in the story.
- The children are divided into groups of five. Each group will represent the forest and prepare a dance performance. The groups are asked to name their forest. The teacher asks them, "Who else might we need for the dance performance other than dancers?".
- The groups are given some time to talk and prepare together.
- Then, each group performs their dance. The group is asked, "How did you prepare? How did you do the division of labour? Did anyone chair your group? How?" to help them understand the preparation process.

### Assessment

- What is group work?
- What are our responsibilities when working in a group?

### Materials: -

#### Working Style of the Activity

- Individual     Small group     Large group

#### Notes/Recommendations

- The children can compose the music for the dance they have prepared by using the tools in the classroom.
- In crowded classrooms, the number of groups can be adjusted according to the classroom environment.

## The Forest Dance - Activity 6: When Do I Feel These Emotions?

### Activity Type: Turkish

Referenced competences and their descriptors:

3.4.2	Demonstrates the ability to understand what other people are thinking in a situation.
4.1.3	Able to explain how their personal characteristics influence their behaviour in different situations.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Introduces his/her own characteristics.	Tells name, surname, age, physical characteristics and affective characteristics.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.
Social and Emotional Development	Explains the feelings of others about an event or situation.	Speaks about the feelings of others. Tells the causes of others' feelings. Tells the effects of others' feelings.

### Learning Process

- The children are asked how Red Kangaroo might have felt when he didn't get the main dancer role in the *Forest Dance* story.
- Then, they are given the activity sheet in Annex-6 and asked to draw a picture of it.
- The children study facial expressions, draw a picture of when they felt like Red Kangaroo. While the children are drawing, the teacher moves around them and notes down their thoughts on the activity sheet.
- Then they share their pictures with their classmates. Similarities and differences of emotions are discussed.

- The teacher emphasises that people feel the same emotion in different ways.

### Assessment

- What are our emotions?
- When are you happy? When do you feel unhappy? When do you feel excited?

### Materials

Crayons, activity sheet.

### Working Style of the Activity

- Individual     Small group     Large group

## The Forest Dance - Activity 7: When Do You Apologise?

### Activity Type: Turkish

Referenced competences and their descriptors:

2.4.2	Accepts responsibility for their actions.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.
Social and Emotional Development	Solves problems with others.	Solves problems with others by talking to them. Asks adults for help when they cannot solve the problems with their friends. Accommodates others when necessary.

### Learning Process

- The character of Dingo, who distributes the roles in the story, is discussed.
- The teacher mentions that Dingos are reddish-coloured wolf-like dogs, native to the Australian continent.
- Then, the activity sheet in Annex-7 is distributed to the children. The short story in there is told to the children.

*Dingo has unintentionally broken the heart of Koala who lives in the forest. Dingo forgot to invite Koala to the game, so Koala got upset, thinking that Dingo doesn't want to play with him. When Dingo realises this, he immediately goes and apologises to Koala, who is now happy.*

- The teacher asks the children, "In which situations do you apologise?" and tells them to draw a picture of it.
- What the children say is noted on the picture by the teacher.
- When the children complete their pictures, everyone takes their picture and starts dancing to the music. When the song ends, they explain the picture to the friend they are opposite.
- Then a circle is formed. The children are encouraged to share their thoughts by asking, "When should we apologise?" "Why is it important to apologise?"
- The teacher emphasises that everyone can make mistakes from time to time and to apologise for it.

### Assessment

- In what situations would you apologise?
- Is it important to apologise? Why?

### Materials

Activity sheet.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

A globe can be brought into the classroom and shared with everyone.

## The Forest Dance - Activity 8: Kangaroos and Australia

### Activity Type: Game

Referenced competences and their descriptors:

2.1.1	Shows interest in learning about people's views, values, and traditions.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Pays attention to the object/situation/event.	Focuses on the object/situation/event that needs attention. Asks questions about the object/situation/event that caught their attention. Describes in detail the object/situation/event that caught their attention.
Language Development	Develops vocabulary.	Notices new words when they hear them and asks the meaning of the words.
Motor Development	Denge hareketleri yapar.	Transfers their weight from one point to another. Performs balance movements related to jumping, landing, starting and stopping.

### Learning Process

➤ The children are told that red kangaroos are a reddish-coloured species of kangaroo native to the Australian continent with powerful and flexible legs. It is mentioned that the other name of the Australian continent is "the homeland of kangaroos". The teacher says, "Now, let's go to the Australian continent and become kangaroos", and tells the children as if they went to Australia, "Look, English is spoken here. People

from many countries migrated here but before them, the natives called Aborigines lived here" (the teacher's research about Australia before this activity will help guide the activity).

- The teacher asks the children what else they wonder about Australia. They share answers to children's questions within the given time frame.
- The children are then told that they will become red kangaroos.
- First, exercises are done with children such as jumping like kangaroos.
- The children are divided into groups of five, and each group is considered a kangaroo family. Each family is given a basket. Small wooden blocks are placed on the floor.
- The teacher says that one person from each kangaroo family will go to collect food until the music ends. The kangaroos decide on this person together. The teacher plays a song for 15 seconds. The selected kangaroos collect food on the floor and throw them in the basket of their own family by jumping until the music ends.

### Assessment

- What did you learn about Australia?
- What would you like to learn about other countries?
- Have you ever travelled to different countries? What would you like to see?

### Materials

Music player, wooden blocks, basket.

### Working Style of the Activity

- Individual     Small group     Large group

### Notlar/Öneriler

- This game can be played in the school yard. Pinecones can be used instead of wooden blocks or toys.
- More information can be given about Australia based on the readiness of the children.

## The Forest Dance - Activity 9: Preparing a Group Poster

### Activity Type: Art

Referenced competences and their descriptors:

2.4.1	Delivers the required work on time.
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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Reads visual materials.	Reviews visual materials. Explains visual materials. Asks questions about visual materials. Answers questions about visual materials. Creates compositions such as events and stories by using visual materials.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary. Assumes leadership when necessary.

### Learning Process

- The teacher asks the children what Red Kangaroo and their friends do to become successful.
- The children are divided into groups of four. Each group prepares a dance group poster for Red Kangaroo and his friends.
- The poster should describe the characteristics of the Red Kangaroo and his group. These characteristics are decided by the groups among themselves.

- Then each group hangs its own poster on a wall of the classroom. A representative from each group stands by the poster to tell visitors about what the group did.
- Other children walk around the classroom to check the posters as if they were visiting an art gallery.

### Assessment

- Is it important to work together? Why?
- What does it mean to cooperate?

### Materials

Cardboard, crayons.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

Posters can also be hung in the school hallway instead of the classroom.

## The Forest Dance - Activity 10: Getting Ready for an Interview

### Activity Type: Travel, Turkish

Referenced competences and their descriptors:

3.1.3	Able to gather information effectively using a variety of techniques and sources.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits their turn to speak. Expresses their feelings, thoughts and dreams. Tells the reasons for their feelings and thoughts.
Language Development	Expresses what they listened to/watched in various ways.	Asks questions about what they listened to/watched. Answers questions about what they listened to/watched.
Social and Emotional Development	Has self-confidence.	Expresses themselves in front of a group. Expresses their different views when necessary. Assumes leadership when necessary.

### Learning Process

- The children will interview a performance group. It could be a city theatre company, a private theatre company, a music band, or the school bands that could be invited from different places.
- Before the interview, photos, and videos, if any, of the performance are examined together with the children.
- The teacher asks the children what they want to learn and what they are curious about in the chat.
- The teacher notes down the questions proposed by the children.
- The children are given the opportunity to ask questions during the interview.
- The children's questions and the answers they were given are discussed later.

### Assessment

- What sources did you learn from during this activity?
- What other ways could you find this information instead of interviewing?
- How would you express things you are curious about?

### Materials

Photos of the performance or promotional videos.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

- The people with whom the interview will be held can be invited to the classroom.
- In cases where there is no access to the mentioned groups, the activity can be carried out inside the classroom and in collaboration with different classes.
- In cases where there is no access, the children can send the questions prepared and the interview form, with the help of the teacher, by mail or e-mail and ask them to be answered.

## STORY 3 BUNNY TOWN



## Story 3: Bunny Town



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story *Bunny Town*.

This story is intended to refer to the following democratic cultural competences:

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.
2.5.1	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.

2.4.2	Accepts responsibility for their actions.
2.4.3	Does their tasks as much as they can while working as part of a group.

### Concepts and Keywords

- Family
- Friendship
- Cohabitation
- Solution
- Feelings
- Awareness
- Providing benefit
- Being useful
- Confidence
- Animals
- Communication
- Collaboration
- Self-confidence
- Apologising
- Responsibility
- Problem
- Habitat

### Notes on Books and Activities

Show the cover to the children before reading the story. Have a chat with the children using any of the following questions that you find appropriate to arouse their curiosity.

- What do you see on the cover of the book?
- What do you think this book is about? Why do you think that way?
- Have you ever seen a real rabbit? Where did you see it?
- Where do rabbits live?
- What do rabbits eat?

**This book is mainly focused on the democratic attitudes and values such as "civic-mindedness" and "valuing everyone's opinion".**

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 goal of the story in the book is to make children understand the attitudes and values such as responsibility, self-efficacy, and civic-mindedness. In addition, we worked on the skills, knowledge and understanding for the adoption of a democratic culture.

Read the story to your child at home as well, ask him/her to tell the story as well as the following questions:

- Where do rabbits live? What features does the Purple Bunny have?
- What kind of a problem did the Purple Bunny encounter?
- What did the Purple Bunny do to solve this problem?



## Bunny Town- Activity 1: How Do I Solve Problems?

### Activity Type: Art, Turkish

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:

2.6.6	Handles uncertainty in a positive and constructive manner.
3.3.1	Listens carefully to differing opinions.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Makes a prediction about the object/situation/event.	Tells their prediction about the object/situation/event. Explains tips about their prediction.
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose.

### Learning Process

➤ The teacher builds a barrier in the classroom using materials such as chairs and cardboard boxes. They tell the children that this barrier is the mountain between two towns. The mountain is too high and too dangerous to climb. The teacher asks the children, "How can people living in these towns move to another town? Can you find a solution?" to encourage them to think and share the solutions that they find.

- The teacher tells the children about the importance of listening to each other.
- The activity sheet in Annex-8 is distributed to the children.
- It is told that the rabbits in the picture want to go to the carrot field, but the road in-between is dangerous for them. The teacher asks, "What would you do if you were in this situation?" in order to direct them to complete the picture. While the children are drawing, the teacher moves around them and notes down proposals at the bottom of the page.
- After the children complete their pictures, they share their proposals with the other children in the classroom.

### Assessment

- What did you gain by listening to your friends?
- Why is it important to be a good listener?

### Materials

Activity sheet, crayons.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

This activity is a pre-assessment of their problem-solving skills. Encouraging feedbacks should be given for the proposals of the students and they should be encouraged to think harder.

## Bunny Town- Activity 2: Try Something New with the Group

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

2.6.1	Aware that there may be unknown situations in life.
2.6.3	Also works well in unpredictable circumstances.
3.5.8	Adjusts plans in response to changing circumstances.
3.7.9	Encourages other group members to co-operate and help each other in order to achieve group goals.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Tries the solution that they chose. Seeks a new solution when they cannot reach a solution. Suggests creative solutions to a problem.
Language Development	Understands the meaning of what they listen to/watch.	Follows verbal instructions. Explains what they are listening to/watching. Makes comments about what they listen to/watch.

### Learning Process

- The children are divided into four groups. Each group is given a material and the material is divided into two (counting sticks, wooden blocks, counting beans etc.).

- Groups work on the desk or on the floor depending on the type of material.
- Groups are given a certain time to build something complex using half the materials.
- When the groups finish their work, they leave the product they have prepared and change places with another group. In this way, each group will experience the roles of both the builder and the one trying to replicate what is built.
- The new group tries to make the same product that was prepared by the other group using the remaining half of the material within the time given. While preparing this, the teacher reinforces the situation of uncertainty by giving directions such as using "only left hand" or "only right hand". At the end of the duration, the groups share their work with the whole class.
- While the groups are sharing their work, the teacher helps them by asking questions such as "How did you work? What was different for you?".

### Assessment

- How did it feel to work with different materials after the first constructed shape?
- Were you able to build the shapes that you planned for?
- Which material was easier to work with?

### Materials

Building materials; counting sticks, wooden blocks, counting beans etc.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

More groups can be formed depending on the class size.

## Bunny Town- Activity 3: Let's Tell the Story Again, Find a Solution to the Problem

### Activity Type: Turkish

Referenced competences and their descriptors:

2.5.2	Expresses confidence in their own ability to understand problems.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Remembers what he/she perceived.	Tells the object/situation/event again after a while.
Language Development	Understands the meaning of what he/she listens to/watches.	Follows verbal instructions. Explains what they are listening to/watching. Makes comments about what they listen to/watch.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions. Shows negative emotions by exhibiting positive behaviours.

### Learning Process

- The children sit in a circle. The teacher takes a ball of wool and tells the children that they will create a "story web".
- The teacher takes the tip of the ball and tells the first part of the story called *Bunny Town*. The teacher then asks who wants to continue and throws the ball to the child who volunteers.
- The child with the ball tells what happens next in the story and throws the ball to another friend while holding his/her own part of the yarn.
- The teacher encourages children to take the floor. This continues until the story is told from the start to the end. In the meanwhile, since the ball has been thrown, a web is formed. The web is left on the ground.
- The teacher asks the children, "If you were Purple Bunny, what would you do to prevent Bunny Town from being flooded?".

- The child who takes the floor moves in the centre of the web and tells his or her proposal.
- Then a song about the story is created and sung together.

### Materials

A ball of yarn.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

The children can be directed to ask questions to each other about their proposals.

### Assessment

- What did you learn in this activity?
- How do you use what you have learned in your daily life?

## Bunny Town- Activity 4: Game of Reaching the Goal

### Activity Type: Game

Referenced competences and their descriptors:

2.5.3	Has the confidence to handle new situations.
2.5.6	Shows confidence that they can solve most problems if they invest the necessary effort.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Pays attention to the object/situation/event.	Focuses on the object/situation/event that needs attention.
Language Development	Understands the meaning of what they listen to/watch.	Follows verbal instructions.
Motor Development	Performs balance movements.	Performs balance movements related to landing, starting and stopping.

### Learning Process

- The children are separated in pairs. In this game, everyone is told that they will work in pairs.
- Every child becomes a rabbit in the game.
- One of the pairs is blindfolded. The other one's role is to guide their teammate, who cannot see, to find the carrot placed in a suitable place in the classroom. In the meantime, they should avoid hitting the books (the structures in the bunny town) placed on the ground.
- The guiding pair helps their friend by using the word of yes or no and short directions. The pair with their eyes covered asks questions to find the target.
- When the pair with their eyes covered reaches the target carrot, the other pair's eyes are covered, and the activity continues like this.
- When the activity is finished, the children form a circle. The teacher asks them, "What did you feel when your eyes were closed? What did you do to reach your target?" and allow them to self-evaluate themselves.

### Assessment

- How do you feel when you encounter an obstacle?
- How do you overcome this obstacle?

### Materials

Pieces of cloth for covering the children's eyes depending on the class size, books.

### Working Style of the Activity

- Individual    
  Pair    
  Small group    
  Large group

### Notes/Recommendations

- It should be tried, if possible, to pair the children who tend to work autonomously with those who need more help.
- Instead of a book, each group can also be given a toy.

## Bunny Town- Activity 5: I Am Helping Out

### Activity Type: Turkish

Referenced competences and their descriptors:

3.4.5	Notices when a friend needs their help.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions. Shows negative emotions by exhibiting positive behaviours.
Social and Emotional Development	Motivates himself/herself to accomplish a task or duty.	Starts work without adult guidance. Makes effort to finish the work that they started on time.

### Learning Process

- The children are asked what the Purple Bunny’s plan was to save Bunny Town. The teacher then retells the story so the children can remember.
- A notice board is prepared saying “How much did we help today?” together with the children. Pins are placed inside the basket next to the board.
- When the children help someone in need at school during the day, they share this with their teacher, and a pin is attached to the common notice board in the classroom for each time they help someone. The pins are to see how much help is being given in the classroom.
- The teacher should encourage and support children in helping others. However, it should be emphasised that they should do this sincerely rather than turning it into a race. For this reason, the pins should be counted at the end of the day without prioritising who actually placed the pin.
- The children are then given the floor and encouraged to talk about the help they have given. Emphasis should be placed on creating a culture of cooperation within the group rather than the number of pins for individual children.
- Near the end of the day, the notes on the notice board are reviewed. The teacher asks the children, “How did you feel when you helped someone? What else could you have done?” in order to make them think about their experience.

### Assessment

- How do you know when a friend needs help?
- How do you feel when a friend is feeling bad?

### Materials

Pins.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The notice board for “Who did you help today?” can remain in the classroom throughout the year.

## Bunny Town- Activity 6: Finding Solutions to Environmental Problems

### Activity Type: Turkish

Referenced competences and their descriptors:

4.1.1	Able to describe their own views and values.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Suggests creative solutions to a problem.
Social and Emotional Development	Fulfils his/her responsibilities.	Shows willingness to take responsibility. Fulfils their responsibility. Explains possible consequences when responsibilities are not fulfilled.

### Learning Process

- The teacher shows the children pictures of various environmental issues cut from newspapers and magazines.
- These pictures should be age-appropriate environmental issues that the children can understand, think about and find solutions to, such as trash thrown on the ground in a picnic area, people polluting the sea, etc.
- Then the teacher asks the children, "What kind of problem do you see here? What do you think causes this?" How might this affect living beings?" How can we solve

this?" in order to make them think about the environmental issues and express their thoughts.

- While the children share their thoughts, they are directed to listen to each other, take the floor, ask when they don't understand something.

### Assessment

- Why is our environment important to us?
- What do you do when you don't understand what someone is saying?

### Materials

Pictures of environmental issues.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

After children share their thoughts, they can prepare a poster about what they can do at school and hang it in various parts of the school.

## Bunny Town- Activity 7: Trying Different Types of Communication

### Activity Type: Turkish, Drama

Referenced competences and their descriptors:

4.2.1	Able to explain how tone of voice, eye contact and body language can aid communication.
4.2.5	Able to describe the effects of different linguistic styles in various contexts.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Suggests creative solutions to a problem.
Social and Emotional Development	Expresses himself/herself in creative ways.	Expresses feelings, thoughts and dreams in original ways.

### Learning Process

- The children are reminded about the story of the *Bunny Town*, which can be read again if necessary.
- The teacher recalls the time when Purple Bunny realised in the story that the town was flooded.
- The teacher tells the children, "Now, we must tell the other rabbits that the town is about to be flooded" and that this time they will try to inform them using other methods than just speaking. The teacher gives the following instructions to the children and allows them enough time for it:
  - \* Say it only with gestures without speaking.
  - \* Say it using only your hands.
  - \* Say it while jumping like a rabbit.

- Afterwards, the children are asked, "Was it easy to tell this news in different ways? Which one was the hardest? How else would you like to say it? How did you feel?" in order to allow them to apply transformative thinking.

### Assessment

- What do you think about communicating without speaking?
- Which of the different ways of communication do you feel most comfortable with? Why do you think that?

### Materials: -

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

According to the interests of the children, an instruction can be added like "say it by drawing a picture of it" by giving children crayons and paper.

## Bunny Town- Activity 8: Showing Empathy

### Activity Type: Turkish

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Social and Emotional Development	Explains the feelings of others about an event or situation.	Speaks about the feelings of others. Tells the causes of others' feelings. Tells the effects of others' feelings.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions. Shows negative emotions by exhibiting positive behaviours.

### Learning Process

- The teacher asks the children why Purple Bunny collected food for their friends. They are reminded that Purple Bunny did this to show them that she has grown up. If necessary, the story is read again.
- It is talked about how Purple Bunny might have felt when they saved Bunny Town from being flooded.
- The children are then shown pictures with some expressions of emotions, and they are asked why the person on the picture might have felt that way.

- Then the teacher asks them, "When do you feel that way?" and takes their answers. The children are asked to guess emotions from facial expressions.
- Questions such as "Have you ever felt that way? In what situation?" are asked to make them imagine how the emotions and situations look from different perspectives.
- The children are then shown pictures of animals and asked to guess whether they also have feelings and how and why they might have felt that way.

### Assessment

The teacher talks with the children about feelings and how people feel and when.

### Materials

Pictures of people with emotional expressions, and animal pictures.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

The children can be asked to bring a picture of a person expressing any emotion cut from newspapers and magazines, and they can make a collage by using this picture and completing it.



## Bunny Town- Activity 9: What Do I Do When I Make a Mistake?

### Activity Type: Turkish (Self-Assessment)

Referenced competences and their descriptors:

2.4.1	Delivers the required work on time.
2.5.2	Expresses confidence in their own ability to understand problems.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Kazanım	Göstergesi
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Language Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Tries the solution that they chose. Seeks a new solution when they cannot reach a solution. Suggests creative solutions to a problem.
Language Development	Expresses what they listened to/ watched in various ways.	Asks questions about what they listened to/watched. Answers questions about what they listened to/watched.

### Learning Process

- The teacher asks the children what the beaver's mistake was without realising it. They are then reminded that Bunny Town was almost going to be flooded because the beaver accidentally changed the course of the stream.
- The teacher asks the children, "What did the beaver do to make up for their mistake?" in order to remind them about the story. If necessary, the story is read again.
- The children are told that now it's their turn to save Bunny Town.
- Afterwards, the activity sheet on Annex-9 is distributed and children are asked, "If you were in the shoes of the beaver in the story and if Purple Bunny wasn't there, what would you do when you realised that the water was flowing into Bunny Town?" and are told to draw a picture of it. While the children are working, the teacher walks around them and notes down their answers.
- When the work is finished, the children are told to find an elbow mate for themselves (An elbow mate is the person whom one's elbow touches and it is used to match pairs).
- The children share their pictures and their proposals with their mates.

### Assessment

- What did you learn during this activity?
- How do you know you made a mistake?
- Why is it important to fix mistakes?

### Materials

Activity sheet.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

Depending on the class size, groups of three can be made instead of pairs.

## Bunny Town- Activity 10: Fire Brigade Trip

### Activity Type: Travel & Observation, Turkish

Referenced competences and their descriptors:

3.2.11	Able to identify similarities and differences between new information and what is already known.
3.2.9	Recognises guiding elements of the information that was provided.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Tries the solution that they chose. Seeks a new solution when they cannot reach a solution. Suggests creative solutions to a problem.
Social and Emotional Development	Fulfils their responsibilities.	Shows willingness to take responsibility. Fulfils their responsibility. Explains possible consequences when responsibilities are not fulfilled.
Self-Care Skills	Makes necessary arrangements in living spaces.	Uses, collects, folds, hangs and places items at home and school cleanly and carefully.

Self-Care Skills

Protects themselves from dangers and accidents.

Tells it when there is a dangerous situation. Tells what to do to protect himself/herself from dangers and accidents. Knows basic rules of safety.

### Learning Process

- A trip is organised to the nearby fire station.
- Before the trip, the children are asked what they know about the fire department and what they are curious about.
- Afterwards, they are provided with general information about the fire department before the trip and it is emphasised that the firefighters save us from incidents like fire and we should make an effort to prevent these from happening. The children are reminded that the flooding of Bunny Town in the story was a result of a mistake, and this would not happen if measures were taken. This connection with the story is also reminded during the trip. Firefighters are asked to explain their duties and responsibilities to the children, to show their equipment, and to allow the children to touch and examine it.
- Together with the children, the firefighters are asked what to do to protect oneself from fire, and the children are encouraged to ask the things they are wondering about.
- Back in the classroom, the children are asked about their responsibilities for preventing accidents and are directed to draw a picture related to it. The children who wish to can also make their pictures using fabrics and other leftover materials.

### Assessment

- Have you been to a fire station before?
- What did you see in the fire station?
- What did you know about firefighters beforehand?
- What's something new you learned today?
- What surprised you the most among what you learned today? Why?

### Materials: -

### Working Style of the Activity

- Individual     Small group     Large group

### Notlar/Öneriler

- If it is not possible to go on a trip, a firefighter can be invited to the class. Or someone with knowledge or experience on the subject can be invited.
- The children's thoughts on children's products should be noted down.

## STORY 4

### THE MUSEUM'S FLOWER GARDEN



## Story 4: The Museum's Flower Garden



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story *The Museum's Flower Garden*.

This story is intended to refer to the following democratic cultural competences:

1.2.2	Promotes the view that we should be tolerant of the different beliefs that are held by others in society.
1.3.1	Argues that elections should be held in a democratic, free and fair manner.
2.2.1	Allows others to express their opinions.
2.3.3	Participates in decision-making processes regarding the affairs, concerns and common good of the community.
2.5.4	Shows that they are confident about making decisions.
2.6.8	Engages well with other people who have different points of view.

## Concepts and Keywords

- Fair election
- Point of view
- Similarities
- Conflict
- Diversity
- Differences
- Equality
- Rights
- Leadership
- Joint decisions
- Colours
- Respect
- Elections
- Options
- Responsibilities
- Choice
- Community

## Notes on Books and Activities

Before reading the story, first show the children the cover of the storybook and have a chat with them using any of the questions you find appropriate to arouse their curiosity.

- What do you see in this picture?
- What do you think this book is about? Why do you think that way?
- What do you think the subject of this book could be? Why?
- What do you think the name of this book could be? Why?
- What do you think this building is? What could be inside?
- Who are these people? What are they doing?

**This book mainly focuses on the democratic attitudes and values such as “civic-mindedness” and “valuing everyone’s opinion”.**

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 topics such as fair elections, differences of opinion, democratic attitudes and values. In addition, we worked on the skills, knowledge and understanding for the adoption of a democratic culture.

Read the story to your child at home as well, ask them to tell the story and ask them the following questions:

- What happened in this museum?
- How did they decide which flower to choose?
- How would you decide?
- Do you think everyone’s opinion was taken in this election?

## The Museum's Flower Garden - Activity 1: What Do We Know?

### Activity Type: Turkish

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:

3.1.5	Seeks clarification of new information from other people when needed.
3.1.6	Aware of what they know and what they do not know.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Tries the solution chosen. Seeks a new solution when he/she cannot reach one. Suggests creative solutions to a problem.
Language Development	Understands the meaning of what he/she listens to/watches.	Can explain what he/she listens to/watches. Can comment on what he/she listens to/watches.
Social and Emotional Development	Shows positive/negative feelings about an event or situation in appropriate ways.	Explains positive/negative feelings using verbal expressions.

### Learning Process

- The teacher tells the children a short story about their decision-making processes at home. For example, "While I was spending the weekend at home, I decided to do something in the kitchen for the household. There were ingredients such as flour, milk, eggs. I could do anything. Cake, pastry or pudding. But I just couldn't decide." The teacher can customise the short story saying that family members or guests will also taste the cooked food.
- The teacher then asks the children, "How would you decide?" and listens to their answers.
- They then learn about what the children think about the importance of taking others' opinion by asking questions such as "Is it important to learn from other people's opinions when making a decision? Why do you think so?".
- Afterwards, the teacher adds the title "What do we know about decision making?" on a big piece of paper and notes down the children's answers.

### Assessment

- What should be considered when making a decision?
- Why is it important to respect someone else's decision?

### Materials

Large sheets of paper to jot down the children's answers.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The teacher may ask the children to share their memories of how they make decisions in their own home.

## The Museum's Flower Garden - Activity 2: Making a Choice

### Activity Type: Turkish, Art

Referenced competences and their descriptors:

2.2.1	Allows others to express their opinions.
2.4.3	Does their tasks as much as they can while working as part of a group.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Counts objects.	Counts one by one forward/backward rhythmically. Shows the specified number of objects. Tells how many objects he/she counted.
Social and Emotional Development	Follows the rules in different environments.	Expresses thoughts in determining the rules in different environments. Says that rules are necessary. Acts in accordance with the rules when his/her wishes and the rules are in conflict.
Motor Development	Performs movements that require the use of small muscles.	Makes pictures using different materials.

### Learning Process

- After the story is read, the children are asked, "How did they decide which flower to choose? Why did they choose that method?".
- The children are told that a poster will be prepared to decorate the classroom door. A flower will be chosen for it, and that flower will be drawn on the classroom poster.

- As described in the story, votes will be taken for the flowers, and the flower to be drawn on the classroom poster will be chosen.
- The following materials are prepared for voting:
  - \* Pictures of the flowers that are nominated (copy the flowers on the page given in Annex-10).
  - \* A chest (or a box).
  - \* A polling-booth curtain made of a large cardboard (the children are told about the secrecy of the ballot).
  - \* Empty envelopes.
- In turn, the children move behind the polling-booth curtain and choose the flower that they like, put it in an envelope and throw it inside the box.
- After all the children have voted, the envelopes are opened and the votes are counted together with the children.
- The flower with the most votes is revealed and announced as the symbol of the poster in the classroom. If any flowers receive equal number of votes, all of them will be included in the poster.
- The children draw and colour that flower together on a large sheet of paper. The poster is hung on the door including the name of the classroom.

### Assessment

- Why do you think voting was held for the selection of flower?
- What was taken into account while voting?
- Why was the flower that only one person wanted not chosen and the whole class took a vote?

### Materials

Voting flowers on the activity sheet (each child should have one of each), envelopes, box, oversized paper for the poster, crayons.

### Working Style of the Activity

- Individual    
  Small group    
  Large group

### Notes/Recommendations

The teacher may ask the children to recount a memory of how decisions were made where they live.

## The Museum's Flower Garden - Activity 3: Expressing Yourself Well

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

3.7.10	When working as a member of a group, solicits and utilises the skills, ideas, and opinions of other group members.
4.1.1	Able to describe their own views and values.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution that they chose. Tries the solution chosen. Seeks a new solution when he/she cannot reach one. Suggests creative solutions to a problem.
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits their turn to speak. Expresses his/her feelings, thoughts and dreams. Tells the reasons behind them.

Social and Emotional Development	Expresses himself/herself in creative ways.	Expresses feelings, thoughts and dreams in original ways. Uses objects in an unusual way. Creates products with unique features.
Motor Development	Performs movements that require the use of small muscles.	Assembles objects to form new shapes. Cuts materials, glues them and folds them in different ways. Makes pictures using different materials.

### Learning Process

- The teacher reminds the children how the students in the story were informed about the characteristics of each flower. Each poster of a flower explains to the visiting children why they should be chosen.
- The children are separated in pairs.
- Every pair will design a meal suitable for healthy life and will tell their classmates why that meal is healthy for the children.
- The children are provided with cardboards, leftover supplies (rope, etc.) or natural materials (leaves, twigs, mud, etc.). They are asked to prepare the "healthiest meal" with the friends they match with.
- After the children complete their preparations, they take turns telling the whole class about their meal.
- The giant-dwarf game is played to determine which group will speak first. Pairs must act together when playing this game. The last pairs speak first.
- The children in the audience are encouraged to ask questions. The goal is to convince other friends that their meal is the healthiest.

### Assessment

- What did you find the most difficult when telling your friends about your meal?
- How do you think a healthy meal should be?
- What did you pay attention to when choosing a healthy meal?

### Materials

Leftover supplies, cardboards, crayons.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The teacher can also choose a different content instead of a healthy meal in line with the topics discussed that week. This activity has been prepared with the aim of raising awareness about the children's recognition of candidates in elections.

## The Museum's Flower Garden - Activity 4: Which Is More?

### Activity Type: Game, Mathematics, Turkish

Referenced competences and their descriptors:

1.3.3	Argues that laws and rules should always be respected and followed.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Counts objects.	Counts one by one forward/backward rhythmically. Shows the specified number of objects. Tells how many objects he/she counted.
Social and Emotional Development	Fulfil his/her responsibilities.	Shows willingness to take responsibility. Fulfils his/her responsibility. Explains possible consequences when responsibilities are not fulfilled.

### Learning Process

- Pictures of four flowers are prepared depending on the class size.
- Each child is called in turn and asked to choose a picture of a flower.
- A large circle is drawn in the middle of the classroom (electrical tapes can be used for this purpose).
- It is explained that the children should move into the circles and follow the teacher's instructions when the music stops. When the music stops, the teacher says:
  - "Now, only hyacinths will remain in the circle", counts the hyacinths left in the circle with the class and turns the music back on. When the music stops again:
  - The teacher says, "Now, only carnations will remain in the circle", counts the carnation left in the circle with the class, and turns the music back on. When the music stops again:
  - The teacher says, "Now, only sweet Williams will remain in the circle", counts the sweet Williams left in the circle with the class, and turns the music back on. When the music stops again:

- The teacher says, "Now, only marigolds will remain in the circle", and counts the marigolds left in the circle with the class. After the counting process is finished, all the children are invited into the circle.
- The teacher asks the children, "Who won this election?" and tells them to name the one with the most votes. "Which got more votes?" and similar questions are asked to encourage the children to share their thoughts.
- Then, it is explained that the flower that wins the election will be seeded the next day, planted in a pot in the classroom, and it will become the classroom flower. It will be watered every day by one of the children.

### Assessment

The importance of accuracy in the elections is emphasised and the importance of following the rules stipulated by the laws is also discussed.

### Materials

Pictures of flowers (as many as the class size for each flower), electrical tape.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

Flowers can be attached to wooden sticks, tied to a rope, and put over the children's heads.

The number of flowers in the instructions can be changed according to the class size.



## The Museum's Flower Garden - Activity 5: Guess What I'm Doing

### Activity Type: Game

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Makes a prediction about the object/situation/event.	Tells his/her prediction about the object/situation/event. Explains tips about the prediction. Examines the real situation. Compares the projected and the actual situation.
Self-Care Skills	Follows the rules of personal hygiene.	Combs his/her hair, brushes teeth; washes hands and face, performs the necessary steps for using the toilet.
Social and Emotional Development	Expresses himself/herself in creative ways.	Expresses feelings, thoughts and dreams in original ways. Uses objects in an unusual way. Creates products with unique features.

### Learning Process

- The teacher asks the children, "What are the hygiene-related activities that we perform from the moment we wake up in the morning until we go to bed at night?"
- The children's answers are put in order. For example, washing face, brushing teeth, washing hands (before and after a meal, after using the toilet, after coming from the outside), clearing the dishes after finishing eating, cleaning shoes, taking a bath etc.
- Afterwards, the children are asked to stand against each other in pairs.
- The teacher says that one of the children will be the shadow of the other. The shadow child is asked to repeat everything the other one does in the exact way and to guess what that person is doing.
- Then the teacher goes near every pair and whispers one of the abovementioned hygiene-related activities to the child who is not the shadow.
- While the children play their roles, the teacher continues moving around them and whispers the next role to the pairs.
- The teacher gives the children time according to their readiness and reminds them to comply with that time limit.
- After a while, their roles are changed. The other child becomes the shadow, and the game continues like this.
- The children are asked about the benefits of the personal hygiene-related behaviours. It is discussed about what would happen if they don't do these hygiene-related activities.

### Assessment

- Why do we do these activities related to hygiene during the day?
- Was it difficult to figure out the activity that your friend was doing?
- Do you think your friend's actions were enough to tell you about the activity?

### Materials: -

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

Apart from hygiene, topics such as rights and responsibilities at school or the games they play in the schoolyard can also be addressed.

## The Museum's Flower Garden - Activity 6: Why Should I Be Chosen?

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

3.8.2	Finds solutions to conflicts that are mutually beneficial.
4.1.1	Able to describe their own views and values.
4.1.4	Understands that there might be prejudices.
4.1.5	Able to describe the factors that motivate them.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for these.
Social and Emotional Development	Has self-confidence.	Talks about what he/she likes and dislikes about himself/herself. Expresses himself/herself in front of a group. Expresses different views when necessary. Assumes leadership when necessary.

Social and Emotional Development	Solves problems with others.	Solves problems with others by talking to them. Asks help from adults when he/she can't solve problems with friends. Accommodates others when necessary.
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### Learning Process

- The teacher reminds the children that gardeners have prepared posters promoting the flowers to determine which one from the story to choose. In this way, flowers could be recognised by the children who will choose them.
- Four children are chosen among the class. These are hyacinths, carnations, sweet Williams and marigolds. The other children will be the voters.
- The children sit in a circle. Three cushions or pillows are placed in the middle of the circle. The four children who are flowers spin in the circle accompanied by music. When the music stops, they try to grab one of the cushions. The child that remains standing tries to convince their friends why they should choose them.
- The teacher encourages the children to think by asking questions. When a conflict arises, the teacher asks for suggestions on how to resolve it.
- The children who are flowers are exchanged and other children are given the chance.

### Assessment

- Was your friend persuasive enough as to why you should choose him/her?
- Do you think it's hard to convince someone about something?
- Do you know anyone who is highly persuasive?

### Materials: -

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

Hats made of cardboard can be worn by the children representing the flowers.

## The Museum's Flower Garden - Activity 7 Our Responsibilities Towards Nature

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

2.4.3	Does their tasks as much as they can while working as part of a group.
4.2.1	Able to explain how tone of voice, eye contact and body language can aid communication.
4.3.14	Able to explain the need for protecting the nature and environment.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution chosen. Tries the solution chosen. Seeks a new solution when he/she cannot reach one. Suggests creative solutions to a problem.
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for them.

Language Development	Reads visual materials.	Reviews visual materials. Explains visual materials. Asks questions about visual materials. Answers questions about visual materials. Creates compositions such as events and stories by using visual materials.
Social and Emotional Development	Fulfils their responsibilities.	Shows willingness to take responsibility. Fulfils his/her responsibility. Explains possible consequences when responsibilities are not fulfilled.

### Learning Process

- The teacher brings a plant or an image of a plant to the classroom. The teacher first informs the children about the plant and the game. One of the children is blindfolded. The other children in the classroom give them directions such as right, left, forward, backwards in order to help them find the plant.
- The children are divided into groups of four.
- The importance of plants in nature is discussed. The teacher can mention edible and inedible plants according to the readiness of the children. It can be emphasised that plants are an important source of food. As in the game that was just played, it is mentioned that some plants may become extinct over time if care is not taken.
- The children are asked, "What else is in danger of extinction in nature?", "What are our limited resources in nature?". They are asked, "How can we protect them?" and encouraged to offer suggestions.
- It is then talked about what the children's duties are for protecting the environment at school, such as not to waste water in the toilet, turning off the electricity etc.
- Every group chooses a responsibility and prepares a related poster.
- Afterwards, they visit other classes and present their posters in cooperation with the school administration.
- Before the presentation of the posters, it is talked about how to make the oral presentation in the class and how to communicate, and then the students are asked to practice.

### Assessment

- Why do you think some species in our world are going extinct?
- What can be done for endangered species?

- What other duties do you have?
- What can we do to protect the world?

### Materials

Plants or images of plants to be used during the process.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

Attention should be paid to making mixed groups while matching the children.

## The Museum's Flower Garden - Activity 8: Rights and Responsibilities

### Activity Type: Turkish

Referenced competences and their descriptors:

3.1.1	Able to learn about new topics with minimal guidance.
3.2.11	Able to identify similarities and differences between new information and what is already known.
3.1.7	Able to assess their own work.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Protects the rights of oneself and those of others.	Talks about his/her rights. Says that other people have rights. Says what to do when they are wronged. Says what to do to protect the rights of others.
Cognitive Development	Remembers what he/she perceived.	Tells the object/situation/event again after a while. Uses what he/she remembers in new situations.

### Learning Process

➤ The children are asked what they know about their rights. They are provided with brief information about rights. The activity sheet given in Annex-11 is distributed to the children.

Rights

- \* Going to school
- \* Nutrition
- \* Going to the doctor when sick
- \* Living together with the family

- \* Playing games
- \* Reading books
- \* Participating in decision-making

- The children are first asked what they see in this classroom.
- The children are asked to paint the rights they see in the picture (Appendix-11). After they are painted, they talk about what other rights there might be.
- The children's thoughts are noted down.

**Assessment**

- What right makes you feel happy to have?
- What other rights would you like to have?

**Materials**

Activity sheet.

**Working Style of the Activity**

- Individual     Small group     Large group

**Notes/Recommendations**

You can give examples from your own class to make the rights and responsibilities better understood.

## The Museum's Flower Garden - Activity 9: Holding an Interview

**Activity Type: Turkish**

Referenced competences and their descriptors:

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.

**The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):**

Area of Development	Learning Outcome	Indicator
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for them.
Social and Emotional Development	Has self-confidence.	Expresses himself/herself in front of a group. Expresses different views when necessary. Assumes leadership when necessary.

Language Development	Expresses what listened to/ watched in various ways.	Asks questions about what he/ she listened to/watched. Answers questions about what listened to/watched. Tells others what was listened to/watched.
Cognitive Development	Explains time-related concepts.	Sorts events in chronological order.

**Learning Process**

- The children are asked about how they learn about the news happening around us and the importance of communication is mentioned.
- The children are told that they will become journalists and that journalists convey the information they receive from their source to all the people. The expression “receiving information from the source” is explained to the children and topics such as accuracy of the source and confirmation of the information are discussed.
- The children are asked to interview a relative at home or an adult neighbour.
- The topic of the interview is: media from the past to the present. The questions are prepared together with the students. The questions prepared by the students are written on a paper and sent home.
- After the children finish their interview, a circle is formed inside the classroom, and children share what they learned with their friends.

**Assessment**

- Is all information accurate?
- What kind of consequences do you think inaccuracy of a piece of information creates?

**Materials: -**

**Working Style of the Activity**

- Individual     Small group     Large group

**Notes/Recommendations**

- The purpose of this activity is to make students understand that it is now easier to access information in our age, so it is important that the information is accurate. This can be supported with questions.
- The following note can be sent home with the child to make the exercise more understandable by the parents. The parents can add images to the interview details/ paper so that the students can remember those while making their presentation.

Dear Parent,

We are studying the media from the past to the present in our class. We have asked your child to interview an adult. We would like you to explain to your child the difference between the media and channels used in the past and those used today. You can find the questions we have prepared for you below. We would like you to provide your answers to your child. Thank you for supporting our learning process!

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## The Museum's Flower Garden - Activity 10: Going on a Trip

### Activity Type: Travel

Atıfta bulunulan yetkinlikler ve tanımlayıcıları:

1.3.1	Argues that elections should be held in a democratic, free and fair manner.
2.1.1	Shows interest in learning about people's views, values, and traditions.

### MEB Okul Öncesi Eğitim Programı'ndan (2013) atıfta bulunulan kazanım ve göstergeleri:

Area of Development	Learning Outcome	Indicator
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for them.
Language Development	Expresses what he/she listened to/watched in various ways.	Asks questions about what he/she listened to/watched. Answers questions about what he/she listened to/watched. Tells others what was listened to/watched. Shows what he/she listened to/watched in various ways such as through painting, music, drama, poetry and story.

Social and Emotional Development	Has self-confidence.	Expresses himself/herself in front of a group. Expresses different views when necessary. Assumes leadership when necessary.
Cognitive Development	Remembers what he/she perceived.	Tells the object/situation/event again after a while.

### Learning Process

- A trip is organised to an administrative unit that is chosen through an election such as the municipality, mukhtar etc.
- Before the trip, the children are informed about where to go and whom to talk to, and they are included in the planning of the trip.
- Before the trip, the questions to be asked to these elected people are determined.
- The teacher guides the children in preparing the questions and helps prepare questions related to how the elections are organised, and what kind of arrangements are made for the election.
- When they return to the classroom after the trip, the children are asked to draw a picture of the trip.
- The teacher asks the children, "What excited you the most today?" and notes down their answers on the pictures.

### Assessment

- Do you think ... (the people in that location) have a difficult job? Why?
- Would you like to do their work? Why?

### Materials

Drawing papers, crayons.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

If there is no access to an administrative division for the trip, a teacher from the school or someone from the school administration who has knowledge and experience on this subject can be interviewed.

## STORY 5 WHOSE BALL IS IT?



## Story 5: Whose Ball Is It?



This section includes activities developed by the Project on Strengthening Democratic Culture in Basic Education for the story *Whose Ball Is It?*

This story is intended to refer to the following democratic cultural competences:

1.2.1	Expresses the view that cultural diversity should be valued and appreciated.
1.3.1	Shows interest in learning about people's views, values, and traditions.
2.2.1	Expresses a willingness to relate to others who are perceived to be different from themselves.



## Concepts and Keywords

- Friendship
- Similarities
- Diversity
- Differences
- Rights
- Respect
- Love
- Responsibilities
- Global consciousness

## Notes on Books and Activities

Before reading the story, first show the children the cover and have a chat with them using any of the questions you find appropriate to arouse their curiosity.

- What do you see in this picture?
- What do you think this book is about? Why do you think that way?
- What do you think the subject of this book could be? Why?
- What do you think the name of this book could be? Why?
- Do you think the children in the picture are friends?
- What might the children be pointing to?
- How do you think that ball got stuck there?
- Do you think the children will be able to pick up the ball from there? How?
- What game do you think the children will play with the ball?
- Which ball games do you like?

**This book is mainly focused on the democratic attitudes and values such as “civic-mindedness” and “valuing everyone’s opinion”.**

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 topics such as different cultures and countries, similarities and differences. In addition, we worked on the skills, knowledge and understanding for the adoption of a democratic culture.

Read the story to your child at home as well, ask them to tell the story and ask them the following questions:

- What are the different characteristics of these children?
- What are the common characteristics of children in different regions of the world?
- Which countries are you curious about?

## Whose Ball Is It? - Activity 1: What Do I Know About Other Countries?

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

3.1.6	Aware of what they know and what they do not know.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Remembers what he/she perceived.	Tells the object/situation/event again after a while. Uses what he/she remembers in new situations.
Cognitive Development	Makes a prediction about the object/situation/event.	Tells prediction about the object/situation/event. Explains tips about the prediction. Examines the real situation. Compares the projected and the actual situation.
Social and Emotional Development	Respects differences.	Says that he/she possesses different characteristics. Says that people possess different characteristics. Participates in activities together with children of different characteristics.
Social and Emotional Development	Explains different cultural characteristics.	Tells the characteristics belonging to the culture of his/her own country. Tells the similar and different characteristics between his/her own country's culture and other cultures. Says that different countries possess unique cultural characteristics.

### Learning Process

- The teacher asks the children, "Do you know any countries other than our country? What do you know about these countries?"
- Then they are asked, "What do you think children living in other countries play with?"
- Afterwards, they collect materials such as rubber rope, ball, and peg top in the middle of the class. The teacher divides the children into groups of three and gives each group a piece of material. The children are asked to think about how they can create a game with this material and are encouraged to play the game they have created.
- Later, the teacher explains that these materials are game tools used by children in other countries of the world, and that even though the names of the games and the way they are played are different, the children still feel happy playing them.
- The teacher then asks the children if they have heard of the countries mentioned in the book before and asks them to share what they know about these countries.
- A conversation is held about how to travel to other countries.
- The children are asked, "What are you curious about in other countries and cultures?", their questions are written on small note papers, and these questions are hung on the "Curiosity Corner" that is created on a wall of the classroom.

### Materials

Large sheets of paper to jot down the children's answers.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The children can be shown images from different countries.

## Whose Ball Is It? - Activity 2: Shall We Go to Italy?

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

2.1.1	Shows interest in learning about people's views, values, and traditions.
3.6.7	Able to recognise different speech styles used in at least one different social group or culture.
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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Explains different cultural characteristics.	Talks about the characteristics belonging to the culture of his/her own country. Talks about similar and different characteristics between his/her own country's culture and other cultures. Says that different countries possess unique cultural characteristics.
Cognitive Development	Groups objects or things according to their properties.	Matches objects/things one-to-one. Shows matching objects/things. Matches objects/things with their shadows or images.
Cognitive Development	Makes a prediction about the object/situation/event.	Makes a prediction about the object/situation/event. Explains tips about the prediction. Examines the real situation. Compares the projected and the actual situation.

### Learning Process

- The children are asked if they remember which country Dante, one of the heroes of the story, came from.

- After receiving the children's answers, the teacher asks, "Have you heard of Italy before?" and then the location of Italy is found on the globe. Questions such as "Do you think Italy is close to our country? How can we get to Italy? Can we go there by air, land or sea?" are asked. The children are given time to think and respond to them.
- Some Italian words are shared with the students: For example, "Hello: Ciao", "Child: Bambino", "School: Scuola". (Examples can be expanded depending on the children's interests.)
- The teacher says to the children, "Now we will travel to Italy by air." The images containing information such as historical places in Italy, Italian cuisine and the Italian flag are determined by the teacher according to the readiness of the children. Two copies are prepared for each image selected.
- The teacher throws these images, which are folded in the form of an airplane, in the middle of the classroom. The children begin to dance to an Italian music. When the music stops, each child chooses a plane, finds their partner, and talks to him/her about the image.
- Afterwards, the children are given materials such as paper, crayons, and asked, "What interests you the most and what do you like most about Italy?" and to draw a picture.

### Assessment

- Do you want to go to Italy?
- Which place mentioned during the activity would you like to see in Italy? Why?
- Is there another country you want to go to?
- Where did you hear about the other country you want to go to?

### Materials

Images of Italy, paper, crayons.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Suggestions

- The world map can also be used if there is no globe in the classroom.
- While presenting information to the children about Italy, traditional and historical features should be emphasised (such as the Italian cuisine, cultural elements, historical places), but care should be taken not to create stereotypes about the people living in Italy or the country itself. Personal opinions should not be shared with the students.

## Whose Ball Is It? - Activity 3: Storm in Honduras

### Activity Type: Turkish, Art

Referenced competences and their descriptors:

2.4.3	Does their tasks as much as they can while working as part of a group.
2.4.4	Exhibits punctuality.
2.5.1	Expresses the belief that they can carry out the activities that they have planned.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution chosen. Tries the solution chosen. Seeks a new solution when he/she cannot reach one. Suggests creative solutions to a problem.
Social and Emotional Development	Expresses himself/herself in creative ways.	Expresses feelings, thoughts and dreams in original ways. Uses objects in an unusual way. Creates products with unique features.

Motor Development	Performs movements that require the use of small muscles.	Arranges the objects on top of each other/side by side/one within the other. Attaches, removes, strings together objects, etc. Ties objects with different materials. Assembles objects to form new shapes. Cuts materials, glues them and folds them in different ways.
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### Learning Process

- The children are asked if they remember which country Aamir, one of the heroes of the story, came from.
- After receiving the children's answers, the teacher asks, "Did you know there is a country called Honduras?" and then the location of Honduras is found on the globe. Questions such as "Do you think Honduras is close to our country? How can we get there? Can we go there by road?" are asked. The children are given time to think and respond to them.
- Afterwards, the children are shown pictures about Honduras prepared by the teacher beforehand.
- They are told that Honduras is on the coast of the ocean and has faced natural disasters due to its tropical climate, and that especially storms can cause negative situations.
- Images are shared about what can happen in the storm, and the teacher chats with the students about what can be done to be protected from the storm. It is told that storms bring very strong winds and precipitation, so buildings and people can be damaged.
- The children are divided into groups of three. Groups are given a certain amount of time.
- Each group designs a storm-proof building using leftover materials. It gathers ideas on why that building is durable, what materials are used, and share them with their friends after the building is complete. The children in the audience are given the opportunity to ask questions.

### Assessment

- How do you think storms form?
- Which group's building do you think is the most resistant to storm? Why?

### Materials

Leftover materials, tape, glue.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

This activity focuses on the geographical and climatic characteristics of the country.

## Whose Ball Is It? - Activity 4: A Different Ball Game from the USA

### Activity Type: Game, Turkish

Referenced competences and their descriptors:

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

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Motor Development	Performs movements that require the use of small muscles.	Attaches, removes, strings together objects, etc. Ties objects with different materials. Assembles objects to form new shapes. Cuts materials, glues them and folds them in different ways. Tears/removes, squeezes, pulls/stretch, opens/closes, rotates objects. Shapes the materials with his/her hands. Gives shape to materials using tools.
Social and Emotional Development	Explains different cultural characteristics.	Talks about the characteristics belonging to the culture of his/her own country. Talks about the similar and different characteristics between his/her own country's culture and other cultures. Says that different countries possess unique cultural characteristics.

Motor Development	Performs movements that require object control.	Controls objects individually and in pairs. Shoots over the shoulder with a small ball. Catches the thrown ball with his/her hands. Comes running to a set ball and kicks it. Rolls a small ball off the ground with one hand. Throws objects of different sizes and weights at the target. Lifts, carries, pushes, pulls objects.
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### Learning Process

- The children are asked if they remember which country Toni in the story comes from.
- After receiving the children's answers, the teacher asks, "Did you know there is a country called the USA?" and the location of the USA is found on the globe. Questions such as "Do you think the USA is close to us? How can we get there?" are asked. The children are given time to think and respond to them.
- Afterwards, the children are told that people play different sports in the USA as the rest of the world does. Pictures of sports and athletes are shown.
- Pictures related to American football are shown. It is mentioned that the sport known as football in America (known as "American football" in other parts of the world) is played by hand and with a different ball than the one we know. The objective of the game is to throw the ball into the opposing team's goalpost.
- Children are asked to make the non-round ball and provided with cardboard, cotton and rope.
- Then, going out to the schoolyard, the children pair up and try to throw the ball to the line determined by their friends.

### Assessment

- What are the differences between American football and our football?
- Would you rather play American football or regular football? Why?

### Materials

Cardboard, string, cotton.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

- The aim of this activity is for the children to have an idea about one of the sports played in different countries and to compare similarities and differences.
- Depending on the children's readiness, the ball can be given as pre-drawn on cardboard and the children can be asked to cut across the lines.

## Whose Ball Is It? - Activity 5: Where Are the Countries?

### Activity Type: Game, Mathematics

Referenced competences and their descriptors:

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.
4.2.1	Able to explain how tone of voice, eye contact and body language can aid communication.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Uses his/her voice appropriately.	Uses breathing correctly when speaking/singing. Adjusts the tone, speed and volume of his/her voice while speaking/singing.
Social and Emotional Development	Explains different cultural characteristics.	Talks about the characteristics belonging to the culture of their his/her country. Talks about the similar and different characteristics between his/her own country's culture and other cultures. Says that different countries possess unique cultural characteristics.
Language Development	Expresses what he/she listened to/watched in various ways.	Asks questions about what was listened to/watched. Answers questions about what he/she listened to/watched. Tells others what he/she listened to/watched. Shows what was listened to/watched in various ways such as through painting, music, drama, poetry and story.

### Learning Process

- Papers on which countries from various continents of the world are written are thrown into a basket. Flags are added next to country names. Care is taken to ensure that there are at least twice as many countries as the number of children and that the countries are chosen from different continents of the world.
- The names of the continents are written side by side on a large piece of paper or board. A large world map or globe is laid out.
- The children choose a country name from the basket and the teacher says the name of the country. They then find the location of the country on the map or globe under the guidance of the teacher. Afterwards, the teacher says which continent the country is in and shares the location of that continent with the children.
- The name of the country is attached under the name of the continent on the notice board. Other country names are selected from the basket in this way and placed on the relevant continent after finding them on the globe.
- After completion, the notice board is examined, and it is talked about which continent has more or less countries in the bar chart. The importance of diversity is emphasised.
- Then, papers on which the names of the continents are written are placed inside the classroom. The children are separated in pairs. One of the pairs is blindfolded and asked to choose a country. The other one tries to bring the blindfolded child to the continent where the country is located by using only verbal instructions (forward, backward, right, left etc.).

### Assessment

- Did you know that there are so many countries in the world?
- Which continent or country do you like more?
- Which country would you like to go to?

### Materials

World map or globe, paper, pen, scarf.

### Working Style of the Activity

Individual     Small group     Large group

### Notes/Recommendations

- If the children cannot find the locations of the countries on the globe or on the map, the teacher can ask them to find them by giving some clues or show them.
- If the children cannot name the country that they will choose, they can create an imaginary country.

## Whose Ball Is It? - Activity 6:

### Introducing Our Class to Someone Who Doesn't Know Our Language

**Activity Type: Turkish, Drama**

Referenced competences and their descriptors:

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.

**The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):**

Area of Development	Learning Outcome	Indicator
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution chosen. Tries the solution chosen. Seeks a new solution when he/she cannot reach a solution. Suggests creative solutions to a problem.
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for them.

Social and Emotional Development	Expresses themselves in creative ways.	Expresses feelings, thoughts and dreams in original ways.
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**Learning Process**

- It is talked about how children in the story who do not know each other's language get along and how they find solutions to get along.
- The children are then separated in pairs.
- The teacher asks the children, "If a person who does not speak Turkish comes to our class, how would you introduce our class to them?"
- They then give the children time to think and consider.
- The children present their suggestions that they developed together with their partners.
- Afterwards, the teacher goes near the classroom's door and says, "Now, I am a foreigner who does not speak your language. I will enter the classroom. Try to tell me what's going on in our class, explain our class rules". The children are given some time to prepare.
- If the children try to communicate by talking, the teacher will show that they do not understand them as they walk around the classroom

**Assessment**

- What was it like to explain something without speaking?
- What did you find most difficult to explain? Why?

**Materials**

Large sheets of paper to jot down the children's answers.

**Working Style of the Activity**

- Individual    
  Small group    
  Large group

**Notes/Recommendations**

Someone who works at the school can also be used as a foreigner who just came to the class.

## Whose Ball Is It? - Activity 7: This World is Ours, Let's Protect It

### Activity Type: Turkish, Art

Referenced competences and their descriptors:

4.3.13	Able to reflect critically on the values, behaviour and lifestyles that are required for a sustainable future.
4.3.14	Explains the need for protecting the nature and environment.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.
Cognitive Development	Generates solutions to problems.	Explains the problem. Suggests various solutions to a problem. Chooses one of the solutions. Explains the reasoning for the solution chosen. Tries the solution chosen. Seeks a new solution when he/she cannot reach one. Suggests creative solutions to a problem.
Social and Emotional Development	Expresses himself/herself in creative ways.	Expresses feelings, thoughts and dreams in original ways. Uses objects in an unusual way. Creates products with unique features.

Social and Emotional Development	Fulfils his/her responsibilities.	Shows willingness to take responsibility. Fulfils his/her responsibility. Explains possible consequences when responsibilities are not fulfilled.
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### Learning Process

- A globe is brought to the classroom.
- The countries in the story are found on the globe.
- The children are then told that although the countries are located far from each other, they are all a part of the same world and share this world.
- The teacher asks the children, "What are the natural resources we share with the people, animals and plants in our world?"
- The children's answers are noted on a large piece of paper.
- The teacher asks them to think about what we should do to protect natural resources.
- The children are divided into groups of three or four. Each group is given images related to nature (such as forest, water resources) cut from newspapers and magazines, and large cardboards.
- They are asked to discuss what should be done to protect the places in these images of nature and to complete the picture.
- Afterwards, each group explains the image that it prepared to the others.
- While the children are explaining the images, the children in the audience are encouraged to ask questions to them.

### Assessment

- Do you think our natural resources could disappear?
- What natural resource would you like to protect the most? Why?

### Materials

Large sheets of paper, crayons, cardboards on which the children's answers will be noted.

### Working Style of the Activity

- Individual     Small group     Large group

### Notlar/Öneriler

The children may be asked to bring images of nature from home.



## Whose Ball Is It? - Activity 8: Our World

### Activity Type: Art, Turkish

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Respects differences.	Says that he/she possesses different characteristics. Says that people possess different characteristics. Participates in activities together with children of different characteristics.
Social and Emotional Development	Has self-confidence.	Talks about what he/she likes and dislikes about himself/herself. Expresses himself/herself in front of a group. Expresses different views when necessary. Assumes leadership when necessary.
Motor Development	Performs movements that require the use of small muscles.	Assembles objects to form new shapes. Cuts materials, glues them and folds them in different ways. Makes pictures using different materials. Tears/removes objects.

### Learning Process

- The children are asked what kind of world the shoemaker in the story makes.
- The children are then divided into groups of three or four.
- Each group is given an inflated balloon, some diluted glue on a flat plate, and papers.

- The children are asked to tear off the paper and make long strips. Afterwards, the papers dipped in glued water are placed on top of the balloon and the balloon gets completely covered.
- The balloon is left to dry.
- During this study, the children are asked questions about how they cooperate and what roles they play in the group.
- After the balloons dry, the children paint the balloon like a world with their groups.
- The children are asked to tell about the world they created through questions such as "What countries do you have in your world? Who lives in these countries?".

### Assessment

- Did you have any difficulties while doing group work? If so, what was it?
- Was there any other role you wanted to take on in group work?
- What do you think the other kids in the world are doing right now?

### Materials

Large sheets of paper to jot down the children's answers.

### Working Style of the Activity

- Individual    
  Small group    
  Large group

### Notes/Recommendations

Old newspaper and magazine sheets can be used instead of unused white paper by drawing attention to the importance of limited resources and paper consumption. It can be painted white before dyeing.

## Whose Ball Is It? - Activity 9: Children's Rights

### Activity Type: Turkish, Art

Referenced competences and their descriptors:

1.1.2	Argues that the rights of children should be respected and protected.
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### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Social and Emotional Development	Protects the rights of his/her own and those of others.	Talks about one own's rights. Says that other people have rights.
Language Development	Expresses what he/she listened to/watched in various ways.	Asks questions about what was listened to/watched. Answers questions about what he/she listened to/watched. Tells others what he/she listened to/watched. Shows what was listened to/watched in various ways such as through painting, music, drama, poetry and story.
Cognitive Development	Establishes a cause-effect relationship.	Explains possible causes of an event. Explains possible effects of an event.

### Learning Process

- The Convention on the Rights of the Child is mentioned. It is emphasised that every individual is considered a child until 18 years old, and that children have special rights.
- Some of the articles of the Convention on the Rights of the Child are written in Appendix-12 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.
- A chair is placed in the middle. The children dance freely to the music. When the song ends, the child who sits on the chair first chooses one of the articles in the basket. The teacher then reads the article to the child. The child explains what he/she understands from the article to his/her classmates.
- It is talked about why children's rights are important. The children are asked to paint a picture about children's rights and a children's rights board is created with the pictures.

### Assessment

- Do you think every individual has rights?
- Do you think children should have rights?
- What other rights would you like to have besides these rights?

### Materials

Large sheets of paper to jot down the children's answers.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

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

## Whose Ball Is It? - Activity 10: Children's Right to Play - Play Jar

### Activity Type: Turkish, Game

Referenced competences and their descriptors:

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.

### The learning outcomes and indicators referred to in the MoNE Preschool Education Programme (2013):

Area of Development	Learning Outcome	Indicator
Language Development	Uses language for communication.	Makes eye contact during a conversation. Understands gestures and facial expressions. Uses gestures and facial expressions while speaking. Starts the conversation. Continues the conversation. Ends the conversation. Uses courtesy words while speaking. Joins the conversation. Waits his/her turn to speak. Expresses feelings, thoughts and dreams. Tells the reasons for them.
Language Development	Expresses what he/she listened to/watched in various ways.	Asks questions about what was listened to/watched. Answers questions about what was listened to/watched. Tells others what he/she listened to/watched. Shows what he/she listened to/watched in various ways such as through painting, music, drama, poetry and story.

Social and Emotional Development

Shows positive/negative feelings about an event or situation in appropriate ways.

Explains positive/negative feelings using verbal expressions. Shows negative emotions by exhibiting positive behaviours.

### Learning Process

- Before the activity, the teacher places the papers on which the names of traditional children's games are written into a basket. These can be games such as hide-and-seek, high ground, blindfold, rubber jumping, hopscotch, as well as games that the teacher likes and remembers from childhood.
- The children sit in U-shape. The teacher asks, "Is it a right to play games?"
- The children are given time to think and consider.
- Afterwards, it is talked about how children feel while playing games and what they have learned.
- It is then mentioned that, according to the Convention on the Rights of the Child, which was accepted and signed by nearly two hundred countries, one of the important rights of children is to play. The teacher refers to the games that they played in his/her childhood and tells that all children grow up with games.
- Afterwards, the children choose a game from the jar. First, they are asked whether they already know how to play that game. Those who do share the rules with the others and the game is played.
- The play jar is kept inside the classroom. This activity is continued for a long period.

### Assessment

- Have you ever heard of the Convention on the Rights of the Child?
- Which is your favourite game?
- Is there a game you don't like?

### Materials

Paper, pencil, jar.

### Working Style of the Activity

- Individual     Small group     Large group

### Notes/Recommendations

The children can be asked to draw a picture of the game on a piece of paper on which they write the name of the game that they have set up.

## 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	Tries 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 Çatışma çözme becerileri

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"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
	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"> <li>➤ The children can be encouraged to work together by matching peers together during the activities.</li> <li>➤ The teacher can receive the support of the children during the selection and distribution of activity materials.</li> <li>➤ Problems can be prevented from occurring by expressing clearly and precisely the behavioural expectations for the activity.</li> <li>➤ 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.</li> </ul>
	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"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ Images can be printed on a plain and contrasting background.</li> <li>➤ 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.</li> </ul>

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"> <li>➤ For children who have difficulty grasping the ball with their fingers, consider using balls with holes on which the fingers can be placed.</li> <li>➤ he children can be allowed to see the images in the book by preparing large cardboards on which copies of those images can be placed.</li> <li>➤ Activity materials can be fixed according to the needs of the children by using a tape, Velcro or non-slip supports.</li> <li>➤ Note papers can be given to the children so that they can draw/paint or mark according to their characteristics and needs.</li> </ul>
	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"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

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"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
	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"> <li>➤ Children's participation can be increased by integrating music-, art- and science-related activities to activities that require physical movement.</li> <li>➤ Processes such as music, art and games can be included in line with the achievements and indicators in language-, science- and mathematics-related activities.</li> </ul>

## 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, it can also be done on paper.

It is important for teachers to document the learning process by walking around and jotting down the children's thoughts while they are working on the activities.

The children's 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 children's 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

### Wonderful Forest - Activity 2

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

What part of this story excited you the most? What did you like the most? Draw a picture of it below.

What are you curious about in this story?

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## Annex-4

### Wonderful Forest - Activity 8

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

Examine the waste below. Put each waste in the right recycle bin by drawing a line to it.



## Annex-5

### The Forest Dance - Activity 3

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_





What do you think you are good at? What are you very good at? Draw a picture of it.

## Annex-6

### The Forest Dance - Activity 6

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

Check the facial expressions below. What emotions might these be expressing? In what situations do you feel that way? Draw a picture of it inside the box.

## Annex-7

### The Forest Dance - Activity 7

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

Dingo, the smart dog of the forest, forgot to invite koala, a resident of the forest. Koala got upset, thinking that he wasn't wanted. Quickly realising that he upset his friend, Dingo went and apologised, and the two animals played together.



In which situations do you apologise? Draw a picture of it.

## Annex-8

### Bunny Town - Activity 1

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

The rabbits in the picture want to go to the carrot field, but the road in between is dangerous for them.

What would you do if you were in this situation? Complete the picture.



## Annex-9

### Bunny Town - Activity 9

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

If you were the beaver in the story, how would you act when you noticed water flowing into Bunny Town? Draw a picture of it.

## Annex-10

### The Museum's Flower Garden - Activity 2

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_



## Annex-11

### The Museum's Flower Garden - Activity 8

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

Check out the pictures below. Paint the picture you think is your right in red.



## Annex-12

### Whose Ball Is It? - Activity 9

Student's Name and Surname: \_\_\_\_\_ Date: \_\_\_\_\_

**Article 1:** Every person is considered a child up to the age of 18.

**Article 2:** Rights of the child are effective for all children.

**Article 6:** Every child has the right to grow up.

**Article 7:** Every child has the right to a name and an identity card.

**Article 7:** Every child has the right to grow up with their family.

**Article 9:** Children living separately from their parents have the right to maintain contact with their parents.

**Article 11:** No child can be taken to another country without the consent of their parents.

**Article 12:** Every child has the right to express their own views on a topic concerning them.

**Article 13:** Every child has the right to express their thoughts boldly.

**Article 17:** Every child has the right to access information, documents, and books.

**Article 18:** The adults who are responsible for the upbringing of the child should use their best efforts to fulfil their responsibilities.

**Article 20:** Children who cannot live with their families are under the responsibility of the state.

**Article 23:** The state is responsible for meeting the needs of disabled children and their families.

**Article 24:** All children have the right to see a doctor free of charge when sick.

**Article 28:** All children have the right to go to school free of charge.

**Article 31:** All children have the right to play.

**Article 31:** All children have the right to access park, library, garden, course, theatre, cinema, museum, etc.

**Article 32:** No one should mistreat children.

**Article 32:** Children cannot be employed in any job that is profit-oriented.

**Article 38:** Every child has the right to live in a peaceful environment and to be protected from war.

## Annex-13

### 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-14

## 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?

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

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What does this activity tell us?

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How did you feel while carrying out this activity?



What skills did you use while carrying out this activity?

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

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What does this product of your friend tell you?

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What do you feel about this product of your friend?

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